

Phase 1 Implementation Overview 2015-2017

Indigenous students in the Northern Territory are successful and confident in their education journey

ELEMENT 1

Foundations

Indigenous children entering primary schooling have the skills and attributes they need to succeed in their education.

GOALS

- 1.1 Early childhood education and development programs are evidence-based and focus effort on success in literacy learning.
- 1.2 Parents and carers are engaged in and support their children's learning and development from the earliest years.

ACTIONS

1. Expand the delivery of Families as First Teachers (FaFT) into remote communities.
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.

ELEMENT 2

Essentials

Indigenous students achieve age benchmarks in literacy and numeracy in their primary years of schooling, and plan for their secondary education with confidence.

GOALS

- 2.1 Identified schools are centrally supported to deliver mandated quality evidence-based literacy and numeracy programs.
- 2.2 Territory-wide age benchmarks are in place to ensure effective monitoring of student achievement in reading, oral English and numeracy.

ACTIONS

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 programmes in NT schools following national and territory policy direction.

ELEMENT 3

Pathways

Indigenous students complete schooling well equipped to take up employment, training and higher education opportunities.

GOALS

- 3.1 Secondary education in regional and urban secondary schools is tailored to meet the needs of students from remote communities.
- 3.2 Residential options and transition support are provided to very remote students.
- 3.3 Workplace literacy and numeracy programs are provided to prepare students for work.

ACTIONS

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.

ELEMENT 4

Engagement

Indigenous children at all stages of schooling attend school regularly and are supported in their education by their families and community.

GOALS

- 4.1 Parents and communities are engaged with purpose to support their children throughout their learning journey.
- 4.2 Schools and regions achieve strong and consistent attendance of students from early childhood through to secondary schooling.
- 4.3 Quality student engagement programs support young adults in schools.
- 4.4 Schools provide a whole-system approach to behaviour management and wellbeing.

ACTIONS

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 wellbeing.

ELEMENT 5

Workforce

Indigenous student outcomes are improved through a consistent system-wide approach to providing highly skilled and motivated educators and leaders in our schools.

GOALS

- 5.1 A strategic approach is adopted to managing, supporting and developing a strong workforce to achieve educational success for Indigenous students.
- 5.2 Working in remote schools is seen as a career opportunity for high performing principals and teachers.
- 5.3 Indigenous workforce and capacity is increased and is supported by scholarship and early careers programs.
- 5.4 Indigenous staff have equitable professional opportunities.

ACTIONS

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 school staff including an introduction to Indigenous languages and team teaching strategies.
5. Undertake a remote teacher housing refurbishment in addition to new housing construction in very remote centres aligned to major reforms.