

# **‘Red Dirt - Red Carpet, walk together’**

**A new education path for Anangu in the NPY lands**



***From left: Reuben Burton, Penny Cook, Katrina Tjitayi, Makiniti Minutjukur***

**This photo was taken at the Anangu Education Service, SA Department for Education on 6<sup>th</sup> June 2018.**

# **‘Red Dirt/ Red Carpet’ – strong, successful education path for Anangu**

## **Background**

The purpose of this paper is to provide a high level overview of education provision across the Ngaanyatjarra Pitjanjatjara Yankunytjatjara (NPY) lands and highlight the preferred approach of Anangu (name used to describe aboriginal people from the region) for their children from early childhood through to post school education. It builds on the views and priorities identified by Anangu during 18 months of extensive community consultation conducted by the Empowered Communities Secretariat in the NPY Region. This report builds on these themes, and documents the views and perspectives from Anangu leaders, educators in the region and a number of state departmental employees who manage and deliver services in the NPY lands interviewed in early June 2018.

The paper and associated framework will be used by NPY Empowered Communities (NPYEC) to inform the development of a new, community-driven model for education in the region that acknowledges the link between education and life outcomes as a fundamental principle for development of the region.

## **Empowered Communities context (national)**

- Empowered Communities is a national initiative that seeks a new way of doing business and to create a genuine and balanced partnership between Indigenous organisations, government, service providers and the corporate sector, where everybody is working together on a level playing field and towards a common goal.
- The NPY Lands is one of 9 regions identified by Indigenous leaders to work with government on a suite of reforms across three areas- development, empowerment and productivity – aimed at closing the gap on social and economic disadvantage and enabling cultural recognition and self-determination of Indigenous Australians.
- The Commonwealth government has provided funding over 3 years for a ‘backbone’ organisation in each of the 9 regions to support implementation. In the first year the primary focus has been to establish governance, engagement strategies and to identify first priorities in the regions. A joint decision-making framework has been developed with EC leaders to support joint planning, co-designing solutions and decisions about investment.

## **NPYEC context (local)**

The NPYEC covers the tri-state region that includes the Anangu Pitjantatjara Yankunytjatjara (APY) lands in South Australia, the Ngaanyatjarra Lands in Western Australia and the Northern Territory communities of Impana, Docker River, Mutitjulu and Finke. The region covers 350k square kilometres, includes 26 remote communities and homelands and has a population of approximately 4300 Anangu, almost half (47%) of which are young people aged under 25 years.

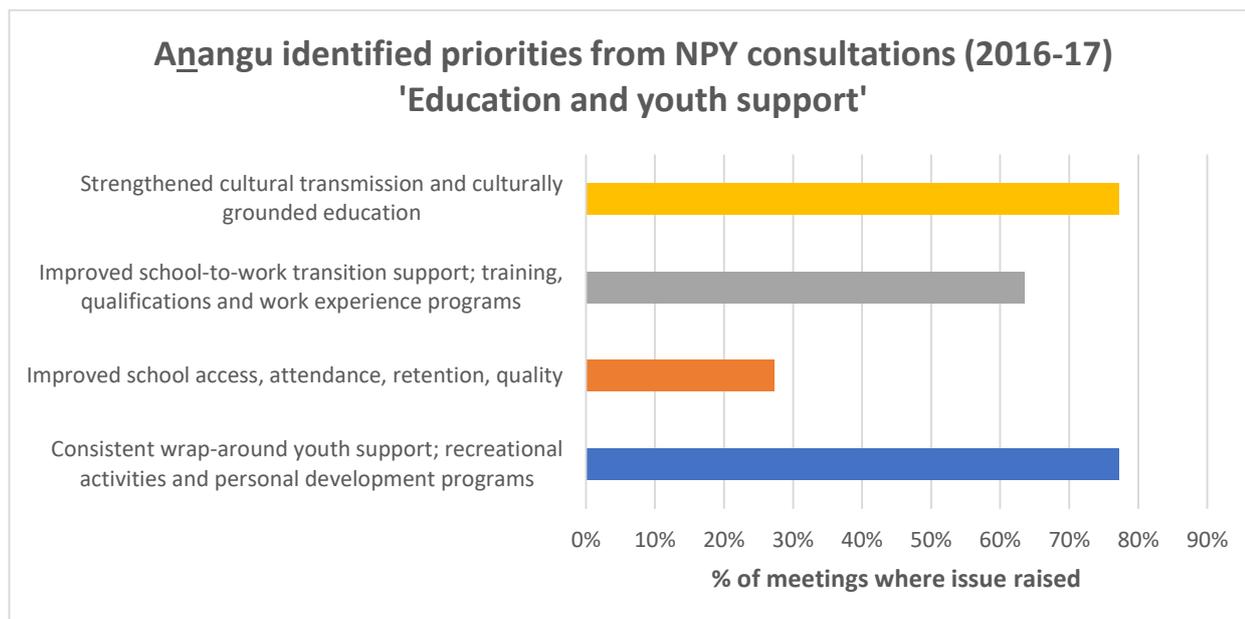
**Attachment A** shows a map of the lands.

The Anangu people of the NPY lands are strongly connected to one another through language and culture and share common aspirations regarding their children and communities’ futures. During 2016-17 the NPYEC has been engaging with communities across the region, seeking support for EC and gathering information on community concerns and priorities. Across all NPY communities, the following three priority areas have clearly emerged through the consultation process:

1. Work, meaningful engagement and financial responsibility
2. **Education, culture and support for young people**
3. Anangu led decision making and community empowerment

These priorities form the pillars for the Regional Development Roadmap to be developed by the end of 2018 and although interconnected, each area requires understanding of the current context and how things could be done differently and ‘owned’ by Anangu.

The graph below identifies the specific themes that Anangu have identified in relation to education and support for young people during EC consultations. Whilst this paper does not explore all of these issues, it provides a starting point from which to develop the Regional Development Roadmap.



Education is seen as key to future opportunity for Anangu and in their words they want their children to:

*“Succeed in mainstream Australia, achieve educational success, prosper in the economy and live long healthy lives AND retain their distinct cultures, languages and identities as peoples and be recognized as Indigenous Australians”*

**Two-way education** is the terminology used by Anangu to represent their vision and has been described by a senior Anangu leader, Katrina Tjitayi as **‘Red dirt, Red carpet’** - an education approach where Anangu children learn to walk strongly in both worlds and have pathways that enable them to live successfully in either world.

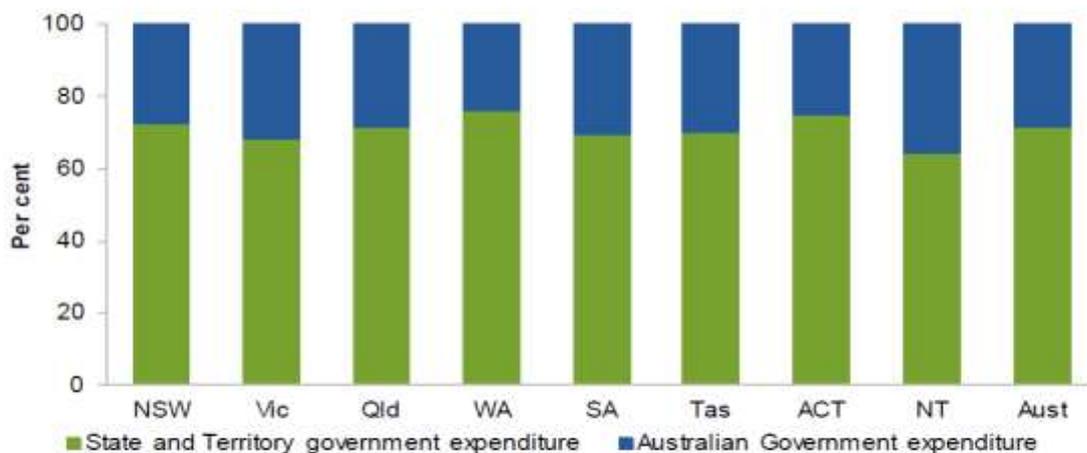
### Education architecture in the NPY lands

Education in the NPY lands is complex, not just because of remoteness. The resourcing and accountability of schools sits within four education systems (Australian Government, NT, SA and WA Education departments) and there are schools in both the government and independent school system. There are also state Aboriginal partnerships such as the South Australian Pitjantjatjara Yankunytjatjara Education Committee (PYEC) designed to bring Anangu leadership to the forefront and provide important strategic priorities and principles for respective schools. It is important to note that the SA Department for Education funds the PYEC to meet and employs local Anangu as leaders and education workers in the ten schools of the APY and Maralinga Tjuratja Lands and the Wiltja Boarding School in Adelaide.

- Public funding for schools in the region is provided by both the Australian government and state and territory governments. The Australian Government, under the amended Australian Education Act 2013 (the Act) is moving towards consistently funding 20 per cent of the Schooling Resource Standard (SRS) for government schools, to reflect its role as a minority public funder of this sector and 80 per cent of the SRS for non-government schools, to reflect its role as a majority public funder of this sector. The SRS is made up of a base amount for every primary and secondary student, along with six loadings to provide extra funding for disadvantaged students and schools, such as loadings for Indigenous students, location (remoteness) and socio educational disadvantage.
- For government schools, Commonwealth recurrent funding is passed to the state and territory governments to make decisions on how to use funding for schools in its jurisdiction, together with state/territory funding. State and territory government education authorities provide the majority of funding to government schools, and are responsible for decisions about the specific levels of funding allocated to individual government schools using their own funding models.

- For non-government schools, systems retain their authority and autonomy to control funding for individual schools within their systems based on their own needs-based funding models. The ability to redistribute recurrent Commonwealth funding is enshrined in the Act and allows school system authorities to continue to distribute Commonwealth funding equitably according to the needs of individual member schools.
- While Commonwealth funding is calculated with reference to students enrolled at a school, schools are not required to spend specific amounts of funding on individual students. Instead the Government expects schools and school systems to prioritise their spending to meet the educational needs of all of their students. Schools and school systems have the flexibility to direct this funding to support those who need it most.
- In 2015-16, government recurrent expenditure on school education was \$55.7 billion (see table below taken from the 2018 Report on Government Services<sup>1</sup>). State and Territory governments provided the provided the majority of funding (71.6 per cent):

**Figure 4.1 Proportion of total school education government recurrent expenditure, 2015-16<sup>a</sup>**



<sup>a</sup> See table 4A.10 for detailed footnotes and caveats.

Source: Education Council (unpublished) *National Schools Statistics Collection (NSSC)*; Australian Government Department of Education and Training (unpublished); Australian, State and Territory governments (unpublished); table 4A.10.

- Under the National Education agreement all schools receiving Australian Government funding are required to implement national reforms including the Australian Curriculum, reporting student achievement data (NAPLAN) and other school data (including attendance) on *My School*, and Australian Institute for Teaching and School Leadership (AITSL) standards for teaching and leadership.

*Even though there is a significant difference in the contribution of governments to government and non-government schools, how the funds are invested to get better student outcomes is the critical issue. Government schools have a certain level of autonomy, however many resource and infrastructure decisions are made centrally by the respective education departments. Non-government schools, such as Nyangatjatjara College, are governed by boards who have total discretion of the public funding they receive.*

<sup>1</sup> Productivity Commission, *Report on Government Services 2018*, Part B, Chapter 4, page 4.3

## School location and data

Schools in the NPY lands, as well as being spread across three states and vast distances, have enrolments ranging from 8 to 286 (multi campus) and offer different levels of education.

**Attachment A** shows a map of the region and location of each school (marked with a X).

### Western Australia

In WA, community schools (all government) dispersed throughout the Ngaanyatjarra Lands were federated into a single institution in 2007. They became campuses of the Ngaanyatjarra Lands School operating under the leadership of an Executive Principal. This was done to enable them to develop a strategic framework and to work collaboratively, share resources, and better address the disadvantages that can arise from their geographic isolation. The School now comprises nine campuses spread across the Western Desert of Western Australia and provides for students from kindergarten to Year 12. Although the campuses are separated by large distances they are bound together by the culture of the Ngaanyatjarra people.

### South Australia

In SA, the Department for Education has partnered with the PYEC, and provides leadership for the schools in the APY lands. The Anangu community schools at Amata, Ernabella, Pipalyatjara, Yalata, Mimili, Indulkana, Oak Valley, Fregon, Murputja and Kenmore Park are represented on the committee. They have collectively developed a strategic plan that articulates 5 priorities, including governance and accountability principles. The PYEC is funded by the schools to meet termly at Umuwa and the Anangu Executive Director of PYEC is a full-time employee of the Department.

### Northern Territory

The NT has government schools and a non-government school in the NPY lands area. The government schools (all primary) operate directly with the NT education department with central support from Alice Springs. The transition support unit provides support to students and their families in their choice for secondary education, including boarding school. Nyangatjatjara College is an independent (non-govt) Aboriginal College with campuses in Docker River (primary and secondary), Yulara, Mutitjulu and Imanpa. The college is the only secondary education provider in the NT south of Alice Springs. The college is overseen by a board and is part of the Association of Independent Schools of the Northern Territory.

*School based and student outcomes data for the NPY region is difficult to source other than compiling the data from My School. There is no breakdown at campus level and year level for enrolment and attendance data. Due to the remoteness and high levels of Indigenous enrolment, some of the data and its presentation is also dependent on local definitions of enrolment, attendance and schooling level. For example, anecdotally it is clear that many schools do not provide secondary education even though it is indicated on My School in the year levels offered.*

**Attachment B** shows the most current data available on My School for the NPY lands schools

## NPY Region characteristics and data

Anangu maintain very close traditional connections to the land through ceremonies, visiting country, telling stories and through cultural business. A successful education is seen by Anangu as retaining language, culture and identity and succeeding in mainstream Australia, achieving educational success and prospering in the economy and living long, healthy lives.

The following NPY region data provides a snapshot of measures that are used across mainstream to determine successful student outcomes.

- Early childhood indicators show that **74% of Indigenous children in the NPY Lands are vulnerable in one or more domains**, compared to 42% of Indigenous students nationally and 21% of non-Indigenous students nationally (Australian Early Development Census 2015)

- There is **no breakdown or publicly available data on preschool provision** or attendance at children and family centres (only in SA).
- **English is the second or third language** for the vast majority of children and families. There are huge disparities in NAPLAN achievements between Indigenous students in the NPY Lands region and Indigenous students nationally, as well as non-Indigenous students nationally. **Very low proportions of Indigenous students in the NPY Lands are at or above the National Minimum Standard.** It is assumed that there are also many students who do not sit NAPLAN or have such low English literacy levels that they are exempt from standardised testing.
- Approximately **93% of students enrolled at schools in the NPY region are Indigenous.** *My School* reports attendance in two ways – attendance rate (number of actual student days attended by students in Years 1–10 as a percentage of the total number of possible student days attended over the period) and attendance level (the proportion of Years 1–10 full-time students, whose attendance rate is greater than, or equal to, 90 per cent over the (reporting) period. There are **high levels of mobility** across the region that affect attendance data.
- Based on current *My School* data, approximately **60% of NPY Lands schools recorded an Indigenous attendance rate under 70%**, 33% were between 70 and 90%, and only one had an Indigenous attendance rate of at least 90%. **Most NPY Lands schools recorded an Indigenous attendance level under 30%**, and only one had an Indigenous attendance level above 50% (a small school with enrolment of 16. There is no breakdown of attendance at year level or at primary/ secondary level.
- There is no publicly available on engagement in schooling. However strong anecdotal evidence that there is a **very high dropout/disengagement rate in early secondary years.** It is not clear which year students drop out or disengage, however, gender specific reasons such as the transition through men’s business appears to be a significant contributor. **A very small number of students from the region have completed Year 12.**
- There is **no publicly available data on numbers of students from the NPY lands attending boarding schools**, or the drop-out rate. Anecdotally, a significant proportion of those that attend schools a long way from their community, return to community shortly after commencement.
- There is no publicly available data on the breakdown of teaching and non-teaching Indigenous staff in schools and limited information about conditions of employment, ESL qualifications, induction/training to teach in remote schools and professional learning activities across the region.
- There is **no publicly available data on numbers of students accessing TAFE or VET courses.**
- Transitions to work or further study very limited - **91.1 per cent of Indigenous youth were NOT fully engaged in work or study** in the NPY Lands region in 2011, and compares to the national Indigenous rate of 60.6 per cent not fully engaged<sup>2</sup>.
- For those who do have work, it is not clear what type of work they do, whether it is temporary or casual and how sustainable the work is. Anecdotal evidence suggests that the aspirations of young people are informed by those they see around them in their communities (e.g. many young people aspire to be rangers as this is a positive role that they see filled by employed people in their local communities).
- In 2011, the proportion of Indigenous persons **aged 20 to 64 years who had completed a certificate III or above in the NPY Lands region was 7%.** This is lower than the level for all Indigenous Australians aged 20 to 64 with post school qualifications (30%) and much lower than the equivalent proportion for non-Indigenous Australians nationally (55%)<sup>3</sup>.

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<sup>2</sup> ABS, Census 2011.

<sup>3</sup> ABS, Census 2011.

The huge disparity in outcomes for Anangu children and young adults, compared with national averages of Indigenous and non-Indigenous students raises the question of the relevance of mainstream approaches and the appropriateness of measuring progress using mainstream measures in remote communities. It also overlooks the significance and purpose of education from a remote community perspective. Measuring success is important, however, context and access must be taken into consideration when interpreting results. Anangu want to identify approaches that could improve these statistics and outcomes for Anangu children but also keep them connected to communities and culture.

## **Creating a new Anangu education plan**

Anangu culture is strong in the region and Anangu elders are united in their determination to embed culturally responsive teaching and learning, develop the capability and presence of first language teaching and build strong and valued partnerships with parents to guide and support the learning context and governance of community schools.

Anangu describe the main purposes of education (whether it be at school or outside) as supporting language, land, culture: about ensuring young people know who they are and where they belong: and about young people being 'strong in both worlds'.

From the perspective of those living in remote communities, educational success in remote schools is not primarily about Year 12 completion, retention or NAPLAN scores rather, it is primarily about parent and community involvement in education and education providing a pathway to getting a job, particularly in the local community. This does not preclude academic success and pathways that prepare young people for work generally and further study, rather it promotes a different approach to learning that embeds context, culture and knowledge passed down through generations.

## **Successful education programs and approaches in the NPY lands**

As the region crosses three state borders, there is no consistent and overarching framework for education provision and delivery in the NPY lands. However, Anangu have strong views about the type of education they want for their children and their role in determining that. Key areas that are considered integral to Anangu aspiration indicated in community consultations to date that could form the platform of change are:

### **Parent and community engagement**

- Communities and parents want to see schools as cultural hubs and embedded in community life as an integrated resource. They would like to see schools extended to include playgroups and parenting support services and build on the concept and resources that support 'Parent are First Teachers' programs. Involving parents in the school context from the early stages will deepen the connection between families and strengthen culture through education. Schools as cultural hubs could open channels for other services including regular child health checks, a better understanding about the stages of learning and child development and the support parents can provide as children become adolescents.
- Anangu see many advantages in school locations being available for other 'out of school' activities and programs. Flexible timetables and cultural calendars that determine the most appropriate timing and context for learning could dramatically impact the engagement of families and children.
- Throughout the primary years, community and parent engagement remains critical and collaboration in the delivery of culturally relevant curriculum and regular conversations with teachers regarding children's progress will help develop a successful two-way model of teaching and learning and support students to transition to secondary years.
- Parents also want to be supported to help their children select the right pathway for their secondary education in a remote context. Whether it be to attend boarding school, staying at the community school or accessing an alternative education setting, they want to understand the implications, consequences and opportunities that are available. Most importantly they want to contribute to the continuing cultural development of young people so they stay strong, confident and prepared for work and employment on or off the lands.

*Anangu Children and Family Centres in Ernabella is a model that could be applied across the NPY lands, as is the PYEC governance structure. Bringing services together at the school site and increasing local involvement in school decision-making processes would help to provide an integrated approach to parent and community engagement and create a culturally safe and inclusive learning environment for children and their parents. Funding, resourcing and staffing with both Anangu and non-Anangu will need to be considered to ensure a sustained and inclusive shift to create schools as cultural education hubs.*

### **First language literacy**

- First language is the language spoken in communities, at home and in the playground. In many cases, children come to school with no English. Many Anangu want their children to be able to read and write in their first language and be assessed initially in their first language. This would allow for a more accurate assessment of skill and ability and prevent reinforcement of 'failing' in literacy and numeracy development. It will also strengthen cultural identity and amplify the interdependence of language and culture.
- Anecdotal evidence suggests that children are more successful at learning English when they are competent in their first language. A consistent, contemporary approach to bilingual teaching in remote schools could involve:
  - Local language speakers being trained, supported and employed at schools (AEWs) and work alongside of classroom teachers.
  - Resources and consistent approaches to support first language literacy including word lists, graded and age appropriate reading material and appropriate assessment rubrics.
- A consistent approach to literacy development (first language and English) across the region will also help children and families that move frequently across the region.

*First Language Literacy programs and associated resources are at different points of development across the region. Sharing the available resources and professional learning programs would lay the foundations for first language literacy to be fundamental in the early years of schooling and create a consistent approach for English literacy and development.*

### **Culturally responsive curriculum – 'Red dirt' curriculum**

- Many have identified the need for remote teachers to contextualise curriculum to meet the needs of remote learners. This has been described by authors of the CRC -REP Remote Education Systems project as the 'red-dirt curriculum'.
- Anangu want their children to learn about their own community history and culture and be involved in the design and delivery of the curriculum. There are many examples across the lands of 'cultural learning' and specific times allocated for cultural activity, however they still tend to be 'add on' features to a mainstream curriculum. A consistent, culturally centred curriculum approach, with local variation and flexibility, will not only support mobility but increase the capability of cultural teaching and repository of appropriate resources.

*A local curriculum framework for the region that embeds cultural learning and contextual activities, identifies learning outcomes that are meaningful and age appropriate and amplifies two way learning would exemplify the 'red dirt- red carpet' vision. It is possible to develop this 'unique and relevant' curriculum within the parameters of the Australian Curriculum.*

### **Innovative and engaging secondary education**

Engaging older children and adolescents in a traditional mixed age school setting is particularly challenging in remote schools and Anangu are concerned about the very high levels of disengagement and dropout in early secondary years across the region. This is particularly evident with boys once they have transitioned through 'men's' business.

- The strategies for engagement that appear to be successful for this age group (albeit limited across the region) include:

- Separate learning spaces from the early childhood and primary levels of schooling
  - Project based work through sport, art and music
  - Cultural 'on land' camps and projects
  - Access to skills training
  - Technology powered learning (distance, simulation and access to subject/skill specialists)
  - Boarding school on the lands
- Project learning approaches such a 'big picture' (used in WA community schools) have proven to be successful with highly disengaged students in mainstream schools and may be part of the curriculum solution.
  - The Umawa TTC is a significant infrastructure facility (\$7million) that could be used as a skills hub for the region. It is currently funded and well used by the South Australian schools of the APY and Maralinga Tjurutja Lands. The overall operations and management of the facility is unsustainable and it requires a review of the staffing structure, delivery costs and appropriate accommodation for both staff and students utilizing the centre. The support to young people to transition and apply the skills gained at the TTC is lacking, and is an area with great opportunity to be developed.
  - Boarding school options overall are not meeting the needs of Indigenous students. A significant proportion of students who attend schools away from home drop out and return to community.
  - Yulara resort(managed by Voyagers) is an obvious place for local young people to access work experience and training pathways, including apprenticeships. Corporate acknowledgement of the longer term value of preparing and supporting young local people to work in a range of jobs could build confidence, offer cultural benefits, and improve the relationships between Anangu and non-Anangu.

*Investment and support for alternative and innovative delivery for this age group is critical to break the cycle of disengagement. Identifying real work opportunities in communities, including cultural work pathways, and designing appropriate, well supported skill based training that is directly linked to potential jobs will enable the 'red carpet' education pathway for young people.*

### **Workforce composition and capability**

Consistent approaches to literacy development, learning through culturally responsive curriculum and designing an engaging, age appropriate learning context that prepares young people for work, requires a clear understanding of the education workforce that can deliver these outcomes in a remote context.

Specific roles and capabilities that have been identified to deliver an effective 'red dirt red carpet' education for Anangu include:

- Increasing the proportion and identifying specific roles for local people in schools (both AEWs and other community members)
- Providing training and support for AEWs using a peer, team teaching approach
- Mandating ESL qualifications for all non-Aboriginal teachers
- Encouraging and supporting a team-teaching approach to first language education
- Requiring cultural induction and awareness programs for prospective non-Anangu teachers
- Digital pedagogies and alternate learning approaches for secondary education
- VET knowledge and ability to facilitate skills training and work experience
- Regional professional learning networks to promote and support region priorities and consistent strategies
- Leadership that supports innovation and change in Aboriginal education and which can drive positive, inclusive community partnerships

The longer-term objective should be to continually increase and sustain the pool of AEWs, offer conditions aligned with level of responsibility and structured career pathways that lead to Anangu qualified teachers, leaders and the predominant proportion of the school workforce.

*Creating a balanced, culturally aware and supported workforce across the region that focusses on student success and accessible education pathways will require agreements, cross border and sector cooperation. System policies will need 'harmonisation' and acknowledgement of the complexities of remote schools with an underpinning plan for recruitment, succession, progression, professional development and governance.*

## **Transitions**

Anangu want to create a whole of life focus on education and learning within communities. Engagement and purpose from early childhood to adult education is key. Transition points in the continuum ie primary to secondary education and school to work are critical and problematic in remote communities. Building on the changes outlined above, amplifying cultural relevance and focusing on skills pathways could minimise the impact at particular age points.

There are points however, where an integrated and case management approach would be highly beneficial. These include when students and families are making decisions about boarding school, accessing skills training, or completing work ready courses. With the appropriate resourcing, schools could provide information, advice and options for every secondary student.

Out of school activities and partnerships with mainstream organisations that cultivate and promote Anangu talent and potential and are willing to provide the necessary wrap around support should be pursued.

*The priorities listed above were raised consistently by Anangu, educators in the region and in academic research. Most of the priorities span across the education lifecycle, however some are more relevant for specific age groups.*

**Attachment C** summarises the preferred Anangu education path and priorities at each stage of the education lifecycle identified in community consultations to date.

## **Harmonising systems to build and strengthen the Anangu education path**

There are significant differences in the level of support for communities and schools across the three jurisdictions, and collaboration across borders is at best patchy. There is significant agreement from Anangu elders about what education needs to be in the NPY lands, however there is no forum or overarching body that can guide the priorities and consistent implementation of a new Anangu education pathway. For schools in the region to be empowered, supported and resourced to build on and embed the pillars of success identified above, a strong, unified and regional strategy, designed by Anangu in collaboration with government must be the highest priority.

The NPY region presents a unique opportunity to demonstrate how several governments can work together with Anangu to develop and agree an overarching framework and governance principles that will guide and develop regional capability to design, deliver and improve the education pathways for children and their families. It will require a long term, sustained approach and commitment to valuing a culturally embedded education that incrementally builds community confidence and engagement in children's learning, provides culturally responsive learning contexts and creates local opportunities for meaningful engagement and work.

The key themes that have emerged that are cross-jurisdictional are:

### **Governance and responsibility**

Given the different approaches of state education department, distances and number of small community schools across the region, achieving any level of consistency, tracking of students across borders, sharing resources and programs and accessing cross border facilities is very challenging under current arrangements.

However, there are good examples of Anangu leadership and decision making in the region and establishing a 'whole of region' strategy for education, owned by Anangu, could build on existing work and relationships,

identify priorities and measures for the region, and guide investment and partnerships in a strategic and culturally inclusive manner.

Critical success factors to achieving local autonomy within an agreed regional framework will include:

- Anangu led and agreed governance principles, agreement to priorities and measures, from all parts of the region;
- Strong school councils with high levels of Anangu parent and community participation and equal decision-making powers;
- Strategic and long-term planning; and
- Support for families to understand the changes and importance of full engagement and parental responsibility, to give children the best opportunity to progress through each level of schooling.

*A governing body with oversight of a regional strategy and implementation plan would still enable schools to work within current state and school sector requirements, but most importantly it paves a way for students and families to be mobile in the area and be able to access a level of consistency that would improve engagement, attendance and attainment.*

### **Workforce attraction, development and retention**

A strong and consistent message from elders and other educators, to enable a two-way education, was to increase the number of local people working in schools and to attract the 'right' non-Anangu people to the region. There is anecdotal evidence that the majority of non-Anangu teachers in the region are either new and inexperienced or end career and often not well prepared for the unique environment they will be working in.

Suggestions to improve the quality, inclusiveness and preparedness of the workforce include:

- Develop a strong and structured program for AEWs with a structured career path and appropriate remuneration and conditions;
- Increase the number of Anangu in schools in roles other than teaching. This could require a review of teacher registration requirements to enable local people to be more easily engaged and remunerated for their work in schools (e.g. assisting with language teaching);
- New approach to attracting teachers to the region promote as a highly regarded professional development and promotion opportunity and offer incentives such as sponsored further study, sabbatical breaks to share experiences and induct new teachers, new innovative roles in schools to case manage secondary students, develop data and evidence case studies, and develop new partnerships.
- Select teachers based on their suitability to work in the unique environment of the NPY lands and support local aspirations for education. Be able to form strong relationships with local educators, parents and students. All teachers should be ESL trained.
- Require new teachers to have a minimum period of practicum/work experience in the region before they are considered for position.
- Establish leadership programs specifically designed for leading and teaching in remote schools and helping shape innovation and change in aboriginal education (for Anangu and non-Anangu educators)
- Establish a professional network in the region that offers coaching and mentoring both within and from outside the region

*AITSL have developed a set of standards that play an important role in articulating the knowledge and skills required for good teaching practice and set the expectations for graduates and leaders in the profession. However, there is little available to guide, support and develop prospective and continuing teachers in these remote and unique contexts. A regional strategy for attraction, recruitment, induction, development and retention of the workforce could help lift the profile of remote teaching, articulate the qualities and knowledge that are required, identify relevant professional development support and consider incentive strategies for retention, rotation and succession.*

## **Agreement to investing in priorities**

As identified earlier, funding and resourcing government schools in the region is primarily a state concern. School principals have varying degrees of autonomy in how they prioritise and invest available funds and school councils/boards capability also differs in the degree they can support the principal in these decisions. To achieve a level of consistency across the region, it would be helpful to agree on certain priorities and consider joint investment, or at the very least sharing resources and successful practices.

## **Community and family participation and responsibility**

Whole of region support and genuine participation in the planning, collaboration and consultation process will underpin the success of proposed changes both within schools and the broader system for a new model of education governance and delivery.

It will also require:

- Communication and integrated planning and support for transition into the new model to ensure the optimal experience and support/assistance from all necessary stakeholders;
- Education and support for communities, families and young people on the principles and processes of the 'new' system/approach to allow for genuine understanding and engagement;
- Individual/family needs assessment and case management to identify key areas of need/support required for engagement, participation and success in the system; and
- Acceptance and support for an evolutionary model of ownership and responsibility for communities, families and young people that acknowledges the legitimate and different starting points and aspirations.

## **Other critical enablers**

A holistic approach to wrap-around, pastoral care is critical to young people's education success. In other words, what goes on inside the school gate is critically dependent upon what is occurring outside the school gate. There are many complex and related challenges and issues on remote communities but those directly related to the provision and access to education include:

- Health services, particularly early childhood checks for hearing, mental health issues and wellbeing
- Transition support – deep and clear understanding of the challenges and opportunities at key transition points and the critical need to help families and young people understand and successfully navigate these points to better own, manage and get the most from their education journey
- Support and activities for young people outside of school, acknowledging the need and value of holistic and integrated systems, focused on the needs of the families and young people to support overall success.
- Local and appropriate housing for staff working in schools

**Attachment C** shows the system and community enablers that are required to build on and sustain education priorities.

## **Contributing to the NPY Region Roadmap**

The 'Red Dirt- Red Carpet' analogy is an important lens to appreciate and acknowledge the vision and aspiration of Anangu. As outlined above, there is strong and clear direction expressed across the NPY lands for an education approach that integrates first language, engages with and works collaboratively with the community to design and value cultural learning as the centre of the curriculum, builds capability of local people to work within schools and the community, and focuses on the identity, wellbeing and education path for each individual.

There are pockets of successful programs, with strong leadership from Anangu, in the early years through to secondary education and these approaches could contribute to the formation of a consistent and agreed framework across the region. However, transition to secondary education, attendance and engagement through secondary schooling and transition to work or further study requires an urgent and united strategy to enable Anangu to effectively walk the red carpet strongly and with future meaningful work and community engagement prospects.

Investment in technology and region based infrastructure that can connect, support and inspire young people should be a critical part of the strategy, however it must be provided with a clear understanding of the context, scaffolding and ongoing management required to sustain innovative and creative education solutions.

Designing a consistent and agreed framework for education provision would be an important milestone, but without the buy in, integration and harmonisation of systems it will be difficult to achieve success through the education continuum and particularly at key transition points.

#### **Principles for success**

- Anangu empowerment and governance with appropriate information and support, to allow people to take up roles and responsibilities in an effective and timely manner
- Framework agreed for region priorities and culturally responsive education strategies (minimum of 5 years)
- Investment that builds capability of Anangu people, specifically to increase the education workforce, but also to provide work experience and skills training, employment opportunities in community (partnerships with providers) that build stronger and clearer pathways to employment
- Culturally, and age, relevant measures and accountability
- Contributes to a nationally significant and valued evidence base, captures cultural heritage and knowledge, and strengthens culture for future generations

## Next Steps

- This document and attachments are intended to present a narrative of education in the NPY lands for NPYEC to use in their consultations going forward. It highlights the unique and challenging context of remote schooling in the region but also strong and important aspirations and ideas about how to improve the education and cultural strength of the region.
- NPYEC will facilitate a consultation phase with communities to validate key concepts and messages and seek agreement to the priorities that will go forward in the regional roadmap. Representatives of state and territory and the Commonwealth education departments will be engaged throughout this process.
- Once endorsed, the paper could also be used to present key facts, issues and changes that Anangu aspire to as a precursor to a formal presentation to government.
- Recommendations from the Gonski 2 report have also been agreed by the Australian government and a further piece of work could articulate the synergies and opportunities for remote education.

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Prior to preparing this paper a number of meetings were held with people across the NPY lands. They provided great insight and knowledge and openly shared their thoughts about the complexities of the region and the way forward to give every child the opportunity to retain and strengthen cultural identity and to access the best, culturally responsive education.

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**Attachment B: Schools in the NPY lands – MySchool data**

School	State	Sector	Full time enrolment (no.)	Indigenous enrolment (per cent)	Full-time equivalent teaching staff (no.)	Full-time equivalent non-teaching staff (no.)	Year levels offered	Student attendance rate (level <sup>4</sup> ) (per cent)	Reading (per cent above NMS)				Numeracy (per cent above NMS)			
									3	5	7	9	3	5	7	9
Finke School	NT	Gov	24	100	5.0	0	P-6	73 (10)	0	. <sup>5</sup>	.	.	40	.	.	.
Imanpa School	NT	Gov	17	100	2.0	0	P-6	76 (0)	.	.	.	.	.	.	.	.
Mutitjulu School	NT	Gov	44	100	2	1	T-6	46 (6)	.	.	.	.	.	.	.	.
Nyangatjatjara College	NT	Non-gov	111	100	13.5	21	T-12	54 (1)	.	.	.	.	.	.	0	.
Yulara School	NT	Gov	45	18	4	2.2	P-12	85 (46)	100	100	.	.	100	100	.	.
Amata Anangu School	SA	Gov	103	86	15	3.3	R-12	53 (- <sup>6</sup> )	.	.	.	.	.	.	.	.
Ernabella Anangu School	SA	Gov	161	94	18.6	4.0	R-12	61 (15)	.	12.5	.	.	.	10	0	.
Fregon Anangu School	SA	Gov	64	88	6.6	4.0	R-12	67 (19)	.	.	.	.	.	.	.	.
Indulkana Anangu School	SA	Gov	90	99	12	3.0	R-12	72 (27)	16.7	.	0	0	0	.	0	0
Kenmore Park Anangu School	SA	Gov	16	100	2	1	R-12	90 (83)	.	.	.	.	.	.	.	.
Mimili Anangu School	SA	Gov	54	69	8	3	R-12	75 (35)	0	.	.	.	16.7	.	.	.
Murputja Anangu School	SA	Gov	29	100	6	1	R-12	52 (-)	.	.	.	.	.	.	.	.
Pipalyatjara Anangu School	SA	Gov	79	82	9	2.7	R-12	66 (-)	.	.	20	.	.	.	20	.
Ngaanyatjarra Lands School <sup>7</sup>	WA	Gov	303	98	40	18.1	K-12	53 (5)	17.6	5.3	.	.	5	11.8	11.1	16.7

<sup>4</sup> Level refers to the proportion of students attending 90 per cent or more of the time.

<sup>5</sup> No values where NAPLAN results are suppressed

<sup>6</sup> School's results are unavailable or there are fewer than or equal to five Indigenous or non-Indigenous students.

<sup>7</sup> There are nine campuses for Ngaanyatjarra Lands School: Blackstone Campus, Jameson Campus, Kiwirrkurra Campus, Tjirrkarli Campus, Tjukurla Campus, Wanarn Campus, Warakurna Campus, Warburton Campus and Wingellina Campus.

## 'Red dirt - red carpet' education framework – NPY region

## Attachment C

**Overarching principle:** Anangu, government, schools and systems agree on and work together in a well aligned, coordinated and whole of region education strategy, centred on individual pathways that are adaptable and successful in community contexts.

	Current NPY education landscape	Anangu preferred education landscape	How to get there – path to walk	
			Education priorities	System and Community enablers
0-5 years (early childhood)	<ul style="list-style-type: none"> <li>Each state has varying degrees of early childhood education provision.</li> <li>No consistent approach to funding and resourcing early childhood development and education.</li> <li>Varying degrees of parental engagement with early childhood learning.</li> </ul>	<ul style="list-style-type: none"> <li>Family centres situated in schools that provide playgroup and preschool services to support young Anangu children and their parents.</li> <li>Centres staffed by Anangu and non-Anangu as co-educators to create a culturally safe and inclusive environment.</li> <li>Centres provide a hub for young parents to access information and resources to support child development, health and wellbeing.</li> <li>'Families ARE First Teacher' programs that build parenting capacity and children's first language learning.</li> </ul>	<ul style="list-style-type: none"> <li>Schools extended to provide facilities and resources to establish children and family centres.</li> <li>Schools establish connections and agreements with other services, particularly health.</li> <li>Preschool age children offered culturally responsive and co-designed learning contexts.</li> <li>'Two – Way' teaching and learning, supported by elders, including 'on country' experiences.</li> <li>Schools encourage Anangu to contribute to school governance and early childhood education provision.</li> </ul>	<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>Establish a NPY education council, consisting of elders from each state, that determine the principles and key areas of consistency that are required to deliver culturally appropriate education pathways for all families across the region.</li> <li>Identify and engage communities in an accountability framework that promotes and celebrates successful education outcomes.</li> <li>Support and mentoring for school councils to drive improvement and engagement with communities.</li> </ul> <p><b>Schools as cultural education hubs</b></p> <ul style="list-style-type: none"> <li>Funding and resourcing schools to embed parental engagement through participation in children's development from birth.</li> <li>Co-design and share an overarching framework for family centres that captures the importance, role and key elements of the service.</li> <li>Agreement that all schools in the region use first language literacy approach.</li> </ul> <p><b>Curriculum and pedagogy</b></p> <ul style="list-style-type: none"> <li>Develop a local culturally responsive curriculum that can be shared across the region.</li> <li>Develop associated success measures that are culturally relevant and focus on ESL learning progressions and engagement measures.</li> <li>Facilitate art, music and sport partnerships to support student engagement in community schools.</li> </ul>
5-11 years (primary)	<ul style="list-style-type: none"> <li>Different approaches to literacy development.</li> <li>Curriculum and assessment driven by national standards and accountability.</li> <li>Cultural activity mostly an 'add on' rather than embedded in learning.</li> <li>Varying degrees of parent engagement at the school or in school governance.</li> <li>AEWs and first language teaching mostly provided by a 'casualised workforce' and not formally supported or developed.</li> </ul>	<ul style="list-style-type: none"> <li>First language literacy programs-read and write in first language.</li> <li>English literacy a progression from first language literacy.</li> <li>Culturally responsive curriculum that embeds culture and language.</li> <li>Flexible learning contexts that involve Anangu elders and community.</li> <li>Wellbeing focus through identity and family relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent approach to first language and English literacy.</li> <li>Aboriginal language teacher training promoted and supported.</li> <li>Consistent delivery of culturally responsive curriculum that will support mobility.</li> <li>Team teaching practices developed and supported.</li> <li>Individual learning plans regularly shared with parents.</li> <li>Regular and meaningful sharing of student achievement information with parents</li> <li>'Two – Way' teaching and learning, supported by elders, including 'on country' experiences.</li> <li>ESL training mandated for non aboriginal staff.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Strength based, restorative approach to student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative and innovative learning, powered through technology, developed for the region, particularly for secondary education. (Anangu digital learning centre).</li> </ul>
12-17 (secondary)	<ul style="list-style-type: none"> <li>• Limited secondary education options in community.</li> <li>• Boarding school options available to some – varying levels of retention and success.</li> <li>• High levels of disengagement and non attendance, particularly young men.</li> <li>• Lack of appropriate and relevant learning contexts for secondary students.</li> <li>• Limited access to skills training and certification.</li> <li>• Limited access to work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people stay engaged and attending school, particularly boys</li> <li>• Young people supported to access the training they need to get local jobs, including with local service providers.</li> <li>• Young people individually supported to attend boarding school where appropriate, and transition from community is sensitive to family connections and culture. Families are engaged throughout the process and encouraged to stay connected to the education path of their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary learning plans developed for each student.</li> <li>• Innovative delivery options adopted eg ‘big picture’, technology enabled learning</li> <li>• Inquiry led curriculum - music, art , sport engagement strategies</li> <li>• Learning spaces that are age appropriate – independent and collaborative working spaces.</li> <li>• Two - Way teaching and learning, supported by elders, including ‘on country’ experiences.</li> <li>• Mentors and work experience options identified.</li> <li>• Individual pathways to work or study developed (case management approach).</li> </ul>	<p><b>Workforce</b></p> <ul style="list-style-type: none"> <li>• Recruitment and selection (focus on relationships, cultural understanding and professional opportunities)</li> <li>• Induction and ongoing support</li> <li>• Succession planning</li> </ul> <p><b>Region Professional development priorities</b></p> <ul style="list-style-type: none"> <li>• Leadership program to develop a clear and shared vision for the teaching and learning of Anangu students.</li> <li>• Increase understanding and training of team teaching and importance of indigenous and non- indigenous teachers working together.</li> <li>• Ensuring pathways for indigenous staff – structured and supported pathways to full qualifications and career development opportunities.</li> <li>• Enhance leadership role of assistant teachers (AEWs)</li> </ul>
17-25 (transition to work or further study)	<ul style="list-style-type: none"> <li>• Limited and sporadic support for transition to work and basic employment opportunities in communities.</li> <li>• Further study appears dependent on small numbers that are successful at boarding school.</li> </ul>	<ul style="list-style-type: none"> <li>• Employers (service providers) prioritising and supporting the employment of Anangu people in communities.</li> <li>• Large corporations (such as Voyagers) providing supported pathways for local Anangu to access meaningful employment, qualifications and apprenticeships.</li> </ul>	<ul style="list-style-type: none"> <li>• TAFE centres in communities facilitate appropriate course access and support for individuals to transition to VET sector.</li> </ul>	<p><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>• Develop a business model for the TTC to ensure sustainability, access across the region and staffing capability to run all aspects of the centre including accommodation facility.</li> </ul>
Adult education	<p>Little information available on availability and suitability of adult education in remote communities.</p>	<ul style="list-style-type: none"> <li>• Adult literacy and work ready courses specific to employment opportunities in communities.</li> <li>• Access to adult education courses through TAFE centres that increase capability of Anangu to build cultural business opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• TAFE centres in communities facilitate appropriate course access and support for individuals to re-establish with education services.</li> <li>• Develop small business model training, with business mentors, to establish start-ups and pilot ventures.</li> </ul>	<ul style="list-style-type: none"> <li>• Long term planning and prioritized funding from various funding sources.</li> <li>• Engage organizations in corporate responsibility agreement for training local people.</li> </ul> <p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>• Identify local business partnerships that can provide the relevant conditions, support and mentoring to establish employment opportunities and build capability over a sustained period.</li> <li>• Seek philanthropic support to seed community business hubs that identify opportunities and build capability.</li> </ul>