

Getting the right people

Remote Schools Attraction and Retention Strategy

We will introduce new and specialised approaches to attracting, recruiting, rewarding, supporting, housing, retaining and career building for quality people who want to teach in the NT's remote Indigenous communities.

We will work with other jurisdictions to explore the benefits of creating a Remote Indigenous School Leader and Teaching Service.

School Staffing for the Future

DET will move to a model for staffing schools which optimises schools' ability to engage students and retain their participation.

DET will partner with key stakeholders to review the school staffing mix in all schools (beginning with senior secondary) to better meet the emerging needs of students including consideration of the role of teachers, allied professionals and para-professionals.

One-stop support shop

DET will introduce Remote Teacher Support Officers to provide a single point of contact to resolve all issues for remote teachers including pay, accommodation and travel.

Developing People

Leading Learning

DET will establish an Institute for School Leadership, Learning and Development to coordinate the delivery of Territory-wide professional development.

Succession Planning

DET will work with the Indigenous Education Leadership Institute to develop and implement a leadership succession planning strategy for very remote schools.

Enhancing performance

We will revise and implement the system-wide performance development framework for all staff.

Growing our own

We will extend investment in Indigenous staff development including Growing Our Own Indigenous Teachers, Indigenous Leadership Networks and Executive Coaching.

Cross cultural competency training for all

We will train all school staff in cross-cultural competency and foster local partnerships between schools and Indigenous peoples to support localised aspects of cross-cultural competency.

Coaching for School Councillors

DET will partner with key stakeholders, including COGSO, to provide induction and refresher training for School Councillors around best practice governance and community engagement.

People Data Matters

DET will enrich the use of human resources/people data in the Accountability and Performance Improvement Framework processes (eg turnover rates, sick leave rates, workers' compensation rates, grievance data).

Partnerships

Strong community engagement

All of DET will engage with parents and communities to create real, sharp and focussed delivery agreements (what DET and the community bring in partnership for improved education and training outcomes).

Industry-driven

DET will partner with industry to develop school-to-work partnership agreements in sectors such as mining, oil and gas, tourism, early childhood, horticulture and pastoral agriculture.

Cross-agency

DET will help to build an across-government approach to overcoming disadvantage, particularly for youth and in the early years.

Additional cross-agency partnerships include those where data sharing would be beneficial and those with shared responsibility for infrastructure and transport.

Higher education

DET will partner with CDU and BIITE to improve teacher training and accredited ESL Professional Learning.

Cross-sectoral and cross-jurisdictional

DET will strengthen partnerships between the education and training sectors within and beyond the NT, for improved outcomes for all Territorians with a particular focus on the NT non-government sector, the Queensland, WA, SA systems and the Australian Government.

Delivering a Smart Territory through Quality Education and Training

Through quality strategies, programs, people, partnerships and systems, the Department of Education and Training will grow educated, skilled and smart Territorians.



Quality Systems and Support

Transparency and Data-Driven Decision-Making

Whole of agency commitment

All areas of DET will embed implementation of the Accountability and Performance Improvement Framework.

All schools and regions will set and measure progress towards clear targets for literacy, numeracy, attendance, and exit qualifications in line with agreed NT and national targets as relevant to their student cohort.

DET will measure progress towards literacy, numeracy and attendance targets and report at appropriately aggregated levels.

DET will establish a baseline and set short-term targets aligned with the COAG Reform Agenda and Territory 2030 for improved NTCE and VET Certificate II or above completion rates, 'learning or earning' participation rates and Tertiary Entrance Rank levels of attainment.

DET will determine models for school, regional and system performance improvement and accountabilities including alignment with national 'like-school' methodology.

We will implement a program of reviews 'by exception' in high and low performing schools and provide access to accountability support for non-government schools.

We will introduce a performance development strategy for all employees so they can see how their performance matters. A 'line of sight' approach to aligning class, school, region, system and national targets.

Maximum access to quality data

DET will refine data sets for all aspects of school (including destination data), training and system improvement and ensure all relevant quality data sets are made publicly available.

DET will initiate research and evaluation of effort, including partnerships with tertiary institutions and other jurisdictions, to inform future practice.

Alignment and Coherence Strategic realignment of Central Office Structure

We will re-align the Department's central structure to develop strong cohesive strategic policy and to drive and support school education and training for all Territorians.

Sustainable regional and local solutions

We will redesign the Department's regional structures for more equitable, localised and integrated support for teaching and learning, student services and corporate services closer to schools.

We will develop a sustainable delivery and governance model for small very remote schools.

Clever and aligned resource models

We will move to a more coherent, transparent and equitable model of resourcing based on need including a new staffing model.

DET will work with key agencies to align resourcing and infrastructure investments to new priorities.

Systemic Targets by 2012

Attendance

- At least 80% in very remote schools
- At least 90% in remote schools
- At least 90% in provincial schools

Student Outcomes

- 20% increase in NTCE completions
- 20% completion rate for attaining a VET in Schools certificate
- 3%¹ increase in proportion of non-Indigenous students at or above national minimum standard in all NAPLAN tests
- 9%² increase in proportion of Indigenous students at or above national minimum standard in all NAPLAN tests

¹ In line with meeting or exceeding national averages by 2011 and maintaining these into the future.

² In line with Territory and national targets of halving the gap of Indigenous achievement within a decade (2018).

NOTE: During 2009-10, baseline and short term targets will be set aligned with the COAG Reform Agenda and Territory 2030 for improved NTCE and VET Certificate 2 or above completion rates, 'learning or earning' participation rates and Tertiary Entrance Rank levels of attainment.

Quality strategies and programs across all phases of education



All Stages of Learning

Expect success

All of DET articulates, applies and embeds a 'can do' culture of high expectations into day-to-day practice.

Attendance as an enabler for success

All schools will review and refine existing attendance plans, including negotiated targets. They will be supported to analyse available data and actively work towards these targets.

Literacy and Numeracy

All schools will have an explicit literacy and numeracy component in their School Improvement Plan which includes negotiated targets. There will be support available to assist schools to analyse data and determine the best strategies.

A Working Future Transforming Indigenous Education

DET head office and regional staff will work with school staff, communities and other agencies to map options for improved access to quality education and training for students in the Territory growth towns and surrounding areas. These options will focus on real opportunities for employment, traineeships, apprenticeships, further education and training.

This will start immediately in six communities with all twenty to commence by the end of 2010.

Understanding and Celebrating Our Indigenous Culture

All schools will work with their community to develop a program (to be delivered across years T-9) that focuses on building a better understanding and appreciation of Territory Indigenous culture and contemporary local Indigenous culture. DET will provide content and ideas to assist schools in the development of these programs.

National Curriculum – Teacher Support

We will work concurrently with national curriculum developers to create teacher support materials in English, maths, science and history which will provide greater scaffolding in terms of scope, sequence, standards and teaching practices.

Specialist services

DET will refine NT-wide specialist services to improve quality and timely support for students in need of targeted learning programs (students with disabilities, behavioural or disengagement issues, Indigenous and migrant ESL learners)

Celebrating school excellence

DET will introduce an 'Awards for School Excellence' program with the support of industry partners.

Primary and Middle Years (4-9)

Teacher Support and Success Packs – Literacy and Numeracy, English and Mathematics

We will develop and pilot literacy, numeracy, English and mathematics teacher support packs for all year 4-9 teachers in remote and very remote schools. Packs will include easy-to-access content, scope and sequences aligned with national year-by-year standards for attainment and a range of recommended teaching practices and online support materials.

Schools as Positive Learning Places

A set of evidence-based indicators will be developed that characterise schools that are positive places to learn. All schools will explicitly include this focus within their School Improvement Plans.

We will investigate options for piloting the School-wide Positive Behaviour program including an early intervention strategy focussed on disengaged students in the first years of schooling across urban and regional schools.

We will pilot the successful School-Wide Positive Behaviour program in selected middle schools in Darwin and at Centralian Middle School.

Positive Learning Centres

We will investigate the establishment of three new positive learning centres on urban schools sites for students whose behaviour is severely and persistently disruptive including re-entry processes, the use of ICTs and wrap-around services.

Re-engagement and Preventing Disengagement

We will pursue creating new partnerships with not-for-profit organisations to prevent middle and senior school students from disengaging and to assist in the re-engagement of these students.

VET in the Middle

We will trial the extended use of VET and work experience programs for students in the middle years of schooling, especially Indigenous young men.

De-cluttering the Curriculum

We will provide clear advice to principals and school councils on the required elements of school curriculum and empower them to de-clutter and prioritise curriculum offerings beyond that base.

Engaging with Success

DET will expand the successful Clontarf academy programs across more schools and communities and for a wider range of students including those in middle years.

Every Child a Learner

Primary and middle years schooling to ensure attendance, engagement and attainment



Real student outcomes with higher numbers of Territorians:

- attending school
- achieving literacy and numeracy levels at or above national averages
- completing Year 12
- achieving a Tertiary Entrance Rank
- exiting schools with a completed VET certificate
- graduating and moving to Higher Education, further training or future employment
- undertaking school-based apprentices and traineeships
- and alignment of investment in adult learning to employer need

Senior Years (10-12)

New Northern Territory Certificate of Education and Training (NTCET) – solid foundations for all

Schools will implement a revised NTCET to ensure that all students achieve sound levels of literacy and numeracy, are provided with clear, flexible pathways to university, further training for work and that both academic and vocational outcomes are equally valued.

Get VET, Get a Future

We will expand access to quality job-aligned VET programs in all senior secondary schools that deliver real qualifications and make students work-ready.

This will include: confirming 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; working with industry and employers to align the focus of new trade training centres; increasing the number of school-based apprenticeships and traineeships, and facilitating more students to complete Certificate II and/or III and get a NTCET.

Centres of Excellence – Maths/Science, Engineering, Tourism and Hospitality Industries and Performing Arts

DET will partner with Charles Darwin University to progressively create four centres of excellence within existing senior secondary colleges. These centres will provide opportunities for students who meet the entry criteria to gain access to innovative programs, industry experience and fast-tracked university entry.

@ School Pilot

Using virtual schooling as a real time quality learning alternative, the @School pilot will improve access for school-based senior secondary students to SACE-approved academic and VET courses not available in their home school.

Engaging with Success

DET will expand the successful Clontarf academy programs across more schools and communities for a wider range of students including young men in the senior years. DET will explore options for a similar program to be trialled with young women.

School to University to NTG

DET will introduce expanded university scholarship and internship schemes to encourage senior years students to study in the NT, gain an internship in the NTG while studying and secure employment within NTG in hard-to-staff skill areas.

Beyond School Guarantee

DET will work with senior secondary schools to develop a Beyond School Guarantee. These guarantees will ensure students a pathway to work, university or further training based on students fulfilling base requirements including attendance, participation and behaviour.

Post School Workforce

DET will provide access to workplace literacy, numeracy and work-ready programs and invest in training driven by the skill needs of industry and leading to employment.

DET will expand programs for Indigenous school leavers and options for improving Territory students' access to tertiary education (VET and Higher Education).

We will ensure greater use of school facilities to assist tertiary education and training outside school hours.

Bright Futures

Education and training that meet the diverse needs of young Territorians and maximise their post-school options



A Good Start

Quality care and education for all Territory children to build strong foundations for life and learning



Early Years (up to Year 3)

Quality Childcare

DET will work with industry to implement the Quality Early Childhood Education and Care Framework.

Universal access

DET will increase access to quality preschool programs through flexible arrangements across various settings including mobile preschools for isolated children.

Early Childhood Development Hubs - Families As First Teachers

DET will partner with other NTG agencies, including Health, to develop early childhood integrated service hubs as a focal point for families and children from 0-8 years. These hubs, which will be rolled out progressively in all growth towns, will provide a range of dedicated Families as First Teachers Outreach Services.

Literacy and Numeracy tips for families

DET will develop easy to access materials to help parents, carers and families develop early literacy and numeracy in their children prior to engaging in formal schooling.

Strong foundations

DET will explore options for increased staffing support for students and teachers in Transition classrooms and one teacher schools.

All schools will move to full implementation of the Age of Entry single-intake policy.

Diagnostic Keypoints

DET will refine and extend whole-of-Territory diagnostic processes and systems on entry into schooling and an additional stock take at Year 2 to ensure smart resource distribution and targeted catch-up programs.

Successful Learning in English

We will ensure that all early childhood teachers in remote schools receive ESL training to enhance the effectiveness of their teaching.

DET will work with research partners to develop an evidence-based approach to supporting teachers' use of home languages and culture to scaffold their teaching of Indigenous ESL students in English.

Skilled Territorians

Providing skills for jobs to enable Territorians to contribute to and benefit from the Territory's economic growth

