

**Implementation Plan for the National Partnership Agreement on  
Youth Attainment and Transitions  
Northern Territory**

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## Purpose

The Commonwealth and the Northern Territory are committed to working collaboratively to increase the educational engagement, attainment and successful transitions of young people. This implementation plan outlines how the National Partnership on Youth Attainment and Transitions will be implemented in the Northern Territory.

The National Partnership was established to achieve a national Year 12 or equivalent attainment rate of 90 per cent by 2015, provide an education or training entitlement to young people aged 15-24; better engage young people in education and training; assist young people aged 15-24 to make a successful transition from schooling into further education, training or employment; and better align Commonwealth, State and Territory programs and services related to youth, careers and transitions.

### Monitoring annual improvements in participation, attainment and transitions, including Indigenous performance

The Performance Indicators are generally consistent with commonly sourced data sets, and reporting requirements under the National Education Agreement and the National Indigenous Reform Agreement.

Two reward payments are available under the National Partnership to support improved participation and attainment subject to the achievement of targets, as assessed by the COAG Reform Council.

Improving Indigenous engagement and closing the gap in Indigenous attainment is a fundamental part of creating a fair Australia. Indigenous disaggregation of Performance Indicators provides a focus on Indigenous attendance, retention, and participation in middle secondary and lower levels of VET.

Outcome	Performance Indicator	Source
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12*, including Indigenous students	National Schools Statistics Collection
	Enrolment of Indigenous fulltime equivalent students in years 9 and 10	
	15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher*, including Indigenous students	Australian Vocational Education and Training Management Information Statistical Standard collection
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate I level	
Increased attainment of young people aged 15-24, including Indigenous youth	The proportion of young people aged 20-24 who have attained Year 12 or Certificate II or above ^ <i>As per: NEA p9; NIRA p13</i>	ABS Survey of Education and Work, supplemented by census, survey and administrative data  <i>As per COAG Communiqué 30 April 2009, p5</i>

	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above <i>As per: NEA p9; NIRA p13</i>	ABS Census of Population and Housing (principal source) and administrative and survey data on the award of Year 12 and VET certificates <sup>1</sup>
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	ABS Survey of Education and Work <i>As per NP YAT Table 3 (p14)</i>
Improved Indigenous attendance	Attendance rates for Indigenous students in years 1-10 <i>As per: NIRA p14; NEA pC-25</i>	National Schools Statistics Collection
Improved Indigenous retention	<ul style="list-style-type: none"> <li>▪ Apparent retention years 7/8 to year 10, by Indigenous status</li> <li>▪ Apparent retention years 7/8 to year 12, by Indigenous status</li> </ul> <i>As per NIRA p13</i>	National Schools Statistics Collection

\* Indicator for participation reward payment (measured in 2010; payment available in 2011).

^ Indicator for attainment reward payment (measured in 2012; payment available in 2013).

## Context, Strategic Vision for Youth & Links to Other Reforms

### POPULATION CHARACTERISTICS THAT IMPACT ON YOUTH EDUCATION AND TRAINING IN THE NT

The Northern Territory (NT) has a number of distinctive features that impact on education and training service provision. The population has a large and growing proportion of Indigenous people and is highly dispersed, with over 44% of the population residing in remote or very remote locations spread over a vast area of land. Notably, 75% of the NT's Indigenous population reside outside the major regional centres. A high birth rate drives the NT's population growth. There is also high interstate and growing overseas mobility among the non-Indigenous population as well as inter and intrastate mobility among the Indigenous population.

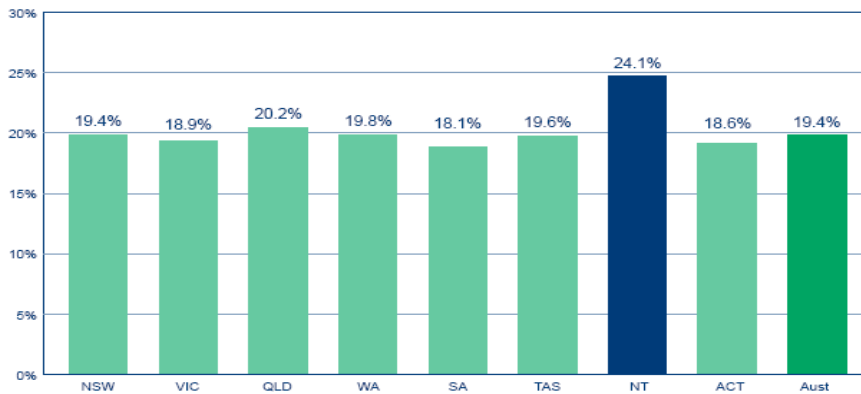
For schools in 2008, this translated to 20% of the 17,435 enrolled Indigenous students living in remote and 55% in very remote locations, compared with 72% of the 25,210 non-Indigenous students, living in a provincial location.

The NT's population is younger than that of all other jurisdictions (Figure 1) and the population/age demographic profile (Figure 2) makes it clear that the differential impact of the high birth rate for the Territory's Indigenous population will continue to affect the characteristics of the school age and young adult population for some time to come.

For example, in 2000 the Indigenous/non-Indigenous percentage split of NT school enrolments was 38/62. In 2008 it was 41/59 and it is expected to rise to 50/50 by 2014. The Australian national proportion is 4.4% (Figure 3).

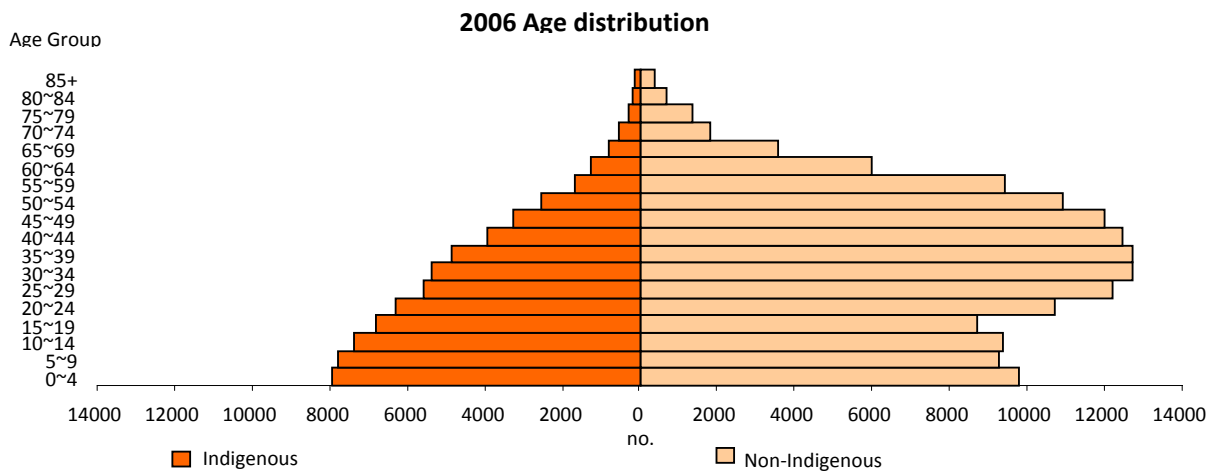
<sup>1</sup> Relevant data from other sources that can show improvement over time as agreed with jurisdictions will be considered in inter-Censal years to monitor progress towards the 2020 halving the Indigenous attainment gap target.

**Figure 1: Percentage of population in each state / territory under the age of 15 years as at 2006**



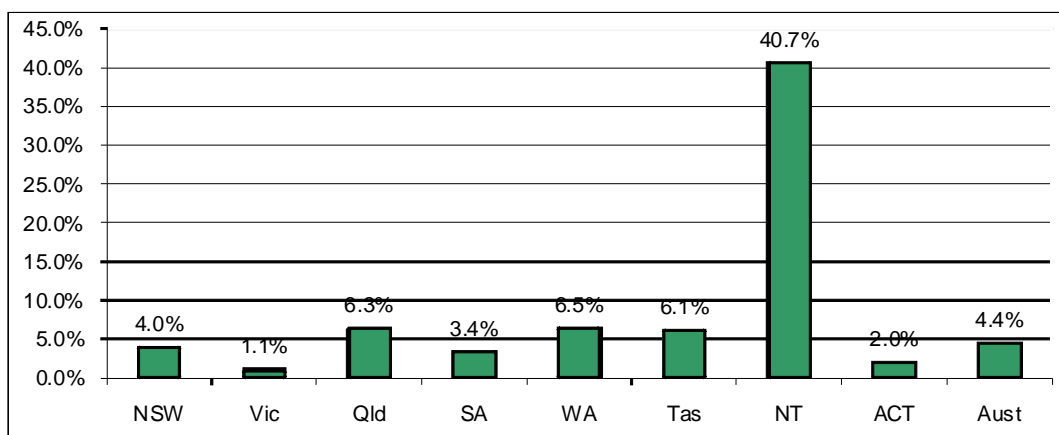
Source: ABS 3201.0 - Table 7 - June 2007

**Figure 2: Population/Age Demographic – Northern Territory**



Source: (ABS Unpublished data; NT Treasury estimates)

**Figure 3: Percentage Indigenous Students (of total fulltime student cohort) by state/territory**



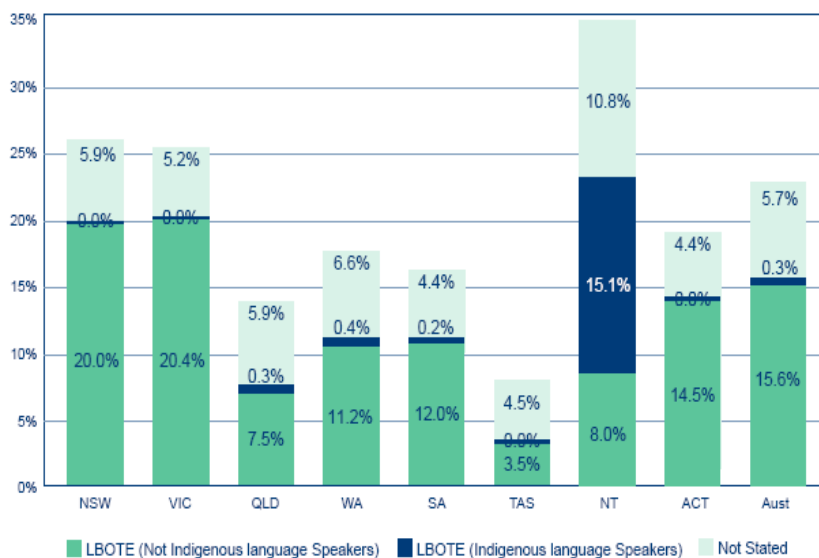
Source: ABS 422.10 Schools Australia 2007

Of the 187 NT government and non-government schools, 34 have 100% Indigenous enrolment and over 24% of students attend schools where the proportion of Indigenous students is over 80%. Altogether, 69% of schools have majority Indigenous enrolments. This differs dramatically from other jurisdictions where the proportion of Indigenous school-age population is 6% or less. This means that the challenge of improving the outcomes of Indigenous students is core business for all schools, all classrooms, and all training providers in the NT.

### Linguistic and cultural diversity

NT also has the highest proportion of students who speak languages other than English (Figure 4). This is not generally recognised or understood because English as a Second Language (ESL) is often assumed to relate closely to new arrivals.

**Figure 4: Language Spoken at Home**



Source: ABS 2068.0 c37b 2006 Census Population and Housing, Northern Territory – Language spoken at home (narrow groups) by sex

The issue of Indigenous language background is critical to the majority of NT schools and training organisations, influencing the curriculum and the skills and knowledge needed by teachers, and the range and level of qualifications that can be effectively delivered by trainers.

The lack of exposure to Standard Australian English (SAE) has a significant impact on the acquisition of English to National Minimum Standards. Using English as the language of instruction is akin to learning English as a foreign language but without the benefit of the informal curriculum (for example, playground, after school, community events, etc) being in English. For many young people, their only experience of English is the formal teacher/trainer communication in the learning environment.

The result of this is very low levels of adult literacy and numeracy in remote and very remote locations.

### Socio-economic Status

The level of disadvantage in remote locations cannot be underestimated. For example, the Northern Territory has over 50% of its schools in the bottom decile of the SEIFA- IRSD (Index of Relative Socioeconomic Disadvantage) list of Australian schools. Over 26% of students attend these schools.

## **Student attendance**

Student mobility, both in schools and training courses, is high and continuity in learning programs is a major issue. Irregular attendance or chronic under attendance also impacts on student outcomes in both the schooling and training environments. The majority of Indigenous students in remote schools are attending at rates that mean they have little chance of learning progress or meeting National Minimum Standards (NMS).

In the schooling sector, small very remote schools have an attendance rate of 46%, while the rate is only 27% in very remote large schools.

Patterns of student attendance in schools have, to date, proved to be highly resistant to change, in spite of the implementation of school based breakfast and lunch programs under the Northern Territory Emergency Response (NTER), the School Enrolment and Attendance Measure (SEAM) and a highly focussed NT wide attendance strategy and marketing campaign. There are some indications that smaller schools with a homogenous population; that is, from the same clan and language group; are able to show progress in increasing attendance. More needs to be understood about the complex relationship between intra community relationships and student attendance.

## **Student health and well being**

The profile and social context of NT Indigenous students also present significant challenges. Students experience many episodes of chronic ill-health, including Otitis Media which impacts on hearing, and access to appropriate health services is not reliable. Physical, social and emotional development and well being are impacted by multiple factors including Foetal Alcohol Syndrome, poor nutrition and overcrowded housing. By the time an individual reaches his/her late teens, the cumulative impact of health and well being issues on learning outcomes and engagement is enormous.

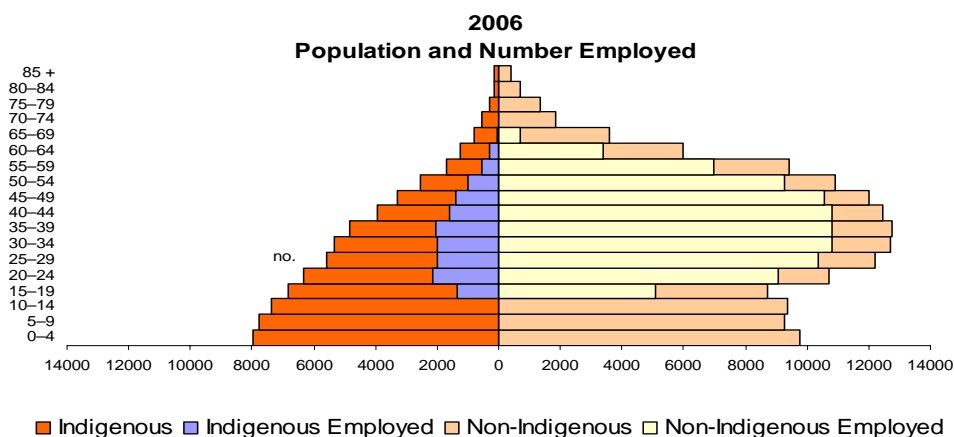
Another challenge is ensuring that the needs of remote and very remote students with a disability are addressed. At the schooling level, identification and financial support for a disability require formal identification through a departmental assessment and diagnosis by a paediatrician or paediatric psychiatrist. Remote and very remote school students often have difficulty gaining access to the required expertise to enable the identification to occur. Very remote schools can also have difficulty in identifying a suitable Inclusion Support Assistant.

## **Intergenerational issues**

One of the challenges for teachers and trainers, particularly in remote Indigenous communities, is the low numbers of Indigenous adults who engage in the labour market or in activities that use skills associated with schooling and training, such as reading. This makes it challenging to connect schooling, and even training, to an understanding of post school/training purpose. The Northern Territory's Indigenous population faces a number of barriers in addition to remoteness that impact on their levels of participation, including low levels of literacy and numeracy, limited access to training and a lack of employment opportunities in their communities.

Figure 5 shows the differentiated pattern of labour market engagement between NT Indigenous and NT non-Indigenous populations. It is notable that the younger the age group, the lower the proportion in employment. This suggests that the older siblings and parents of students are less likely to be in employment.

**Figure 5: Population and number employed by Indigeneity**



### Unemployment in urban areas

From the urban perspective, the Northern Territory economy is still relatively strong but not immune from the global financial crisis. The Northern Territory’s unemployment rate for September 2008 reached a low of 2.6 per cent, below the national rate of 4.2 per cent. However, it increased to 3.8 per cent in December 2008. The number of people employed throughout 2008 continually grew with a record 111,700 employed in September 2008. However, employment decreased marginally to 111,081 by December 2008. ABS Labour Force Survey data for July 2009 shows an unemployment rate for the NT of 4.2 per cent, below the national rate of 5.8 per cent.

While the NT is enjoying a period of economic expansion and job growth, in some geographic areas, particularly remote NT, unemployment is unacceptably high. **Attachment 1** provides an overview of the Indigenous Economic Development Indicators for each Territory Growth Town.

### Student learning outcomes

Whilst the 2009 NAPLAN results show significant improvement in participation rates (up by 14.5 per cent) and small gains towards closing the gap between the NT’s performance and the Australian averages, the 2008 NAPLAN results confirm that the Northern Territory has a considerable way to go to turn around very low performance in Indigenous student outcomes relative to other jurisdictions, especially in remote and very remote schools. This is disappointing given large investments in literacy and numeracy interventions, but it is not surprising. International experience suggests that reforms of the magnitude the department is seeking, will require a consistent commitment, over a considerable period of time, to a multi-element strategy that addresses all possible elements of school improvement in a coherent, sustained, and integrated way.

At the senior secondary end, NT is starting to get results for Indigenous students, but there is a long way to go. Of the 1019 students receiving their NTCE, only 157 identified as Indigenous (45 very remote).

### School Education Workforce Challenges

The NT implements an aggressive marketing strategy across Australia to attract teachers to the Territory at a time when there is a global teacher skills shortage. The NT offers among the highest remuneration in the country and generous allowances for living in remote communities. Packages that include fly in and out for short-term contracts are also available.

However, attracting, retaining and developing appropriately trained and experienced teachers are big challenges. Most teachers who register to teach in the NT come from interstate and many lack general experience in the profession, and specific experience with the language and cultural diversity and

special needs of the student profile of the NT, in particular English as a Second Language (ESL) or English as a Foreign Language (EFL) training or qualifications. Remoteness and isolation present significant challenges in the delivery of even simple services and resources to support teachers. Severe isolation means that NT locations are not attractive to a highly competitive workforce. This is particularly an issue when couples with families are offered positions in remote locations.

It is also often difficult to recruit and/or to retain specialist teachers in remote and very remote locations, in part because of inadequate services and infrastructure such as housing. This is a particular challenge in relation to ensuring that schools have access to expertise in teaching in an EFL context, as well as on a school's ability to offer student and industry driven vocational education and training and senior secondary courses.

High staff turnover impacts on the ability of staff to form ongoing and positive relations with students and the community. It also limits the impact of professional development and a school's ability to effectively implement whole school approaches to literacy or pedagogy.

### **Training Workforce Challenges**

As with the school education workforce, training providers also have difficulty attracting and retaining skilled staff. Trainers, like teachers, face a range of challenges in the exercise of their jobs, including:

- locations in the wet tropics are often isolated by flood and road damage for significant parts of the year;
- IT and communication/connections are difficult to maintain and available bandwidth is often insufficient for sustainable and reliable information and communication technology often resulting in slower, less frequent information sharing and reporting, although this is in the process of being addressed;
- provisioning of supplies is limited - it often takes much longer and requires increased administration;
- the provision of infrastructure, equipment and repairs is restricted by weather, transport and availability of licensed and experienced tradespeople. Harsh local conditions often shorten the useful life of materials and equipment or require more frequent maintenance schedules; and
- the housing for visiting officers is very limited, and often non-existent.

### **Senior Secondary School in the Northern Territory**

At the senior secondary level the NT is starting to see some improvement for Indigenous students, but there is a long way to go. While the percentage of 15- 19 year olds in the NT population is around 40 per cent, only 31 per cent of the year 10-12 cohort attending school is Indigenous and only 14 per cent of NTCET completers are Indigenous. Of these only 28 per cent reside in remote areas.

From a government service delivery point of view the challenge of delivering quality services for this cohort is also the biggest logistical and resourcing challenge.

- Only six remote community schools have a South Australian Certificate of Education (SACE) Provider number and may offer NTCET subjects and /or use NT Open Education Centre (NTOEC) Delivery. The following schools have senior school provider options - Maningrida, Kalkaringi, Yirrkala, Shepherdson College, Ramingining, and OLSH at Thamarrur.
- Other communities may access NT Open Education Centre courses. However this delivery mode does assume a level of family support and education knowledge that does not necessarily exist in many Indigenous communities. Other options are to use virtual delivery.
- Another more recently available option is for schools to use the NT Senior Years School provider number (933). This makes it possible for all the schools that do not at this stage have their own provider number to offer locally developed subjects from the regional school.

- Boarding is offered in Alice Springs - Yirara College, in Darwin - St John's College, Marrara Christian College, Kormilda College and in three (3) remote locations Boarding Hostels are available in Tennant Creek and Katherine.
- For families that choose a boarding school option the NT offers financial assistance under the Northern Territory Government Student Assistance and Supplementary Boarding Allowance Schemes. These schemes are designed to complement the student assistance schemes provided by the Australian Government. They provide some travel assistance for isolated primary, middle or senior students and supplementation of costs of boarding but not for students who already receive these same subsidies through the Australian Government Aboriginal Study Assistance Scheme (ABSTUDY).

### **Vocational Education and Training**

With 60 per cent of our Indigenous population living in remote communities, the Northern Territory Vocational Education and Training and Higher Education systems face unique demographic, geographic and cultural challenges. Underpinning these challenges are the high cost of training, access to communities most in need of training and the lack of readily available, suitable infrastructure to facilitate training delivery. Indigenous students often require additional literacy and numeracy support to assist them to gain the basic knowledge and skills that will lead to accredited training outcomes.

Expenditure per hour of training delivery in the Northern Territory is the highest of all jurisdictions. In 2007, the cost per hour for the Northern Territory was approximately \$21 with the cost in the other jurisdictions ranging between \$11.60 and \$15 per hour.

The provision of a suitable range of vocational courses is also a challenge because of the high infrastructure support requirements for some courses. The Australian Government's Trade Training Centres in Schools program and the Science and Language Centre components of the Building the Education Revolution (BER) are providing an important opportunity to increase fit for purpose infrastructure to support quality education and training provision across the larger remote communities.

Of all the young people residing in regional, rural and remote communities in Australia there is overwhelming evidence that it is Indigenous students in remote discrete Indigenous communities who have the highest needs.

The biggest challenge for students in remote contexts in the Northern Territory – the vast majority of whom are Indigenous - is to get to the senior secondary school level having attained a level of literacy, numeracy and English language competence to take advantage of senior secondary and tertiary opportunities, and to be prepared for the world of work.

### **YOUTH EDUCATION AND TRAINING REFORM IN THE NORTHERN TERRITORY**

The Northern Territory is committed to achieving significant and sustainable improvements in education, training and employment outcomes for all young Territorians, especially Indigenous youth. Prior to the announcement of the Council of Australian Governments (COAG) Agreement on Youth Attainment and Transitions, the Northern Territory had already embarked on an ambitious suite of initiatives aimed at improving participation and productivity outcomes for young people.

The central plank of the Northern Territory's strategy to drive radical change in this area was the Government's announcement of its intention to require young people to complete Year 10 and thereafter to participate in education, training and/or employment until age 17 years. Currently, the Northern Territory has the lowest school leaving age in Australia. However, the Northern Territory is

on track to have the necessary amendments to the Education Act in place to give effect to this reform, for a 1 January 2010 implementation date. This change is consistent with COAG's National Youth Participation Requirement.

To support this new participation requirement, the Northern Territory is implementing a range of initiatives aimed at improving literacy and numeracy outcomes (through the Smarter Schools National Partnerships); improving student attendance; providing access to more flexible and meaningful pathways for young people, especially in the senior years of schooling, and establishing a Beyond School Guarantee to encourage young people to complete their schooling so they are assured of a post school pathway into further education, training or employment.

Whereas the Northern Territory's youth reform will occur across the Territory, it is in remote locations that the most significant reform will need to occur. It is also in remote locations that the Northern Territory and Australian Governments are focussing significant investment and effort to re-shape remote communities, improve service delivery and infrastructure, and drive major improvement in outcomes for Indigenous people.

The Northern Territory Government is driving transformational change through two key initiatives:

- *Territory 2030*; and
- *Working Future*

These initiatives will work together to drive radical improvements, over time, in outcomes for all Territorians, particularly Indigenous Territorians. For both initiatives, education is the focal point. Together, these two frameworks will steer the NT's planning around youth attainment and transitions.

### ***Territory 2030***

The Northern Territory Government's *Territory 2030* Initiative will guide Government planning for growth across the Territory over the next 20 years. *Territory 2030* is an integrated strategy that recognises and builds on the complex interrelationships between six broad areas for action:

- Education;
- Society;
- Prosperity;
- Health and Wellbeing;
- Environment; and
- Knowledge, Creativity and Innovation.

Draft Objectives for Education are:

- Territorians meet or exceed the national standards for education and training;
- Promote life-long participation in education; and
- Develop a world-class education system.

These objectives have a number of key goals. Those that relate to youth attainment and transitions and which are directing our effort are:

- ensuring all school-age Territorians are enrolled and are attending school;
- halving the gap in literacy and numeracy achievement between Indigenous and non Indigenous students by 2020 and halving it again by 2030;
- increasing the proportion of students attaining Year 12 NTCET or equivalent to at least national levels by 2020;
- continuing to increase the number of Territorians who are completing higher education or VET courses;

- continuing to exceed the national average for VET participation;
- ensuring students have access to boarding schools that are closer to home;
- ensuring we have a highly skilled and stable education workforce, with as many teachers as possible sourced from within the Territory; and
- ensuring the Territory is a world leader in providing education in remote settings, built around evidence-based practice.

### ***A Working Future***

Over 40 000 people or approximately 20 per cent of the Northern Territory population resides in remote or very remote townships and communities [Commonwealth Grants Commission Data, 2006]. These communities are typified by:

- a predominantly Indigenous population;
- a younger than average population;
- a population for whom English is not the primary language spoken;
- lower education outcomes;
- lack of employment opportunities and outcomes;
- overcrowded housing with limited opportunity for private ownership;
- low personal income levels with a high dependence on welfare;
- limited availability of services; and
- a history of under investment in key infrastructure.

Over the last 18 – 24 months the three tiers of government in the NT have begun to reshape the service delivery environment in many remote locations through a range of initiatives including:

- Northern Territory Government -
  - implementation of NT Closing the Gap measures,
  - remote public housing reform,
  - local government reform;
- Australian Government -
  - Northern Territory Emergency Response,
  - transfer of responsibility for outstations to the NT Government,
  - COAG National Partnerships – Remote Service Delivery Reform;
- Local Government -
  - establishment of new governance arrangements across Shires,
  - business planning to ensure consistency of services,
  - contracted service providers to the Australian and NT Governments.

*A Working Future* outlines the Northern Territory Government’s strong vision for remote areas. Under this initiative the Territory’s 20 largest remote communities will be transformed over time into Territory Growth Towns that:

- are properly planned and designed;
- have services, buildings and facilities like any other country town; and
- benefit from targeted investment in infrastructure.

The Territory Growth Towns will become the economic and service delivery centres for their regions. Identification of the Territory Growth Towns has been on the basis of a combination of community and regional population, geographic location, existing and planned government services and the potential for development of commercial enterprises. The Territory Growth Towns will be:

Maningrida	Ngukurr	Angurugu/Umbakumba	Gunbalanya	Ntaria
Lajamanu	Wadeye	Borrooloola	Galiwin'ku	Milingimbi
Yirrkala	Numbulwar	Yuendumu	Nguiu	Ramingining
Gapuwiyak	Daguragu/Kalkarindji	Papunya	Elliott	Ali Curung

The key planks underpinning the *Working Future* initiative are:

- *Territory Growth Towns*;
- *Outstations and Homelands*;
- *Remote Service Delivery* - a Single Government Interface will ensure informed decision making, planning, coordination and working arrangements across the three tiers of government, the non-government and community sectors;
- *Employment and Economic Development* - expanding each town's economic base to help facilitate and create employment opportunities required to match future population needs while supporting, promoting and protecting existing economic activity;
- *Remote Transport Strategy*; and
- *Closing the Gap Targets and Evaluation* - the Territory Government has aligned its targets with those adopted by COAG and will report against these every year.

These planks will focus Government's existing and new initiatives using a place-based approach. Agencies will implement service delivery strategies in each location through local implementation plans. These plans will optimise local and regional service delivery using hub and spoke, or like service delivery models.

The Northern Territory Department of Education and Training (DET) is currently developing implementation plans for an initial group of six (6) of the Territory Growth Towns. Whilst the locations have not been confirmed at this stage, it is likely that they will be:

- Maningrida;
- Ngukurr;
- Angurugu/Umbakumba;
- Gunbalanya/Jabiru
- Ntaria; and
- Lajamanu.

A *Working Future* is closely aligned with the COAG National Indigenous Reform Agreement, which aims to improve outcomes for all Indigenous Australians. The agreement recognises that improving outcomes for Indigenous people requires adoption of a multi-faceted approach that sees effort directed across seven key building blocks: Early Childhood, Schooling, Health, Economic Participation, Healthy Homes, Safe Communities, and Governance and Leadership.

Whilst progress across the seven areas is critical to ensuring sustainable improvements in participation and productivity, the areas which are most linked to youth attainment and transitions are Schooling and Economic Participation.

### **Schooling**

The *Smarter Schools* reforms will expand on existing good practice and provide the opportunity to trial innovative ways to address the challenges of delivering education in the NT. Existing school improvement planning processes will be used to ensure these reforms complement and align with core business and other Territory and national reforms, such as those under the Closing the Gap and Youth Attainment and Transitions National Partnerships.

- The *Low Socio-Economic Status School Communities National Partnership Agreement* identifies schools for targeted effort to address the complex and interconnected challenges facing students in disadvantaged communities, including the Territory Growth Towns.
- The *Improving Teacher Quality National Partnership Agreement* is designed to improve teacher and school leader quality to sustain a quality teaching workforce.
- The *Literacy and Numeracy National Partnership Agreement* focuses on achieving sustainable improvements in literacy and numeracy as a key indicator of ability to go on and complete Year 12 for all students, including those in Territory Growth Towns.

### **Economic Participation**

The Australian and Northern Territory Governments are working to ensure the Indigenous working age population has the depth and breadth of skills and capabilities required for the 21st century labour market. This includes increasing the number of Indigenous people of working age participating in all sectors and at all levels of the labour market.

The Northern Territory Department of Education and Training has recently launched a strategic plan for 2009 – 2012 which sets an ambitious program of reform for NT Government schools driven by the objective of successful student transition to further training, employment and higher education.

Other Northern Territory and national reform agendas that are working together in the Northern Territory and that will help to drive progress for youth are:

- changes to *Youth Allowance (Other) and Family Tax Benefit (A)* so that participation in education and/or training is the most important precondition for eligibility;
- the *Productivity Places Program National Partnership Agreement*, which will increase access by Indigenous people to employment and training services;
- the *Remote Indigenous Public Internet Access National Partnership Agreement* which will provide Internet access and training in remote Indigenous communities, including in Territory Growth Towns;
- the *Indigenous Economic Participation National Partnership Agreement*, which sets targets around Indigenous employment in the public sector and outlines the Northern Territory's commitment to increase Indigenous employment through procurement practices;
- the *Closing the Gap in Indigenous Health Outcomes National Partnership Agreement*, which will fund the implementation of measures relating to Indigenous health, including in remote areas;
- *Closing the Gap – Northern Territory*, which aims to improve the literacy and numeracy skills of Indigenous students and develop a high performing education workforce, with an emphasis on developing a local Indigenous education workforce, in remote schools in the Northern Territory. It will also provide funding for additional teacher accommodation in remote locations;
- the *Preventative Health National Partnership Agreement*, which will provide funding to address 11 key chronic disease risk factors (e.g. smoking, risky drinking, poor diet and obesity);
- the *Building Safe Communities Framework*, which aims to ensure Indigenous children and families are safe and protected from violence and neglect in their home and communities. This includes reducing the amount of alcohol and substance abuse in remote communities;
- the *Framework for Addressing Alcohol Issues in the Northern Territory*, which requires the development of *Place-based Alcohol Management Plans* for remote areas, including Territory Growth Towns;
- the *Remote Indigenous Housing National Partnership Agreement*, which will provide \$1.7 billion to the Northern Territory over 10 years for housing in remote areas and normalisation of town camp housing arrangements; and
- the *Remote Service Delivery National Partnership*, which will invest \$160 million over five years to deliver reforms to remote service delivery in 15 of the Territory Growth Towns.

## THE NORTHERN TERRITORY'S VISION FOR YOUTH

The Northern Territory Government aims to deliver accelerated and sustainable achievement of improved participation and attainment outcomes for young Territorians through the implementation of initiatives that will target intensive effort into areas of greatest need. Reforms will complement, intensify and value add to existing effort.

The Northern Territory Government's vision is to create an environment in which opportunities are made available for all young people to provide a strong foundation for their future. While providing quality education and training opportunities is important for all age groups, it is particularly important that we lay a sound basis for the future and invest now in the skilling of our next generation.

### **Current Situation: The Challenge**

Too many young Territorians are leaving school early and not acquiring the skills they need to get jobs and prepare them well for later life. According to the Australian Bureau of Statistics, in 2008 13.1 per cent of 15 -19 year olds in urban areas in the NT were not participating full-time in education and/or employment. Anecdotal evidence suggests that this percentage is significantly higher in remote and very remote locations. This has increasingly important economic and social implications given that technological advances, changing composition and organisation of the labour force and other structural changes in the Australian and Northern Territory economies have reshaped and significantly reduced employment opportunities for unskilled or low skilled young people.

The reasons for poor outcomes and early exit from school are multifaceted, but the characteristics of the population in the NT give some insight into the serious challenges faced by many young Territorians, especially those young people who live in remote and very remote locations. National and international studies consistently demonstrate that three major demographic factors have a strong impact on student performance:

- Indigenous status;
- geo-location; and
- socio-economic status.

These three influences are particularly concentrated in the NT:

- more than 40 per cent of students are Indigenous compared to an Australian average of 4.4 per cent;
- 44 per cent of students live in remote or very remote geo-locations compared to the NSW figure of 0.6 per cent or the WA figure of 6.6 per cent; and
- 26 per cent are in the bottom decile of the socio-economic status index as used by the Australian Bureau of Statistics (SEIFA-IRSD) compared to 10 per cent Australia wide.

In addition to this, the overlapping of these three demographic factors is quite striking for the NT. That is, most of the NT's low socio-economic status students are Indigenous students who reside in remote or very remote locations.

However, the evidence is strong that completing school and going on to post-school education and training results in much better employment prospects, higher income earning capacity, greater labour mobility and, for older workers, the capacity to stay longer in the productive workforce.

Education and training have major roles to play in supporting the Northern Territory's social and economic development and wellbeing. The Northern Territory Government believes very strongly in the importance of all young Territorians being given the opportunity to undertake the education and

training that will equip them with the skills that will allow them to get jobs, earn a good income and contribute fully to our economic and social growth.

While national and international research show a longstanding and stubborn relationship between education outcomes and student background, more recent research demonstrates that this is not an inevitable relationship. The research shows that education systems that put in place coherent, consistent and comprehensive reform agendas that prioritise supporting schools to undertake whole school improvement, can disrupt this relationship, given time. The evidence also suggests that one of the most significant impediments to achieving this is beliefs and expectations of teachers, parents, principals and system administrators.

To this end, the Northern Territory Government is driving a culture of **high expectations** in NT schools and has a range of policies in place that are directed at increasing participation in education and training through strategies ranging from whole-school improvement planning to increasing VET in Schools and School-based Apprenticeships and Traineeships programs to establishing a *Beyond School Guarantee*.

### **The Way Forward - Targets**

The strategic directions for the Northern Territory require a significant and renewed focus on ensuring a skilled and capable workforce, ready to meet future opportunities.

Much work has already been done by schools to develop flexible, responsive, pathways between school and work or further study. However, more work is needed, and this will be a focus area for many schools in their planning as part of the Smarter Schools National Partnerships and in their work to make youth engagement, attainment and successful transitions key priorities. Broadly, schools will be required to position themselves as key drivers of change by better integrating vocational educational and training programs into the secondary curriculum and by encouraging and supporting partnerships between schools, business and industry; brokered and supported by effective policy change at the corporate level.

The Northern Territory Government wants all young Territorians to have the opportunity and support to develop the knowledge and skills they need to participate effectively in society, to be employed in a globalised economy and to succeed in life, whatever their background or aspirations. The education and training sectors have key roles to play in skilling young people so they are well placed to meet the future needs of industry for a highly skilled workforce. Clear, high quality pathways for students between school, vocational education and training and university are fundamental to achieving this.

To support this aim, the Northern Territory Government has set the following systemic targets to be achieved by 2012:

- 20 per cent increase in NTCET completions;
- 20 per cent completion rate for attaining VET in Schools qualifications;
- 3 per cent increase in the proportion of non-Indigenous students at or above national minimum standard in all NAPLAN tests;
- 9 per cent increase in the proportion of Indigenous students at or above national minimum standard in all NAPLAN tests.

The Northern Territory has also committed to achieving its contribution share of COAG targets under the Youth Attainment and Transitions National Partnership; specifically, to lift the Year 12 or equivalent attainment rate by 10 per cent by 2015 and to achieve a 27.9 per cent Indigenous attainment rate by 2020.

## The Way Forward – Strategies

To drive the changes necessary to reach these ambitious targets, the Northern Territory Government, through the Department of Education and Training, is implementing a range of initiatives, including:

- the *Mandatory Youth Participation Requirement*, which will mean that from 1 January 2010 young people must participate in schooling until they complete Year 10, following which they will need to participate full-time in education, training and/or employment until they turn 17;
- a *Compact with Young Territorians* which provides 15 – 24 year olds with an entitlement to an education or training place for a government subsidised qualification, subject to admission requirements and course availability;
- the new *Northern Territory Certificate of Education and Training (NTCET)*, which will ensure that all students achieve sound levels of literacy and numeracy, are provided with clear, flexible pathways to university, further training or work and that both academic and vocational pathways and outcomes are equally valued;
- expanded access to high quality, job-aligned *VET in Schools* programs in all senior secondary schools, that deliver real qualifications and make students work-ready. This will be critical if the needs and aspirations of young people are to be met and if we are to be successful in significantly increasing retention rates.

This initiative will:

- confirm the role of schools as deliverers of in-house training, providers of VET to other schools and purchasers of services from external Registered Training Organisations;
- align the focus of new Trade Training Centres to industry and employer need;
- increase the number of school-based apprenticeships and traineeships; and
- facilitate more students to complete Certificate II and/or III and get a NTCET;
- the creation of *Centres of Excellence in Maths/Science, Engineering, and Tourism and Hospitality Industries* within existing senior secondary colleges to provide opportunities for students who meet the entry criteria to gain access to innovative programs, industry experience and fast-tracked university entrance;
- improved access to South Australian Certificate of Education (SACE) approved academic and VET courses, using *virtual schooling* to deliver real time quality learning for school-based senior secondary students who do not have these courses available in their home school;
- expanded access to Clontarf academy programs across more schools and communities for a wider range of students including young men in the senior years. DET is exploring options through the *A Sporting Chance* program to be trialled with young women;
- the establishment of a *Beyond School Guarantee and local Jobs Registers* that will ensure students a pathway to work, university or further training based on students fulfilling base-requirements including attendance, participation and behaviour;
- re-alignment of internal resourcing to provide a regional focus on early years, schooling and post-schooling, to ensure the necessary support to drive youth engagement, attainment and successful transitions;
- a requirement for all year 10 students to develop a Personal Learning Plan;
- access to *work-ready programs* and investment in training driven by the skill needs of industry and leading to employment;
- ensuring greater use of school facilities to assist tertiary education and training outside school hours; and
- working closely with other agencies and the Australian Government to better align programs and effort to achieve stronger outcomes for young people; especially the Australian Government's new programs that will work together to improve Year 12 or equivalent attainment rates and support successful engagement and transitions for all young people: *School, Industry, Community Partnership Brokers* and *Youth Connections*.

The interrelationship between the various reform agendas operating within the Northern Territory can be represented by the following diagrams (see Figures 6 & 7):

**Figure 6: Place-based Planning in the Senior Years**

**PLACE-BASED APPROACH TO PLANNING AND IMPLEMENTATION -  
SENIOR YEARS EDUCATION AND TRAINING REFORM IN THE NORTHERN TERRITORY**

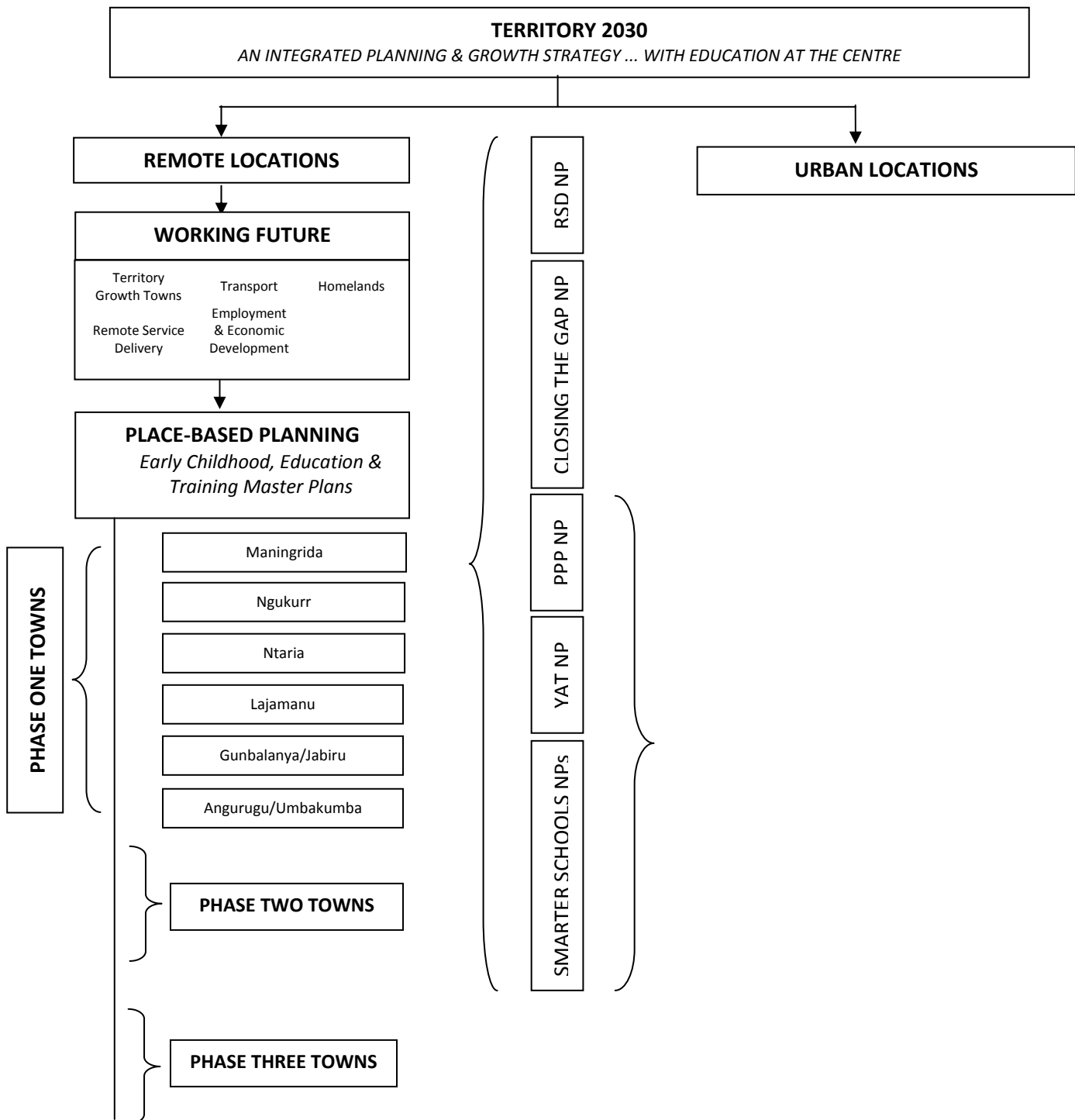
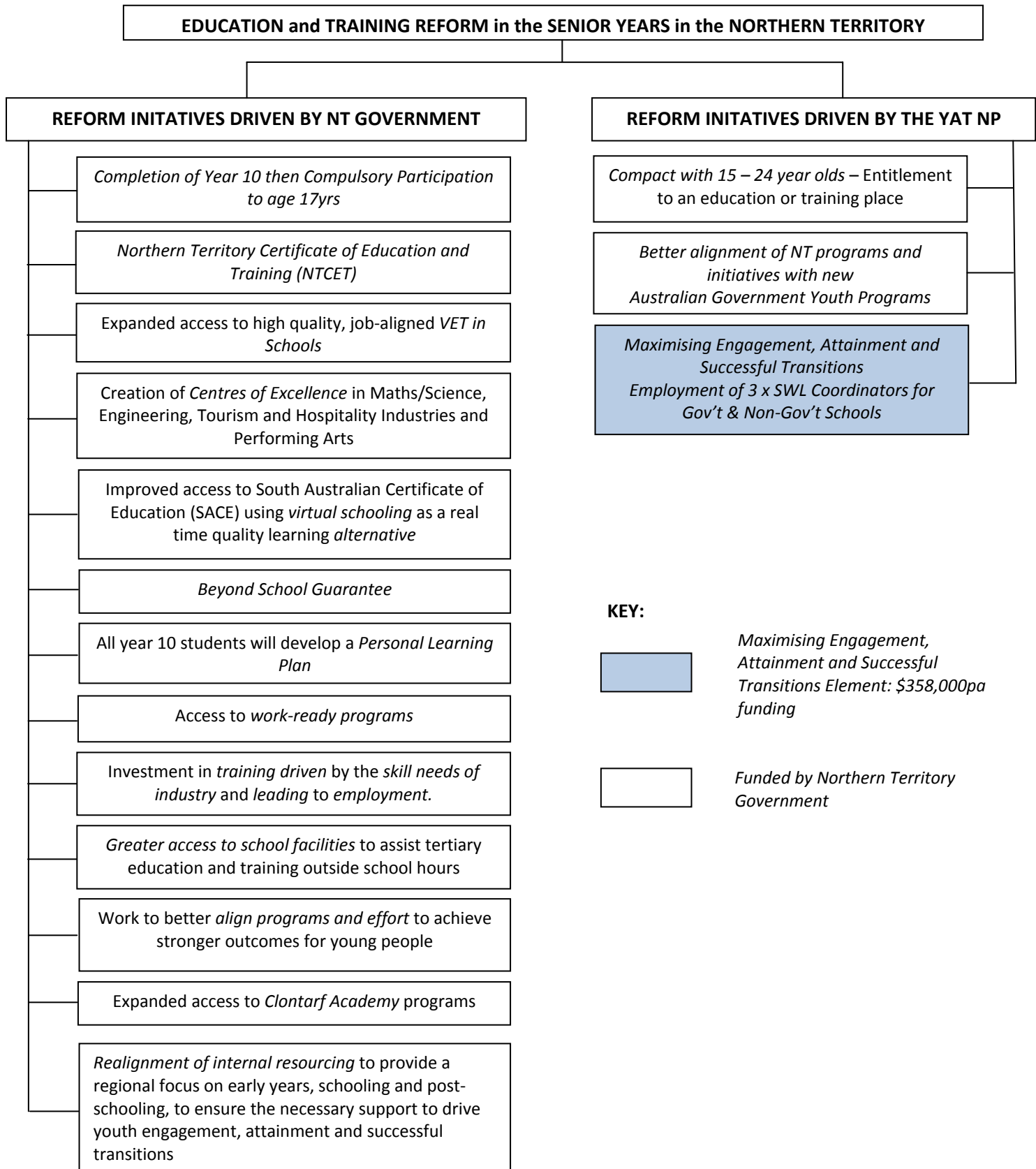


Figure 7: Reform in the Senior Years



## Participation and Attainment Targets

The National Partnership documents the following agreed Northern Territory targets:

- for 2010, the *participation target* will be 5,366, an increase of 253 on the number of individuals participating in 2008;
- for 2012, the *attainment target* will be 68.35 per cent, an increase of 4.99 per cent from 2009. This equates to an increase of 293 individuals from 2009 to 2012; and
- for 2015, the *attainment target* will be 71.6 per cent, an increase of 4.75 per cent from 2012. This equates to an increase of 293 individuals from 2012 to 2015.

## Northern Territory Indigenous Year 12 or equivalent attainment Trajectory

The estimated Northern Territory target for halving the Indigenous Year 12 or equivalent attainment gap for 20-24 year olds by 2020 is:

	2006 Starting point	2020 targets
Northern Territory	15.2%	27.9%

This target is the Northern Territory's contribution share of the national halving the gap target. It has been derived by requiring equal improvement in non-remote areas for all jurisdictions and unequal improvement in remote areas, proportional to the remote rate starting point, with both the Australian Capital Territory and Tasmania capped to halving their own gaps.

### Indicative Trajectory

	2006	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Indicative Attainment Rate (%)	15.2	15.8	16.6	17.4	18.3	19.3	20.3	21.4	22.55	23.7	24.8	25.85	26.9	27.9

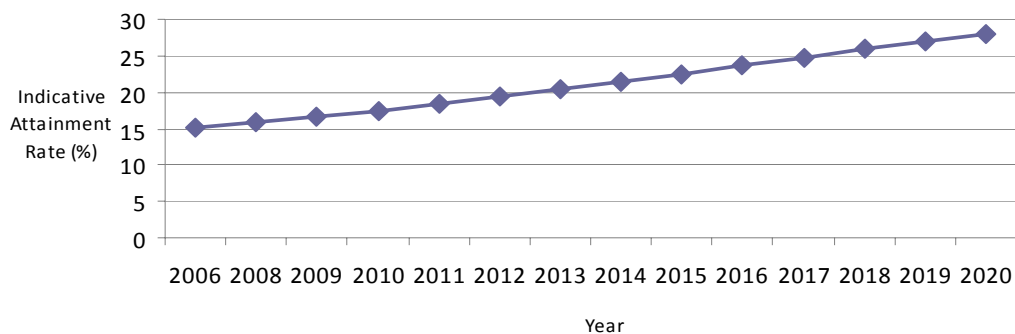


Figure 8: NT Indigenous Year 12 or Equivalent Attainment Trajectory

### **Caveats**

- If future data improvements provide better estimates of actual Indigenous attainment, starting rates, corresponding targets and the national target may be adjusted to reflect greater accuracy. Any changes would be negotiated by the Australian Government with all jurisdictions and finalised by mid 2010.
- The Northern Territory's trajectory is a guide to anticipated progress from current to target Indigenous attainment rates. It provides an *indicative* path only which is not intended to present actual progress at any point.

### **Important Note**

- The Northern Territory has committed to achieving this very ambitious target in the spirit of the National Partnership agreement. However, it should be noted that the Northern Territory target of 27.9 per cent, or 2077 Indigenous persons attaining by 2020, represents a 125 per cent increase on the 2006 baseline of 15.2 per cent, or 924 Indigenous persons attaining.

## **Monitoring and reporting of Indigenous students in schools with high Indigenous enrolments**

119 Government and non-Government schools in the Northern Territory provide secondary education. Initially the Northern Territory will report on school level strategies, leading indicators, and Year 12 attainment for 52 of these schools; that is, those that have 30 or more Indigenous students, where this equates to 10 per cent or more of enrolments. Over time, reporting will be expanded to an additional 58 schools; that is, those with 10 per cent or more Indigenous enrolments or more than 30 Indigenous students.

It should be noted that only nine schools will be excluded from reporting in the Northern Territory (five non-Government and four Government) and these schools account for only 1.4 per cent of the Northern Territory's secondary population.

The Northern Territory will use existing data sources to report against its halving the Indigenous Year 12 or Equivalent attainment trajectory:

Reporting required against the ***Smarter Schools National Partnerships*** will provide school level strategies and progress towards achievement of targets agreed as part of the Youth Attainment and Transitions National Partnership; specifically:

- School level plans - School improvement plans will be published online in line with the milestones stated in the Smarter Schools and Closing the Gap Bilateral Agreement. Schools will be required to focus their planning and effort on three key areas:
  - early childhood,
  - schooling, and
  - post Schooling;

The schooling and post schooling focus areas will address the outcomes required under the Youth Attainment and Transitions National Partnership.

- Performance outcomes and relevant measures -

Outcomes	Relevant NT Performance Measures
<p>All children are engaged in, and benefiting from, schooling<sup>NEA</sup></p> <p>Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children<sup>NEA</sup></p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <p>Average attendance rates – Baseline 2009</p> <p>Proportion of students attending over 80% - Baseline 2008</p> <p>Proportion of ‘at risk’ enrolments – Baseline 2009</p> <p>Average enrolment – Baseline 2008</p> <p>Apparent retention rates - Baseline 2008</p> <p>Level of student, parent and community satisfaction – Baseline 2010</p>
<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving<sup>NEA</sup></p> <p>Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade<sup>NIRA</sup></p>	<p>NAPLAN gain measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 &amp; 9 as appropriate – and to all test domains :</p> <ul style="list-style-type: none"> <li>- Mean scale score – ALL students</li> <li>- Mean scale score – Indigenous students</li> <li>- Mean scale score – Non-Indigenous students</li> <li>- Number and % of ALL students at or above National Minimum Standard</li> <li>- Number and % of Indigenous students at or above National Minimum Standard</li> <li>- Number and % of Non-Indigenous students above National Minimum Standard</li> <li>- Participation rates – ALL, Indigenous and Non-Indigenous students</li> </ul> <p>Computer-based diagnostic assessment – annual measure – baseline 2011</p>
<p>Young people make a successful transition from school to work and further study<sup>NEA</sup></p> <p>Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020<sup>NIRA</sup></p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <p>Number and Proportion of 15-19 year olds participating in education until Year 12 or equivalent</p> <p>Number and Proportion of NT Certificate of Education and Training and/or VET in Schools certificate completions</p>

**IMPORTANT NOTE:**

**REPORTING ON SCHOOL LEVEL STRATEGIES AND OUTCOMES BY YOUTH CONNECTIONS PROVIDERS AND SCHOOL, BUSINESS AND COMMUNITY PARTNERSHIP BROKERS**

Achievement of outcomes under this National Partnership, in particular agreed targets for participation and attainment and halving the gap in Indigenous attainment, will be contingent on the effectiveness of the School, Business and Community Partnership Brokers (Partnership Brokers) and the Youth Connections Providers in achieving their outcomes.

DEEWR will provide aggregated data on the outcomes achieved by Partnership Brokers and data, by school and at a regional level, of outcomes achieved by Youth Connections providers to increase the richness of reporting of outcomes under this National Partnership.

## **Strengthened participation requirements – National Youth Participation Requirement**

The processes required to amend the Education Act to give effect to the Youth Participation Requirement are on track for a 1 January 2010 implementation date. That is, from 1 January next year, young Territorians will be required to complete Year 10, and thereafter to continue in full-time education, training or paid employment, or a combination of those, until age 17.

To support the implementation of this reform a Communications Strategy has been developed to ensure key stakeholders are aware of the changes and their implications.

The Northern Territory Government's preferred approach to requiring young people to engage in education, training and/or work until age 17 is to prevent disengagement through proactive early intervention and support for all young people, including those who are at risk of disengaging. This will be achieved through a number of strategies:

- young people will be required to develop Personal Learning Plans whilst they are in Year 10 to give them the opportunity to plan for their education and future career, to set goals, and to work towards those goals. This is a good way to help young people take responsibility for their future;
- access to high quality, job-aligned *VET in Schools* programs in all senior secondary schools, that deliver real qualifications, make students work-ready and engage them in meaningful, relevant learning;
- access to Clontarf academy programs across more schools and communities for a wider range of students including young men in the senior years;
- a *Beyond School Guarantee* that will ensure students a pathway to work, university or further training based on students fulfilling base-requirements including attendance, participation and behaviour;
- re-alignment of internal departmental resourcing to provide a regional focus on youth engagement, attainment and successful transitions;
- working closely with other agencies and the Australian Government to better align programs and effort to achieve stronger outcomes for young people; especially the Australian Government's new programs that will work together to improve Year 12 or equivalent attainment rates and support successful engagement and transitions for all young people: *School, Business, Community Partnership Brokers* and *Youth Connections*.

## **Lifting Qualifications – Education or Training Entitlement**

The Education and Training Entitlement for 15 – 24 year olds will require education and training across the Territory that is relevant to the needs and aspirations of all young people. It will also necessitate improved retention, completion and attainment rates of NT students, especially Indigenous students. This will be a significant priority for the Department in 2009–10.

### **Education and Training Entitlement for 15 to 19 year olds from 1 July 2009**

Northern Territory legislation regarding participation applies to young people until they reach 17 years of age:

- from 1 January 2010 it will be a requirement for young people in the Northern Territory to complete Year 10;
- if a young person chooses not to continue in full-time schooling beyond year 10, they must be engaged full-time (25 hours per week) in training or employment, or in a combination of education, training and/or employment, until they reach 17 years of age.

Australian Government legislation in relation to eligibility for Youth Allowance (Other) and Family Tax Benefit A applies to young people to 20 years of age. For a young person who chooses to leave school before they have attained a Year 12 or equivalent qualification the following options are available:

- a vocation education and training pathway;
- higher education;
- employment; or
- a combination of these.

The Department of Education and Training (DET) is working with Northern Territory Registered Training Organisations to monitor the uptake of training places under this reform to make certain the demand for additional training places is met.

To ensure young people are aware of the Education and Training Entitlement and to promote the benefits of education and training the Northern Territory has developed a comprehensive Communications Strategy (Attachment C refers).

#### **Education and Training Entitlement for 20 to 24 year olds from 1 January 2010**

The Department of Education and Training (DET) is working with Northern Territory Registered Training Organisations to monitor the uptake of training places under this reform to make certain the demand for additional training places is met, including through existing funding sources and arrangements, such as recurrent funding and Productivity Places Program funding.

To ensure young people are aware of the Education and Training Entitlement and to promote the benefits of education and training the Northern Territory has developed a comprehensive Communications Strategy (Attachment C refers).

Existing Australian Government legislation requires young people aged 21 to 24 to be in full-time study in order to be an eligible child for Family Tax Benefit Part A.

#### **Review of the Education or Training Entitlement**

The Northern Territory has committed to providing data to support the review of the Education and Training Entitlement to take place in April 2011. This will include school level data and data from the *Australian Vocational Education and Training Management Information Statistical Standard* (AVETMISS) collection.

## Areas of Reform

The National Partnership on Youth Attainment and Transitions also involves the clarification of roles and responsibilities between the Commonwealth and the States and Territories in the area of youth, career and transitions resulting in:

- The Commonwealth having primary responsibility for youth labour-market programs;
- The States and Territories having primary responsibility for the delivery of education and training including Vocational Education in Schools work placements; and
- The States and Territories progressively taking primary responsibility for all youth, careers and transitions programs.

To support the achievement of this, and the other outcomes being sought under the National Partnership, from 1 January 2010, a range of the Commonwealth's current Youth Career and Transition programs will be consolidated and streamlined into four new reform areas.

### Reform Area: Maximising Engagement, Attainment and Successful Transitions

#### REFORM AREA: MAXIMISING ENGAGEMENT, ATTAINMENT AND SUCCESSFUL TRANSITIONS

##### Funding

The agreed Northern Territory allocation of project funding for **Maximising Engagement, Attainment and Successful Transitions** is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$179,000	\$358,000	\$358,000	\$358,000	\$179,000	\$1,431,000

##### Overview

The *Maximising Engagement, Attainment and Successful Transitions* funding will be used to employ three (3) Structured Workplace Learning (SWL) Coordinators to work cross-sectorally to source appropriate work-placement opportunities for 'Vocational Education and Training in Schools' students as part of the broader Multiple Learning Pathways reform area.

##### Reform Detail

The reform that will be delivered under the *Maximising Engagement, Attainment and Successful Transitions* element of this National Partnership is part of the much wider reform agenda in the Northern Territory. At a funding level of \$358,000 per annum, only minimal reform specific to this element can be achieved.

Some young Indigenous Territorians, and in particular Indigenous young people in remote locations, have a poor understanding of the pathways within and between school and post-school options. Therefore they may drop out of education and training or restrict themselves to one pathway, rather than explore the multiple pathways available to them.

One difficulty for young people in making a commitment to education is that there is often no clear relationship between formal schooling and employment. Vocational Education and Training in Schools (VETiS) is one way that schools can meet the increasing challenge of preparing young people for the world of work. There is also evidence that a curriculum that fosters closer links between school and work results in higher levels of student satisfaction.

That said, Table 1 shows that although Indigenous people are well represented in VET overall, they tend to be in lower level and shorter courses compared with non-Indigenous Territorians.

**Table 1: Number of Students by major courses and qualifications, by selected demographic characteristics 2008**

	Total	Female	Male	Aged 24 years and below	Aged 25 to 44 years	Aged 45 to 64 years	Indigenous students
	('000)	%	%	%	%	%	%
<b>AQF qualifications<sup>11</sup></b>							
Diploma or higher	171.2	11.6	8.8	10.1	11.9	7.9	3.6
Certificate IV	189.2	12.8	9.7	7.4	15.0	13.4	7.2
Certificate III	519.2	26.9	34.0	38.7	27.4	21.3	26.0
Certificate II	286.4	18.0	15.9	22.7	12.5	12.6	25.4
Certificate I	91.4	5.1	5.7	5.8	4.7	5.4	14.2
<i>AQF sub-total</i>	<i>1257.5</i>	<i>74.3</i>	<i>74.0</i>	<i>84.6</i>	<i>71.5</i>	<i>60.6</i>	<i>76.5</i>

Source: ABS

As part of its broader senior years' reform agenda the Northern Territory is ensuring that more young people have access to flexible and meaningful learning pathways. Expanding access to quality VETiS courses that are better aligned with local, regional and Territory labour market priorities and are underpinned by well focussed Structured Workplace Learning (SWL) is a key priority.

To achieve this goal the Northern Territory Government has established a Director, VET in Schools, position to help drive the required reform. To support this new role two Committees have been established:

- a cross-sectoral Management Committee that will provide strategic advice and guidance about VETiS and drive stronger industry engagement; and
- a cross-sectoral Purchasing Committee that will ensure expenditure on VETiS is targeted to labour market demands and opportunities and is directed to the achievement of qualifications rather than skills sets.

It is anticipated that such a refocussing of effort will assist in student engagement and retention and better prepare students for general and specific labour market transitions as well as improved pathways from school based VET to Registered Training Organisation/University destinations, particularly in higher level qualifications.

The three (3) Structured Workplace Learning (SWL) Coordinators employed under the *Maximising Engagement, Attainment and Successful Transitions* funding will be employed from the commencement of 2010 school year, and will ensure that SWL placements provide scope for on-the-job assessment of competencies. This will help to enhance the quality of learning and assessment in VETiS courses and will improve industry perception of qualifications achieved through a VETiS pathway, particularly for students who complete VETiS qualifications in remote locations.

The SWL Coordinators will be responsible to the Director, VETiS and will be required to work closely with the VET Advisers in each of the non-Government Schools sectors. There will be two (2) Coordinators servicing the Top End and one will be responsible for Central Australia.

This is a low risk strategy. However, to mitigate any risk of inequitable access to the services of the SWL Coordinators by any of the schooling sectors, access will be monitored and driven by the Steering Committee – Youth Participation.

*Maximising Engagement, Attainment and Successful Transitions* funding will be used for salaries and travel.

The outcomes, performance indicators and targets for the Multiple Learning Pathways reform area are as follows:

<b>Maximising Engagement, Attainment and Successful Transitions : Multiple learning pathways</b>			
<b>Outcome</b>	<b>Performance Indicator</b>	<b>Source</b>	<b>Target – by Dec. 2012</b>
<ul style="list-style-type: none"> <li>• Increased access to Structured Workplace Learning (SWL) to support VETiS</li> <li>• Improved VETiS completion rates</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Years 10 – 12 students participating in SWL placement as part of a VETiS program</li> <li>• Percentage of students achieving a VET in Schools qualification</li> </ul>	<p><i>School level reporting-annually</i></p>	<ul style="list-style-type: none"> <li>• All students undertaking a VETiS course will have access to SWL</li> <li>• 20% completion rate for attaining a VET in Schools qualification</li> </ul> <p>[consistent with DET Strategic Plan]</p>
<p><b>Monitoring and Review</b></p> <p>The Northern Territory will undertake internal analysis of the impact of the reform. This will include:</p> <ul style="list-style-type: none"> <li>• establishing baseline data - <ul style="list-style-type: none"> <li>○ VETiS completions at December 2009,</li> <li>○ Students undertaking SWL placements at December 2009;</li> </ul> </li> <li>• six monthly monitoring of data;</li> <li>• trend analysis; and</li> <li>• annual review.</li> </ul>			

The non-Government Schools sectors are supportive of the use of the *Maximising Engagement, Attainment and Successful Transitions* funding for this purpose. The non-Government schools will be represented on the Steering Committee – Youth Participation.

To ensure a common vision and successful implementation of the youth reform agenda in schools across the NT, the Northern Territory Government will stage a cross-sectoral workshop for Principals and VET Coordinators (or equivalent) focussing on:

- the implications of the Youth Participation Requirement in the NT;
- best practice in youth engagement, attainment and successful transitions;
- programs that can be aligned to improve outcomes for youth (see Attachment B); and
- network creation.

### **What will this reform mean for Young People in the Northern Territory?**

The employment of the SWL Coordinators will:

- provide higher quality learning pathways for young people leading to better engagement in schooling;
- expand access to well targeted SWL placements;
- enhance the quality of learning and assessment in VETiS courses, leading to higher levels of attainment and more successful transition outcomes for young people;
- improve industry perception of qualifications achieved through a VETiS pathway, particularly for students who complete VETiS qualifications in remote locations;
- drive stronger industry engagement in VETiS by providing a single point of contact for employers;
- ensure VETiS is seen by industry and the community as a highly valued and valuable pathway for young people; and
- ensure SWL is well coordinated across education sectors.

## Reform Area: School, Business and Community Partnerships

### Funding

The agreed Northern Territory allocation of project funding for **School Business Community Partnership Brokers** is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$851,000	\$1,701,000	\$1,701,000	\$1,701,000	\$851,000	\$6,805,000

### Overview

#### Program Implementation in the Northern Territory

In the Northern Territory, School, Business and Community Partnership Broker services will be delivered in accordance with the following:

- the School Business Partnership Broker Program (Partnership Brokers) in the Northern Territory will be implemented in line with the RFT and Guideline documentation;
- tenderers need to demonstrate their capacity to take on related youth support programs;
- there will be 5 regions in the Northern Territory aligned to municipality and shire boundaries;
- Partnership Brokers program regions are aligned to Youth Connections program regions;
- the initial contract period for Partnership Brokers in the Northern Territory will be for three years with the option to extend for one year;
- Remote Service Delivery under the Program in the Northern Territory will focus on the Territory Growth towns as outlined in the NT Government 'A Working Future' Initiative; and
- Youth Connections funding includes a focus on supporting Indigenous young people and contributing towards the COAG halving the gap in Indigenous Year 12 or equivalent attainment target.

### Roles and Responsibilities

The Northern Territory will work collaboratively with the Commonwealth to establish clear roles and responsibilities and to develop a protocol that clearly articulates the roles of the DEEWR National Office, DEEWR State Office and Northern Territory Government agencies in relation to program implementation, governance, contract management and monitoring and review.

## Reform Area: Individualised, Personalised Support for Young People at Risk

### Funding

The agreed Northern Territory allocation of project funding for **Youth Connections** is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$1,022,000	\$2,044,000	\$2,044,000	\$2,044,000	\$1,022,000	\$8,176,000

### Overview

In the Northern Territory, Youth Connections services will be delivered in accordance with the following:

- Youth Connections services delivered are to be complementary to existing services for at risk young people in the service region;
- Youth Connections Providers are to link young people with existing specialist support services, where they are available and when it is appropriate;
- Remote Youth Connections service delivery is required to be concentrated in the 20 Territory Growth Towns, outlined in the NT Government Working Future Initiative, while also being available to eligible young people in other remote locations and urban areas;
- in line with the requirements set out in the Program Guidelines and Request for Tender, Youth Connections services will target young people aged 12-19 years;
- in the Northern Territory, Youth Connections contracts will be offered to successful applicants for a guaranteed three-year period, with an option to extend the contract for a further year;
- tenderers need to demonstrate their capacity and strategies to tender for other funding opportunities in the Youth Support area;
- there will be 5 regions in the Northern Territory aligned to municipality and shire boundaries;
- Youth Connections program regions are aligned to Partnership Broker program regions; and
- Youth Connections funding includes a focus on supporting Indigenous young people and contributing towards the COAG halving the gap in Indigenous Year 12 or equivalent attainment target.

#### Roles and Responsibilities

The Northern Territory will work collaboratively with the Commonwealth to establish clear roles and responsibilities and to develop a protocol that clearly articulates the roles of the DEEWR National Office, DEEWR State Office and Northern Territory Government agencies in relation to program implementation, governance, contract management and monitoring and review.

### **Conditions for transfer of program responsibilities and funding**

In accordance with Clause 51 of the National Partnership Agreement for Youth Attainment and Transitions, the funding for School, Business, Community Partnership Brokers (Partnership Brokers) and Youth Connections will be transferred to States and Territories following demonstrated achievement of outcomes. These outcomes include significant reform to achieve the agreed COAG participation and attainment targets outlined in the National Partnership and to ensure that more young people make a successful transition from school into further education, training or employment. This wider reform, coupled with the reforms to be undertaken by the Northern Territory using the project funding under the Maximising Engagement, Attainment and Successful Transitions component of the National Partnership, will form the basis of the demonstration of agreed outcomes.

The Northern Territory will provide the Australian Government with a submission that satisfies the requirements outlined below at the agreed timeframe for review, 31<sup>st</sup> December 2012, should the Northern Territory wish to apply to have the project funds for the Partnership Brokers and Youth Connections programs transferred to the Northern Territory.

The submission process provides an opportunity for the Northern Territory to provide to the Australian Government clear evidence of achievement of significant reform in the youth attainment and transitions agenda that has resulted in an improvement for young people. The submission process will also ensure a smooth transition of the above programs from the Australian Government to the Northern Territory and provides an opportunity for the Northern Territory to outline the wider reforms that have been undertaken which support an improvement in participation, engagement, attainment and transitions.

The submission must include detail on:

- the context of the reform, including previous effort (up to approx. 5 years) that demonstrates a commitment to the agenda and includes evidence such as growth trends;
- implementation and achievement of wider reforms that contribute to achieving the participation and attainment targets and outcomes specific to Northern Territory reform areas;
- information about the implementation of the Northern Territory reform under the Maximising Engagement, Attainment and Successful Transitions area - chosen from multiple learning pathways, career development and mentoring including:
  - performance indicators;
  - evidence of achieving outcomes (participation, attainment, engagement, transitions); and
  - future activity.
- specific Northern Territory support for the implementation of the two programs – Partnership Brokers and Youth Connections;
- implementation and achievement of reforms specifically relating to Indigenous young people with evidence of improved outcomes;
- implementation and achievement of reforms that support specific groups, such as young people with special needs; and
- if the Northern Territory has achieved the agreed outcomes, and the Australian Government were to hand over the project funds:
  - whether the Northern Territory will continue the programs -
    - if so, whether the Northern Territory plans to change the programs and how they will continue to improve them, and arrangements for program transfer; or
    - if not, the Northern Territory would be required to outline how schools will have ongoing partnerships with key stakeholders in the community and how a safety net for disadvantaged youth will be provided, and arrangements for cessation of programs.

In the event that the Australian Government assesses the submission as not providing evidence of reform significant enough to warrant the transfer of the program funding, the Northern Territory may follow the Dispute Resolution process outlined in the National Partnership Part 7 Governance Arrangements clause 99-102, and as a last step “the dispute . . . may be referred by a Party to COAG for consideration”.

The specific performance indicators and outcomes for the Northern Territory are outlined below and reflect the reform areas being targeted by the Northern Territory under the ‘Maximising Engagement, Attainment and Successful Transitions’ component of the NP.

Maximising Engagement, Attainment and Successful Transitions: Multiple learning pathways			
Outcomes	Performance Indicators	Source	Targets – by Dec. 2012
<ul style="list-style-type: none"> <li>• Increased access to Structured Workplace Learning (SWL) to support VETiS</li> <li>• Improved VETiS completion rates</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Years 10 – 12 students participating in SWL placement as part of a VETiS program</li> <li>• Percentage of students achieving a VET in Schools qualification</li> </ul>	<p><i>School level reporting-annually</i></p>	<ul style="list-style-type: none"> <li>• All students undertaking a VETiS course will have access to SWL</li> <li>• 20% completion rate for attaining a VET in Schools qualification [consistent with DET Strategic Plan]</li> </ul>
<p><b>Monitoring and Review:</b> The Northern Territory will undertake internal analysis of the impact of the reform. This will include:</p> <ul style="list-style-type: none"> <li>• establishing baseline data -           <ul style="list-style-type: none"> <li>○ VETiS completions at December 2009,</li> <li>○ VETiS enrolments at June 2009,</li> <li>○ Students undertaking SWL placements at December 2009;</li> </ul> </li> <li>• six monthly monitoring of data;</li> </ul>			

- trend analysis; and
- annual review.

## **Evaluation and Audit Arrangements**

### **Evaluation**

The Northern Territory will work in partnership with the Commonwealth to develop and implement a national formative evaluation of the initiatives covered by the National Partnership on Youth Attainment and Transitions and contribute to this evaluation as required.

The Northern Territory does not intend to undertake specific evaluations on any elements under the National Partnership separate to the National Evaluation. However, the Northern Territory is undertaking its own formative review as part of the Smarter Schools National Partnerships. This review may inform some areas of the work being undertaken as part of the Youth Attainment and Transitions National Partnership.

In addition, the Department of Education and Training will work with Registered Training Organisations to monitor the take-up of training places by young people under the Compact with Young Australians.

### **Audit arrangements**

Appropriate auditing arrangements will be put in place by the Northern Territory as required to ensure compliance with the terms of this implementation plan. This will take account of any relevant instructions from State and Federal Treasury.

## **Communications Strategy to support Youth Attainment and Transitions National Partnership**

The Northern Territory Communications Strategy can be found at Attachment C.

### **Commonwealth Communication Strategy**

To support the implementation of the National Partnership on Youth Attainment and Transitions, the Commonwealth will, in line with key messages outlined in Schedule A of the National Partnership, develop, implement and maintain a Youth Attainment and Transitions website. The website will be the primary source of information in relation to Youth Attainment and Transitions related material including all elements being implemented under the National Partnership. It will also include information and links to other relevant Commonwealth and State and Territory government websites.

### **Other Communications Channels**

The Commonwealth will also look for opportunities to promote the key messages outlined in Schedule A of the National Partnership through a range of other communications channels, these will include:

- Media releases;
- Presentations at conferences and other forums;
- Program Providers including through Provider State and National Networks; and
- Fact Sheets.

### **Stakeholder Consultation**

In the development of the Youth Attainment and Transitions Website and any other related communications activities the Commonwealth through DEEWR will collaborate with States and Territories via the multilateral governance group established to oversee the development,

implementation and ongoing management of all elements of the National Partnership (further detail outlined below).

Where appropriate the Commonwealth may also consult with other relevant peak groups and key stakeholders in the development and implementation communications activities.

## **Governance Arrangements**

The Commonwealth and State and Territory Governments will have joint responsibility for overseeing the development, implementation and ongoing management of all elements of the Youth Attainment and Transitions National Partnership.

This will be achieved across three governance structures, as follows:

- a multilateral group to consider issues that are common to all jurisdictions;
- governance structures for the Northern Territory focusing on each element of the National Partnership:
  - Youth Programs Advisory Committee – focusing on the Youth Programs;
  - Youth Participation Steering Committee; and
- The Northern Territory Education Joint Steering Committee – to ensure alignment of the various National Partnership efforts.

Governance structures will be flexible, and membership may change depending on the issue(s) being considered.

## **Multilateral Governance Group**

The Commonwealth will manage a multilateral governance group that will consider issues related to the implementation and ongoing management of all elements of the National Partnership.

The Commonwealth will develop terms of reference and membership for this multilateral group. However membership will consist of representatives from each state and territory.

The multilateral group will consider issues which are of interest and consequence across all jurisdictions. Issues which only relate to an individual jurisdiction will be considered through that jurisdiction's governance structure.

## **State and Territory Governance Structures**

Together with the Commonwealth, each State and Territory will determine the most appropriate governance structure for their jurisdiction. As indicated, governance structures can be flexible and represent the best advisory mechanism for that individual state or territory.

State and Territory Governance structures will be responsible for discussing and considering a range of issues, including:

- development and implementation of the state/territory implementation plan;
- strategic oversight of the implementation of the School Business Community Partnership Brokers and Youth Connections, including alignment with State and Territory Programs and initiatives;
- high level oversight of provider planning and achievement of outcomes;

- ongoing management of the two Commonwealth programs, including advice to providers and feedback to DEEWR; and
- other issues related to Youth Attainment and Transitions in that jurisdiction, as appropriate.

In developing jurisdictional level governance structures, the Commonwealth and States and Territories will consider the following:

- membership, including, and the appropriateness of different working groups for consideration of different issues;
- roles and responsibilities of the governance structure and the individual members;
- consideration of the involvement of the non-government school sector; and
- involvement of other key State or Territory Stakeholders, including industry and community representatives, where appropriate.

### **Youth Programs Advisory Committee Membership**

The Commonwealth, represented by DEEWR, will work with the Northern Territory to establish a State Advisory Committee to guide the implementation of the School Business Community Partnership Brokers and Youth Connections Programs in the Northern Territory.

The Northern Territory Advisory Committee will be made up of representatives from:

- The Northern Territory Departments of Education and Training, Health and Families, Business and Employment;
- The DEEWR Northern Territory Office;
- The non-Government Schools sector; and
- The Chamber of Commerce (Northern Territory).

### **Role of the Youth Programs Advisory Committee**

The Advisory Committee will have responsibility for:

- strategically overseeing the implementation of the School Business Community Partnership Brokers and Youth Connections Programs in the Northern Territory ensuring:
- implementation of the programs, consistent with the overarching strategic direction of the National Partnership and the outcomes being sought.
- high level oversight of provider strategic, environmental and service plans (as applicable) and monitoring the achievement of outcomes;
- ensuring the implementation of the programs aligns with the requirements of key stakeholder groups;
- formulating advice, guidance and protocols for program providers in relation to the implementation on relevant matters as they arise;
- identification of any issues that have major implications for successful implementation of the programs;
- providing feedback and advice to DEEWR program managers on program implementation issues as they arise;
- review any proposed changes to the programs and make recommendations to DEEWR program managers.

### **Role of individual Youth Programs Advisory Committee members**

The role of the individual members of the Committee includes:

- understanding the programs and outcomes they are seeking to achieve;
- identifying and making linkages with other initiatives across the State/Territory;
- appreciating the significance of the programs for some or all major stakeholders and representing their interests when appropriate;
- being an advocate for the program outcomes; and

- being committed to, and actively involved in pursuing the program outcomes.

### **Steering Committee - Youth Participation [including the Education & Training Entitlement]**

The Northern Territory will establish a Steering Committee, in October 2009, to guide and oversee the implementation of the various elements of the Youth Participation Requirement and the Education and Training Entitlement. The Steering will be comprised of representatives of:

- the non-Government Schools Ministerial Advisory Group;
- Government and non-Government Schools;
- Charles Darwin University;
- Batchelor Institute of Indigenous Tertiary Education;
- Chamber of Commerce (Northern Territory);
- Department of Education & Training;
- Department of Health and Families;
- Department of Business and Employment.

### **Role of the Steering**

The Steering Committee will have responsibility for:

- guiding and overseeing the implementation of the Youth Participation Requirement and the Education & Training Entitlement in the Northern Territory;
- identification of issues that have implications for successful implementation of the reforms;
- formulating advice, guidance and protocols for schools, training providers and employers in relation to the implementation on relevant matters; and
- other matters, as required.

The Steering Committee will be guided by the following principles:

- a consistent strengths-based approach;
- empowerment for young people;
- flexibility to respond to the needs of different young people, communities and regions;
- action that will not detract from existing momentum in schools, communities and non government agencies; and
- services, partnerships and networks connected and coordinated to ensure coherence.

The Northern Territory Youth Roundtable and the Chief Executive's Student Forum will be reference groups for the Steering Committee.

### **Northern Territory Education Joint Steering Committee**

As part of the Northern Territory Emergency Response (NTER) an Education Joint Steering Committee (JSC) was established to guide and oversee the expenditure of funds for education initiatives under the NTER.

The role of the JSC has grown to include strategic oversight of the Smarter Schools National Partnerships as well as the Closing the Gap (Northern Territory) National Partnership. The *Youth Programs Advisory Committee* and the *Steering Committee - Youth Participation* will provide regular reports to the JSC to ensure alignment of the youth reform effort with broader education reform to maximise outcomes for all young Territorians.

## Indigenous Economic Development Indicators – 20 Growth Towns

	Source	All Curung	Angurugu	Borroolola	Daguragu/ Kalkarindji	Elliot	Galiwinku	Gapuwiyak	Gunbalanya	Hermanns- berg	Lajamanu	Maningrida	Mililngimbi	Nguiu	Ngukurr	Num- bulwar	Papunya	Ramin- gining	Wadeye	Yirrkala	Yuer- dumu
Total population (a)	NTGC	440	1,151	954	752	482	2,156	1,208	1,477	600	1,162	2658	1,500	1,582	1,589	1,200	342	828	2570	990	1,000
Indigenous population (a)	NTGC	425	1,128	802	702	432	2,031	1,166	1,397	550	1,106	2445	1,458	1,509	1,544	1,147	318	776	2441	884	916
Non-Indigenous population (a)	Census	15	23	152	50	50	125	42	80	50	56	213	42	73	45	53	24	52	129	106	84
'Unemployed'/'Active Job Network Participant' (b)	DEEWR	110	271	21	62	21	189	216	218	146	158	407	345	239	196	197	109	186	360	110	190
Employed 15+ (c)	Census (2)	67	79	176	181	35	314	218	266	76	89	312	44	355	216	53	45	83	125	181	110
Not in labour force	Census	90	364	164	203	103	352	336	324	206	247	708	360	397	223	332	170	364	675	186	282
Labor force participation	Census	33.80%	17.00%	50.50%	45.20%	21.90%	43.40%	46.70%	52.09%	28.20%	23.60%	31.40%	7.60%	49.10%	46.00%	14.10%	22.40%	31.30%	15.10%	48.60%	31.30%
CDEP participants	FaHCSIA	77	74	276	123	41	433	98	197	<20	110	537	73	320	97	62	NA	126	(3)	416	52
Unemployment benefits beneficiaries (d)	DEEWR	151	314	NP	96	NP	342	313	303	176	209	589	460	306	276	259	148	266	505	155	246
Other allowances beneficiaries (e)	DEEWR	32	74	<20	21	<20	92	41	76	56	26	134	44	127	47	33	31	46	90	96	48
Median weekly individual income (f)	Census	\$202	\$208	\$228	\$212	\$148	\$198	\$212	\$214	\$210	\$200	\$209	\$171	\$196	\$216	\$203	\$196	\$182	\$176	\$201	\$215
Median household weekly income (f)	Census	\$563	\$973	\$954	\$760	\$435	\$1,015	\$1,322	\$1,158	\$900	\$810	\$1,482	\$790	\$640	\$958	\$973	\$900	\$872	\$941	\$1,046	\$1,037
Housing loan repayments (monthly)	Census	\$0	\$0	\$800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number completed Y12	NTG-DET	0	0	2	4	0	1	4	0	0	0	6	3	0	0	1	0	4	8	3	0
Total businesses (g)	NTG DRDPIFR	4	10	118	20	28	22	6	1	17	11	35	8	13	20	8	4	10	35	21	25

## Notes

(a) NT Grants Commission 2007-2008 for Total and Indigenous populations. Census 2006 for Non-Indigenous population.

(b) Job Network Active Caseload (participant can not be employed full time if part of this program).

(c) Census 2006, includes CDEP.

(d) Newstart & Youth Allowances (Centrelink).

(e) Can include Disability Support Pension, Bereavement Allowance, Partner Allowance, Widow Allowance, Sickness Allowance, Parenting Payment, ABSTUDY recipients eligible for Living Allowance

(f) Indigenous only.

(g) Businesses with an Australian Business Number. Can be trusts, sole traders, partnerships, family partnerships, 'other un/incorporated entity'. Excludes government. Includes Aboriginal Corporations and self-managed Superannuation funds.

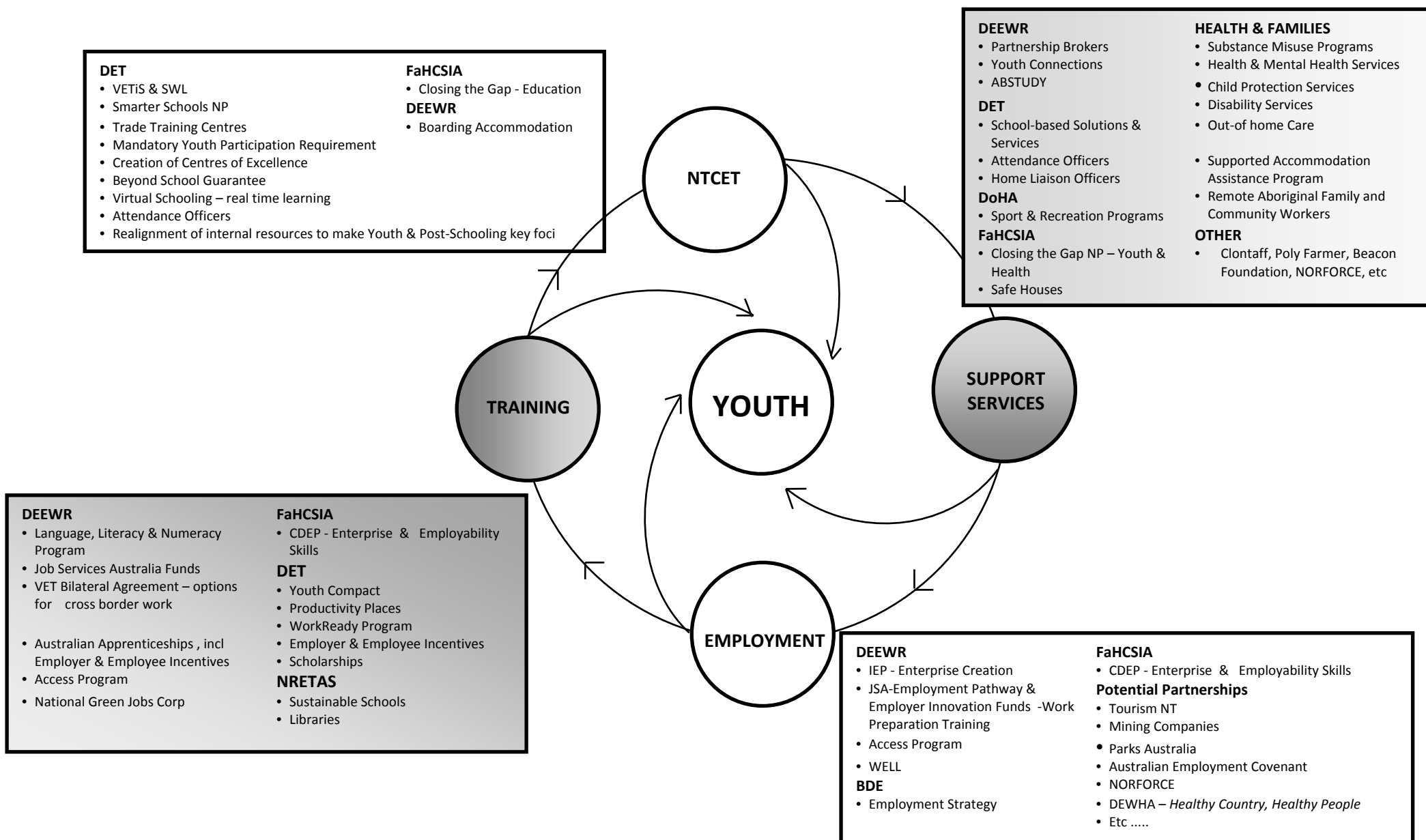
(1) 'BLY'. Time-span for BLY varies as data source dates vary (between 2006 [latest Census] and end of 2008). From here on, however, data collation will be on a yearly basis, where available.

Apart from 'Non-Indigenous Population' and 'Total businesses' data lines, all other information specifically Indigenous.

(2) Census data can have a variance greater than 20%.

(3) CDEP participants were transitioned to mainstream employment in 2007-2008.

## PROGRAMS THAT CAN BE ALIGNED TO DRIVE ATTAINMENT & TRANSITION OUTCOMES FOR YOUTH



# Communication Strategy

AMENDMENT OF *EDUCATION ACT* TO IMPLEMENT THE NATIONAL YOUTH PARTICIPATION  
REQUIREMENT

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Prepared by  
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## **Introduction**

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On 30 April 2009 the Council of Australian Governments' Meeting (COAG) met to set decisions relating to jobs, training and youth transitions this initiative was referred to as the National Partnership Requirement.

Under this initiative participation in education, training or employment would be compulsory for all young people until they turn 17.

All states agreed to implement the National Youth Partnership Requirement with effect from 1 January 2010.

You have previously approved the drafting of a Cabinet submission for the purposes of amending the Act (ministerial MIN2009/0588 refers) to implement the reforms agreed at the above named COAG meeting.

The Act must be amended to require all young Territorians to participate in schooling until they complete Year 10 and then participate in full time education, training and/or employment until age 17.

The commencement date as agreed by COAG is 1 January 2010.

## **Objectives**

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- To inform schools, students and parents/guardians of the new Education Act and the legal requirements surrounding the compulsory participation age.
- To enable schools to engage with parents/guardians about their child's education.
- To inform employers of the new legal requirements surrounding compulsory participation.
- To promote the various pathways available for young people at the age of 15.

## **NTG second level branding position**

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The communications associated with the Education Act will be positioned under the 'Smart Territory' Government second level brand.

## **Key messages and underlying themes**

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### **Overarching**

- All children within the Northern Territory who have completed Year 10 must participate in either further education, training and/or full time employment until they are 17.
- Children who have already turned 15 and left school by 1 January 2010 will not be subject to the new provisions.

**Key Benefits**

- Territory students will be better educated, more skilled and more qualified.
- Your career options are endless – education and training will get you there.
- Finishing Year 12 or further study will provide the best opportunities for your children.
- More young people are going to be qualified and have the skills you need as an employer.
- Provide training now for the workforce you will need for tomorrow.

**Target audiences**

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- Schools
- Students
- Parents/guardians
- Employers
- Career advisors

**Key stakeholders**

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- Schools
  - Students
  - Parents/guardians
  - Local Industry
  - RTO - Registered Training Organisation
  - Employers of local business
  - AEU - Australian Education Union
  - COGSO - Council Of Government School Organisations
  - ANTSEL - Association of Northern Territory School Educational Leaders
  - DBE - Department of Business and Employment
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**Communication matrix**


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<b>Audience</b>	<b>Communication Method</b>	<b>Date of Release</b>	<b>Actioned by</b>
Wider Community	Ministerial Media Release	29 April 2009	Chief Minister
COGSO, AEU, ANTSEL	Letter from the Chief Executive	ASAP	DET
Schools, Parent/guardians, students	DET Website with banner ads featuring on DBE website, Bushtel	October 2009	DET
Schools, Parent/guardians, students, employers of business	Territory-wide Press Advertising	October and November 2009 and Back to School messages in 2010	DET
Schools, Parent/guardians, students, employers of business	Classmate feature engaging at the school level - inclusion of Chatterbox	November 2009	DET
Schools, Parent/guardians, students	School Poster	October 2009	DET
Schools, Parent/guardians, students	School Letter	October 2009	DET
Schools, Parent/guardians, students, employers of business	Territory-wide Radio Advertising	November and December 2009 and Back to School messages in 2010	DET

## Key tactics

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### **Tactic 1 – Ministerial Media Release**

Paul Henderson, Chief Minister, made a media release on 29 April 2009 named “earn or learn”.

### **Tactic 2 – Letter from Chief Executive**

Gary Barnes, Chief Executive to send a letter to key stakeholders advising of the proposed changes and seeking feedback. This tactic is of high importance and needs to be distributed prior to any other advertising taking place.

### **Tactic 3 – Website**

The website will provide a portal for parents/guardians to access the new Act and what it means for them. There will be a list of FAQ outlining concerns whether you are an employer, a student, a teacher or a parent.

We will also ensure a link to DBE site and also Bushtel this will ensure we engage with all our audiences.

### **Tactic 4 – Territory wide advertising**

Territory press advertising will announce the changes as of January 2010 and lead people to speak to their school or access the DET website for more information.

### **Tactic 5 – Classmate Feature**

Classmate runs on a weekly basis and has “Chatterbox” included within it which is a vox-pop of school aged children we will use this medium to promote the changes.

### **Tactic 6 – School Poster**

A poster will be developed to promote options available on completion of Year 10, these posters will be distributed to schools and health clinics.

### **Tactic 7 – School Letter**

A letter will be developed for principals to send to each parent of a child whom is currently in Year 10.

### **Tactic 8 – Territory wide radio advertising**

Territory wide radio advertising will announce the changes and lead people to speak to their school or access the DET website for further information. This can also run into the early 2010 back to school advertising.

**Tactic 9 – Ongoing Media Releases**

Throughout the year ongoing media releases surrounding the changes and what this means for the students concerned.

To ensure that our communities are informed of these changes our AIEW (Aboriginal and Islander Education Worker) and HLO (Home Liaison Officer) staff will take information through the various communities and explain the new changes to them.

This will serve the purpose of engaging with the various communities and also ensure that the new changes are fully understood.

**Contact Officer**

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