

Chapter 12

Northern Territory Report on Activities and Outcomes

Introduction

When examining the results of the Northern Territory, it is important to consider that this jurisdiction differs markedly from any other State or Territory. It has the lowest population with the highest proportion of the population living in the most socio-economically disadvantaged areas. It has by far the largest proportion of the population living in remote and very remote areas, with by far the largest proportion of Aboriginal and Torres Strait Islander population, most of whom live in these areas.

The Northern Territory does not have any areas classified as metropolitan (which includes locations such as Sydney and Melbourne). Darwin, Palmerston and rural areas are classified as provincial, Katherine and Alice Springs areas are classified as remote and all other areas, including Tennant Creek and Nhulunbuy, are classified as very remote.

The Northern Territory has an Aboriginal and Torres Strait Islander student cohort that is approximately 41 per cent of the total school population, which is over six times greater than the next largest proportion from any other State or Territory. Nearly half of Northern Territory students live in remote and very remote areas. Furthermore, a vastly higher proportion of these students are speakers of Indigenous languages from very remote communities than in any other State or Territory. These contextual factors are reflected in the overall results achieved by Northern Territory students and have a large impact on the variability in these results.

Additional information about the context of education in the Northern Territory can be found in Chapter 2, 'Statistical Picture of Aboriginal and Torres Strait Islander Students in Australia' of this Annual Report.

Profile of Focus Schools

Of the 152 government schools and 36 non-government schools in the Northern Territory, 63 were focus schools in 2010:

- 57 government schools
- 5 Catholic schools
- 1 independent school.

The Aboriginal and Torres Strait Islander students enrolled in these schools represent almost two-thirds of all Aboriginal or Torres Strait Islander students in the Northern Territory and almost a quarter of all enrolments. Thirty-five of the Northern Territory's 2010 focus schools are classified as very remote, 16 are remote and 12 outer regional.

Northern Territory Report on Indicators with National Data Sources

Readiness for School

Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territories measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care. The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

Engagement and Connections

Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreements in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. the Australia Bureau of Statistics (ABS), the Australian Curriculum, Assessment and Reporting Authority's (ACARA) National Assessment Program: Literacy and Numeracy (NAPLAN)] in their chapters. Therefore, the Northern Territory will report on this domain in the 2011 Annual Report.

Attendance

Performance Indicators

- Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.
- Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.

- Retention rates for Aboriginal and Torres Strait Islander students.
- Grade progression ratios for Aboriginal and Torres Strait Islander students.

Attendance Rates

The Department of Education and Training has set targets of 90 per cent, or better, for attendance and participation. The aim is to help schools focus on what needs to be done to really make a difference to the attendance and participation of every child.

Further information is available online, at: <http://www.det.nt.gov.au/students/at-school/enrolment-attendance/every-child-every-day>

Table NT1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
Government												
Aboriginal and Torres Strait Islander	72	72	73	74	74	75	70	65	60	61	81	78
Non-Aboriginal and Torres Strait Islander	92	93	93	93	93	94	92	91	90	87	76	89
Total	83	83	83	84	84	85	81	79	77	77	80	89
Catholic												
Aboriginal and Torres Strait Islander	69	64	68	68	65	70	72	75	70	68	n/a	n/a
Non-Aboriginal and Torres Strait Islander	89	89	90	90	90	88	90	87	88	87	n/a	n/a
Total	82	81	83	83	82	83	84	84	84	82	n/a	n/a
Independent												
Aboriginal and Torres Strait Islander	69	72	62	78	80	79	88	85	93	92	n/a	71
Non-Aboriginal and Torres Strait Islander	94	95	95	93	95	92	95	95	94	95	n/a	n/a
Total	91	92	89	91	92	90	94	93	94	94	n/a	71

n/a not available

Source: ACARA data (unpublished)

Enrolment to Population Ratio

Table NT2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010

Aboriginal and Torres Strait Islander children	NT	Australia
Number of children aged 6–15 years enrolled in school ^(a)	13,360	133,990
Total 6–15 year old population ^{(b)(c)}	15,086	129,308
Proportion of 6–15 year old population enrolled in school	88.6%	103.6%
Non-Aboriginal and Torres Strait Islander children ^(d)		
Number of children aged 6–15 years enrolled in school	18,654	2,621,903
Total 6–15 year old population ^{(c)(e)}	19,140	2,657,227
Proportion of 6–15 year old population enrolled in school	97.5%	98.7%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in *Schools, Australia 2009* (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006-2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

Apparent Retention Rates

Table NT3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, 2010 (per cent)

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	85.9	93.8
Year 7/8 – Year 12	27.7	67.9

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010* (Cat.No.4221.0)

Apparent Grade Progression Ratios

Table NT4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	93.5	98.4
Year 9 to Year 10	96.2	96.3
Year 10 to Year 11	84.5	90.7
Year 11 to Year 12	56.7	81.4

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

Literacy and Numeracy

Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

NAPLAN Outcomes

Table NT5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Northern Territory, 2010 (per cent)

	Year 3	Year 5	Year 7	Year 9
Reading				
Aboriginal and Torres Strait Islander	43.0	31.3	40.4	32.1
Non-Aboriginal and Torres Strait Islander	90.7	89.4	93.1	91.1
Gap	47.7	58.1	52.7	59.0
Aboriginal and Torres Strait Islander confidence intervals	± 6.5	± 6.4	± 9.3	± 8.5
Writing				
Aboriginal and Torres Strait Islander	45.3	30.2	27.5	24.1
Non-Aboriginal and Torres Strait Islander	94.2	89.3	86.6	82.0
Gap	48.9	59.1	59.1	57.9
Aboriginal and Torres Strait Islander confidence intervals	± 8.0	± 6.9	± 8.5	± 8.1
Numeracy				
Aboriginal and Torres Strait Islander	46.1	37.7	41.8	36.3
Non-Aboriginal and Torres Strait Islander	93.0	93.1	93.5	92.5
Gap	46.9	55.4	51.7	56.2
Aboriginal and Torres Strait Islander confidence intervals	± 6.5	± 6.8	± 8.5	± 8.0

Note: The confidence intervals for 2010 in this table are specifically for the Northern Territory.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

2010 NAPLAN Data by Geolocation

Table NT6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)

Geolocation	Northern Territory		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Reading				
Year 3				
Metropolitan			83.1	95.3
Provincial	72.1	90.2	81.5	94.1
Remote	56.5	92.4	65.6	92.6
Very Remote	28.5	91.2	43.9	90.1
Year 5				
Metropolitan			77.0	93.2
Provincial	66.4	89.3	72.8	91.5
Remote	46.5	89.1	51.2	87.8
Very Remote	13.8	91.4	26.5	88.3
Year 7				
Metropolitan			85.0	96.0
Provincial	73.9	91.6	82.3	95.7
Remote	59.3	97.1	65.9	95.7
Very Remote	19.5	96.8	38.6	94.7
Year 9				
Metropolitan			71.2	92.5
Provincial	57.4	90.0	68.1	91.6
Remote	41.2	95.2	50.9	88.4
Very Remote	14.0	89.1	24.2	85.2
Writing				
Year 3				
Metropolitan			87.4	96.7
Provincial	77.1	93.9	87.1	96.2
Remote	69.4	95.6	71.9	96.3
Very Remote	26.5	92.8	41.2	94.3
Year 5				
Metropolitan			81.9	94.8
Provincial	68.0	89.9	77.6	93.3
Remote	45.7	87.3	55.4	89.9
Very Remote	11.6	88.3	28.2	90.0
Year 7				
Metropolitan			79.9	94.4
Provincial	59.9	84.8	75.5	92.3
Remote	44.9	92.8	55.6	92.4
Very Remote	7.7	85.5	28.3	90.8
Year 9				
Metropolitan			67.5	89.6
Provincial	51.0	81.6	61.9	86.1
Remote	32.0	83.9	44.4	82.4
Very Remote	5.4	78.8	18.7	80.6
Numeracy				
Year 3				
Metropolitan			84.1	95.5
Provincial	76.9	92.2	82.5	94.8
Remote	67.3	95.6	71.7	94.8
Very Remote	28.6	93.2	45.2	92.6
Year 5				
Metropolitan			81.7	95.3
Provincial	74.5	93.2	78.0	94.3
Remote	53.5	92.9	57.9	92.1
Very Remote	19.3	92.8	32.5	92.1
Year 7				
Metropolitan			85.0	96.3
Provincial	75.5	92.2	82.3	95.6
Remote	52.5	96.8	64.1	95.8
Very Remote	23.7	97.4	41.9	95.1
Year 9				
Metropolitan			77.4	94.6
Provincial	59.6	91.7	74.2	93.7
Remote	46.6	95.6	56.6	91.8
Very Remote	19.0	90.9	32.7	90.0

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

2010 NAPLAN Data and 2010 Progress Points for the Northern Territory

One of the Council of Australian Governments (COAG) 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for the Northern Territory are provided in Table NT7.

Overall NAPLAN Outcomes

The Northern Territory had the largest gains in Australia between 2008 and 2010, made by Aboriginal and Torres Strait Islander students in Years 3, 5, 7 and 9 Reading, Spelling, Grammar and Punctuation.

There was an increase of 12 per cent from 2009 of favourable (above or significantly above) 'like school' comparisons on My School for Northern Territory very remote schools.

Table NT7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	35.20	31.00	37.50	42.40	50.60	37.60	35.20	37.10	56.10	42.70	54.00	50.10
Target 2018	60.50	58.60	64.20	66.10	71.90	62.60	60.70	59.70	75.30	66.00	73.80	70.80

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

NAPLAN Participation

Table NT8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students in Northern Territory and Australia, 2010 (per cent)

	Year 3		Year 5		Year 7		Year 9	
	NT	Aust.	NT	Aust.	NT	Aust.	NT	Aust.
Reading								
Aboriginal and Torres Strait Islander	78.7	89.9	81.0	91.2	77.4	89.1	66.3	79.7
Non-Aboriginal and Torres Strait Islander	95.6	96.1	96.5	96.6	97.1	96.5	95.8	93.7
Writing								
Aboriginal and Torres Strait Islander	80.0	90.3	80.5	91.0	79.7	89.5	64.9	80.2
Non-Aboriginal and Torres Strait Islander	96.5	96.0	97.0	96.5	97.2	96.5	96.7	94.0
Numeracy								
Aboriginal and Torres Strait Islander	77.9	89.1	78.6	90.0	81.0	88.6	63.9	78.8
Non-Aboriginal and Torres Strait Islander	95.8	95.8	96.2	96.3	96.0	96.2	94.7	93.3

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

Leadership, Quality Teaching and Workforce Development

Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

A range of Leadership programs including Principals as Literacy Leaders, the ACEL Leadership Program, and the Stronger Smarter Program were rolled out in 2010.

Pathways to Real Post-School Options

Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

Although the performance indicator for this domain cites a national data source, there is no publically available national level data for 2010.

Indigenous Education Consultative Body's (IECB) Feedback

As an Indigenous Education Consultative Body, the Northern Territory Indigenous Education Council (NTIEC) brings a unique perspective and community viewpoint, and we would like to

make the following comments with regard to the Aboriginal and Torres Strait Islander Education Action Plan.

We support the intent of the plan to accelerate improvements in the educational outcomes of Aboriginal and Torres Strait Islander Students. The format of the plan, which identifies national, system and local level actions, clearly articulates the work that must be happening to achieve this intent. We also find the six organisers for the plan to be very appropriate.

Due to the delayed endorsement of the Aboriginal and Torres Strait Islander Education Action plan by MCEECDYA and COAG, the NTIEC will endeavour to monitor and review the Northern Territory implementation of the plan by the Department of Education and Training, Catholic Education NT and the Australian Independent Schools NT with a particular focus on School and Community Partnerships Agreements in 2011.

The NTIEC have identified the 63 focus schools for the National Aboriginal and Torres Strait Islander Education Action Plan. Council members will be conducting a survey across a selection of both focus and non-focus schools and their communities across the Northern Territory during 2011.

The NTIEC will also endeavour to monitor and report against the systemic actions implemented by the Department of Education and Training, the Catholic Education Office NT and the Australian Independent Schools Association NT.

Web Links

For more information on Early Childhood Services in the Northern Territory go to:

<http://www.det.nt.gov.au/parents-community/early-childhood-services>

<http://www.det.nt.gov.au/parents-community/early-childhood-services/aedi>

For more information on programs supporting students and learning go to:

<http://www.det.nt.gov.au/parents-community/students-learning>

For further information on enrolment and attendance go to:

<http://www.det.nt.gov.au/teachers-educators/school-management/enrolment-attendance/every-child-every-day>

For further information about literacy and numeracy strategies in the Northern Territory go to:

<http://www.det.nt.gov.au/teachers-educators/literacy-numeracy/literacy-and-numeracy-strategy>

For further information on development opportunities go to:

<http://www.det.nt.gov.au/teachers-educators/professional-learning>

For more information on Pathways following schooling in the Northern Territory go to:

<http://www.det.nt.gov.au/teachers-educators/students-learning/indigenous-education>

<http://www.det.nt.gov.au/parents-community/beyond-school>

Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal & Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Alekarenge School	Gov.	Very Remote Australia	126	123		X	
Alpurrurulam School	Gov.	Very Remote Australia	103	103		X	
Ampilatwatja School	Gov.	Very Remote Australia	131	131		X	
Angurugu School	Gov.	Very Remote Australia	279	279		X	X
Anula Primary School	Gov.	Outer Regional Australia	420	61	X		
Bakewell Primary School	Gov.	Outer Regional Australia	697	91			
Batchelor Area School	Gov.	Remote Australia	163	101	X	X	
Borrooloola School	Gov.	Very Remote Australia	237	231		X	
Bradshaw Primary School	Gov.	Remote Australia	353	166	X	X	
Braitling Primary School	Gov.	Remote Australia	350	164	X		
Clyde Fenton Primary School	Gov.	Remote Australia	285	167	X		
Driver Primary School	Gov.	Outer Regional Australia	483	112	X		
Elliott School	Gov.	Very Remote Australia	80	80		X	
Gapuwiyak School	Gov.	Very Remote Australia	256	249		X	X
Gillen Primary School	Gov.	Remote Australia	283	185	X	X	
Gray Primary School	Gov.	Outer Regional Australia	369	164	X	X	
Gunbalanya School	Gov.	Very Remote Australia	344	342		X	X
Humpty Doo Primary School	Gov.	Outer Regional Australia	394	86	X		
Jabiru Area School	Gov.	Remote Australia	295	163		X	
Jilkminggan School	Gov.	Very Remote Australia	111	111		X	
Kalkaringi School	Gov.	Very Remote Australia	169	169		X	
Karama Primary School	Gov.	Outer Regional Australia	288	130	X		
Katherine South Primary School	Gov.	Remote Australia	319	86	X		
Lajamanu School	Gov.	Very Remote Australia	187	187		X	X
Larapinta Primary School	Gov.	Remote Australia	334	130	X		
Ltyentye Apurte CEC	Cath.	Remote Australia	163	162		X	
MacFarlane Primary School	Gov.	Remote Australia	257	224		X	
Malak Primary School	Gov.	Outer Regional Australia	293	120	X		
Maningrida School	Gov.	Very Remote Australia	520	501		X	X
Manunda Terrace Primary School	Gov.	Outer Regional Australia	235	109	X	X	
Milikapiti School	Gov.	Very Remote Australia	81	78		X	
Milingimbi School	Gov.	Very Remote Australia	354	352		X	X
Millner Primary School	Gov.	Outer Regional Australia	260	122		X	
Minyerri School	Gov.	Very Remote Australia	184	183		X	
Moulden Primary School	Gov.	Outer Regional Australia	434	231		X	
Murrupurtiyanuwu Catholic School	Cath.	Remote Australia	241	238		X	X
Nganmariyanga School	Gov.	Very Remote Australia	144	143		X	
Ngukurr School	Gov.	Very Remote Australia	284	283		X	X
Nhulunbuy Primary School	Gov.	Very Remote Australia	543	104	X		
Ntaria School	Gov.	Very Remote Australia	166	161		X	X
Numbulwar School	Gov.	Very Remote Australia	168	164		X	X
OLSH Thamarrur Catholic School	Cath.	Remote Australia	448	444		X	X
Papunya School	Gov.	Very Remote Australia	70	70		X	
Ramingining School	Gov.	Very Remote Australia	274	272		X	

School Name	Sector	Geolocation	Total Enrolments	Aboriginal & Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Robinson River School	Gov.	Very Remote Australia	70	70		X	
Sadadeen Primary School	Gov.	Remote Australia	230	125		X	
Shepherdson College	Gov.	Very Remote Australia	570	548		X	X
St Francis Xaviers School	Cath.	Remote Australia	82	79		X	
Tennant Creek Primary School	Gov.	Very Remote Australia	417	317		X	
Ti Tree School	Gov.	Very Remote Australia	88	86		X	
Umbakumba School	Gov.	Very Remote Australia	125	125		X	X
Utopia School	Gov.	Very Remote Australia	27	27		X	
Wagaman Primary School	Gov.	Outer Regional Australia	310	73	X		
Walungurru School	Gov.	Very Remote Australia	58	58		X	
Warruwi School	Gov.	Very Remote Australia	119	116		X	
Woodroffe Primary School	Gov.	Outer Regional Australia	520	94	X		
Wugularr School	Gov.	Very Remote Australia	135	132		X	
Xavier CEC	Cath.	Remote Australia	90	88		X	X
Yarralin School	Gov.	Very Remote Australia	75	72		X	
Yipirinya School	Ind.	Remote Australia	178	178		X	
Yirrkala Homeland School	Gov.	Very Remote Australia	169	169		X	
Yirrkala School	Gov.	Very Remote Australia	197	193		X	X
Yuendumu School	Gov.	Very Remote Australia	174	166		X	X
TOTAL			15,809	10,488			