

# Indigenous Education Strategy 2015 - 2024

## IMPLEMENTATION PLAN 2015-2017

FOUNDATIONS	1. Expand the delivery of Families as First Teachers (FaFT) into remote communities including town camps.
	2. Ensure FaFT programs use evidence based literacy and child development approaches and are rigorously evaluated.
	3. Establish guidelines for principals for the support and management of early childhood education and care programs.
	4. Schools to provide a clear transition for children and their families prior to and post preschool.
	5. Invest in implementing early language and literacy learning programs in preschools.
	6. Establish integrated early childhood services in the child and family centre sites.
ESSENTIALS	1. Progressively mandate an approach to literacy and numeracy teaching programs to include phonological and phonemic awareness and assessment.
	2. In selected schools, implement Direct Instruction in reading, spelling, writing and mathematics.
	3. Establish NT-wide age benchmarks for numeracy, writing, reading, phonemic awareness and sight words.
	4. Revise principal performance plans and school plans to reflect the mandated approaches and identify school based strategies for success.
	5. Develop and implement policy to guide the delivery of Aboriginal Languages and Cultures programs in NT schools following national and Territory policy direction.
PATHWAYS	1. Transition remote secondary students to residential facilities in towns with secondary schools.
	2. Establish a Transition Support Unit to support students with their families through secondary pathways.
	3. Establish secondary education provision in regional and urban sites that meets the academic and vocational needs of students from very remote communities.
	4. In urban, regional and approved very remote schools, resource employment pathways programs.
	5. Implement options for post primary education, including work readiness in approved schools.
ENGAGEMENT	1. Adopt a system-wide community engagement charter to set expectations to drive respectful and purposeful interactions with the community.
	2. Work with the Australian Government to align all efforts to improve school attendance, with a priority focus on engaging families, to address the attendance of children where there is inconsistent attendance.
	3. Implement a tailored single provider girls' engagement program in the Northern Territory.
	4. Implement and resource a whole-system approach to behaviour management and well being.
WORKFORCE	1. Implement a workforce plan to ensure education services are provided to Indigenous students by high quality staff.
	2. Establish employment and professional development arrangements for Assistant Teachers consistent with those of other staff.
	3. Strengthen principals skills for working in very remote schools, including cultural competency training, mentoring and coaching.
	4. Provide resources to remote schools staff including an introduction to Indigenous languages and team teaching strategies.
	5. Undertake a remote teacher housing refurbishment program in addition to new housing construction in very remote centres aligned to major reforms.

## IMPLEMENTATION PLAN 2018-2020

### Early years

Continue to drive high quality early childhood services and programs that meet the needs of children and families in remote and very remote communities.

### Literacy and Numeracy

Expand the delivery of a consistent approach to literacy and numeracy programs in remote and very remote schools and improve data collection methods to track achievement and growth.

### Indigenous Languages and Cultures

Implement the Indigenous Languages and Cultures curriculum framework in remote and very remote schools through community led processes.

### Secondary options

Continue to provide support to Indigenous students who wish to pursue a secondary pathway boarding option and support those students at risk of disengaging from the boarding system.

Implement options for secondary provision in remote and very remote schools including the Employment Pathways curriculum.

**Community-led schools** Improve engagement with remote and very remote communities including increasing participation in decision making.

**Engagement and Attendance** Continue to work in partnership with the Australian Government to implement engagement and attendance strategies across remote and very remote communities.

**Well-being and Behaviour** Continue delivery of the Northern Territory well-being framework in remote and very remote government schools.

### Workforce

Continue focus on supporting and developing a strong Indigenous workforce through attraction, retention through the implementation of the Indigenous Employment and Workforce Strategy and Remote Workforce Plan.