

Northern Territory	Title	Description	Weblink
State Policies	NT Government, <i>Building Better Schools</i>	Investing \$42 million over four years to improve secondary education over the next four years.	http://www.betterschools.nt.gov.au/indigenous_education/index.shtml
	NT Government, <i>Building Better Schools</i>	Investing an extra \$15.84 million over four years in the bush to ensure Indigenous people are better able to access a quality secondary education.	http://www.betterschools.nt.gov.au/indigenous_education/index.shtml
State Strategies	National Accelerated Literacy Program, <i>Pedagogy and method</i> (A joint program between the Northern Territory Department of Employment, Education and Training, Charles Darwin University and the Department of Education, Science and Training)	In general, when students fail at literacy, it seems logical for teachers to work on easier reading material with these failing students to teach literacy 'basics' such as phonics, then move up to harder, more age appropriate material in small manageable steps from there. In practice, however, this moving up from low level reading material seldom happens and failing students can often remain on low level reading material their entire school lives. In contrast the NALP teaching sequence provides a context for accelerating the progress of marginalised or failing learning from early low level reading material to age appropriate levels.	http://www.nalp.cdu.edu.au/Pe_d_method_1st.htm
	National Accelerated Literacy Program, <i>The Scaffolding Literacy in Indigenous Schools Project 1999-2003</i> (A joint program between the Northern Territory Department of Employment, Education and Training, Charles Darwin University and the Department of Education, Science and Training)	Scaffolding Literacy (Accelerated Literacy) is based at Charles Darwin University, NT. The program is a teaching program designed to accelerate the literacy skills of learners. While the program is suitable for all learners, it is especially appropriate for those who have failed to make the appropriate literacy gains in school and those who are in danger of falling behind.	http://www.nalp.cdu.edu.au/Reports/REPORTS/SLinIndSch_99to03/SLinIndSch_99to03.htm

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	DEET, <i>Indigenous Education Strategic Plan 2000-2004</i>	The overall objective of the DEET Indigenous Education Strategic Plan is to ensure that all Indigenous students achieve the level of skill, knowledge and understanding necessary for participating in society and undertaking tertiary and vocational education; and that parents, students and the entire community place a high value on education.	http://www.deet.nt.gov.au/education/indigenous_education/indigenous_education_strategic_plan.shtml
	Brian Devlin (2005), <i>Initiatives in literacy teaching and research: A brief outline of some Northern Territory contributions</i>	It would be timely now to shift the focus so that policy decisions are influenced by evaluations of what is happening at the school level	
Results of Evaluations			
	Ana Fidow, Tennant Creek High School (2001). <i>AITAP - Aboriginal and Islander Tertiary Aspirations Program</i>	Focuses on a very real problem that needs to be addressed: The widening discrepancy between indigenous and non-indigenous students completing Grade 12 and achieving entrance into university or other tertiary institutions.	http://www.australia.edu/magazine/AITAP.pdf

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	Gregor Ramsey (2003). <i>Future Directions for Secondary Education in the Northern Territory</i>	The review's findings need to be considered in context. In many ways the Territory exhibits a heightened version of the social crises that most of the Western world is now experiencing in terms of disaffected youth, the changed nature of work and life choices, as well as the impacts of global digital communication and technology. As a small, isolated, relatively less affluent part of Australia having the highest proportion of Indigenous people in the country and with a greater cultural mix of people than any other jurisdiction, the Territory's problems are more public and sharply defined than elsewhere. The review team heard many times that secondary education in the Northern Territory is in crisis, and while the team does not share that view over all, there are major issues that must be addressed, particularly those associated with secondary education for young Indigenous people in remote communities, and for those young people – Indigenous and non-Indigenous – whose needs are not being met by what is currently being offered in our regional and urban secondary schools. ('Executive findings, p.3	http://www.betterschools.nt.gov.au/history/docs/report/report.pdf http://www.betterschools.nt.gov.au/history/docs/report/summary_recommendations.pdf