



**2014
INDIGENOUS CATHOLIC
COMMUNITY SCHOOLS
HANDBOOK**

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CATHOLIC EDUCATION IN THE NORTHERN TERRITORY

INTRODUCTION

This handbook is written to help and inform staff employed in the Indigenous Catholic Community Schools of the Northern Territory. It is to be read in conjunction with 'Sharers of the Vision' which outlines expectations associated with working in a Catholic school in the Northern Territory.

CATHOLIC SCHOOLS IN AUSTRALIA

The Catholic school system holds a unique place in the mission of the Catholic Church in Australia. As the Church lives among the homes of people so too does the Catholic school.

The Catholic school offers a holistic education, centred on the person of Jesus Christ. Each school community strives to live this out by respecting the dignity, rights and uniqueness of all people, growing in awareness of the presence of God in our daily lives and being people who know how to forgive and have deep compassion for others.

People working in Catholic schools are challenged to teach and live out these values in daily life. In the schools the focus is on the total development of the student.

All schools face many difficulties as a result of community and political pressures. Jesus commanded his followers to 'go teach all nations' and to be a 'light to the world' no matter how difficult this may be. To do this our Catholic schools of the 21st century must be strong communities in which the message of Jesus and the lifestyle he proposes is taught in a professional and competent manner, and lived out in the life of the community.

This is the challenge for Catholic schools in the Northern Territory.

CATHOLIC SCHOOLS IN THE NORTHERN TERRITORY

Quality Primary and Secondary education within the context of Catholic faith and tradition.

Our goals...

Each of our Catholic schools is an educational community of faith and a sign of promise of hope to all.

Each Catholic school is committed to creating an environment in which students, staff and parents strive to realise the realm of God.

The strength and vitality of our Catholic schools depend on an active partnership with parents, the parish and the community at large.

Students are the principal focus of our Catholic schools. The structure and operation of each Catholic school should enable students

- *to grow and develop fully as learners*
- *to see themselves and others as valued in God's sight*
- *to discover the dynamic action of God in themselves, in others and in the world*

CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY

THE NORTHERN TERRITORY

Catholic schools

Catholic education is provided through Catholic schools in most major urban centres and in a number of remote Aboriginal communities in the Northern Territory.

Urban centres

Catholic schools provide educational programs from Transition to Year 12 in Darwin, Palmerston and rural areas, and Alice Springs. In Katherine, the school provides education from Transition to Year 10 with Year 11 commencing in 2013. All of the Darwin Primary Schools also have Early Learning Centres (ELCs).

Darwin is the capital of the Northern Territory. It is a thriving city which provides its residents and visitors with many of the amenities found in other Australian cities. In addition it has a very enjoyable climate for most of the year. Its proximity to South-East Asia makes it a key part of the Australian tourist web.

The city is located on the shores of Darwin Harbour and extends northwards along the coast. Much of Darwin abuts the Timor Sea. The city is home to about 85,000 people and is considered one of the most multi-racial cities in Australia. People from over fifty nationalities help make up the population of Darwin. Aboriginal and Islander people comprise about 15 percent of Darwin's population, and are a very strong influence on aspects of Darwin's lifestyle. Greater Darwin boasts a population of approximately 130,000 people of whom 20% were born overseas.

Catholic schools in Darwin are

- Holy Family Catholic Primary School - Karama (ELC – Yr 6);
- Holy Spirit Catholic Primary School - Wanguri (ELC – Yr 6);
- O'Loughlin Catholic College - Karama (Yr 7 – Yr 12);
- St John's Catholic College - Darwin (Yr 7 – Yr 12 day and boarding);
- St Mary's Catholic Primary School - Darwin (ELC – Yr 6);
- St Paul's Catholic Primary School - Nightcliff (ELC – Yr 6).

Twenty kilometres to the south of Darwin is the city of **Palmerston**, developed over the last two decades as a satellite to Darwin. The city started life as a dormitory suburb of Darwin, but has now gained a 'life' of its own. Its population of about 30,000 is able to access the facilities that are available in Darwin while facilities in Palmerston are being developed.

The two Catholic schools in Palmerston, Sacred Heart Catholic Primary School and the new MacKillop Catholic College which opened in 2012, together provide programs from ELC to Year 10 in 2013, extending to Year 12 in future years.

Just to the south of Palmerston is the Darwin 'rural area'. This area is home to approximately 20,800 people. In 1997 St Francis of Assisi Catholic Primary School commenced operations with over 250 students and offers programs from ELC – Year 6.

Katherine, with a population of about 9,900, is 312 kilometres to the south of Darwin and is a growing town. It is the hub of an area which has a long history of agriculture and a more recent history of horticulture. These have been the mainstay of the town, but this is changing as tourism becomes one of the keys to its continuing success. Other important parts of Katherine's growth are the mining industry and the RAAF presence at Tindal Air Force Base to the south of the town.

The Catholic school in the town is St Joseph's Catholic College which provides programs from ELC to Year 12.

Alice Springs is the second-largest city in the Northern Territory. A population of approximately 28,000 enjoy hot summer days and cold winter nights, plus the beauty of the central Australian region. The city and surrounding area is a treasure trove of history and Aboriginal culture. Many places of cultural and geographic significance are within easy driving distance and on good roads.

There has been a significant Catholic presence in the city and the region for many years. In 1997 the two Catholic schools combined into one multilevel, multi-campus educational institution. Now

Our Lady of the Sacred Heart Catholic College provides a Catholic education to over 970 students from ELC – Year 12 on three campuses under one administration. St Joseph's Catholic Flexible Learning Centre established in April 2012 provides an educational service to a wide cross section of Indigenous and non-Indigenous male and female young people of high school age.

Indigenous Catholic Community Schools

Students in some remote Indigenous communities previously created and administered by the Catholic Church, are provided with a Catholic education. There are five Indigenous Catholic Community Schools located in the Northern Territory:

- St Francis Xavier Catholic School, Nauiyu, Daly River
- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga (formerly Nguiu), Bathurst Island
- Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye (Port Keats)
- Xavier Catholic College, Wurrumiyanga (formerly Nguiu), Bathurst Island.
- Ltyentye Apurte Catholic School, Santa Teresa.

When student numbers are sufficient, there are homeland schools at Wudikapildiyerr, supported by St Francis Xavier Catholic School; Wurankuwu, supported by Murrupurtiyanuwu Catholic Primary School; and Kuy, supported by Our Lady of the Sacred Heart Thamarrurr Catholic College.

Special conditions which apply to teaching staff in Indigenous Catholic Community Schools are detailed in the section on working conditions in remote schools.

Access - getting here

The Northern Territory is well serviced by a range of public transport. Although your recruitment travel will be arranged by the Catholic Education Office in Darwin it is important that you have an appreciation of the available services. You may want to use them during holiday times or to advise friends and family who may want to visit you.

Air

All domestic airlines provide a number of services to Darwin. Alice Springs is serviced by Qantas. It is important to secure a flight that will provide you with sufficient time to complete your onward journey prior to the commencement of school terms.

Small planes operate between Darwin and Bathurst Island several times daily (Fly Tiwi) and a ferry service operates 3 days per week. Access to Wadeye is also via light plane daily (Murin Air), which is the only travel option in the Wet Season.

Road

Most of the major cities and towns of the Northern Territory are readily accessible by road for almost all of the year. Occasional flooding during the 'Wet' may close some roads briefly. The major roads are all bitumen; there is a 130km speed limit on the country roads. However, because of the state of many roads drivers are urged to drive with caution.

Bus services are available between the major centres. The buses are modern and provide a very comfortable, reasonably priced service.

The journey to a remote location may require air travel. This would apply to Bathurst Island, Wadeye (in the 'Wet') and possibly Daly River (in the 'Wet'). If road travel is possible, the use of a 4 wheel drive vehicle is recommended.

Principles of Employment in the Northern Territory Catholic Schools

1. Introduction

- 1.1. The Catholic school supports the family in helping children to develop fully to their unique personal potential. This development is best prompted in a wholly Christian context where due regard is paid to spiritual and temporal needs allowing for the action of the Holy Spirit.
- 1.2. By taking a position in Catholic Education teachers accept an invitation to be deeply involved in the mission of the Church. In addition, teachers are expected to be leaders within the school and to lead through the example of their professional and personal lives.
- 1.3. All staff in Catholic schools are expected to make positive contributions to the development of a Christian community in Catholic schools. Staff should not accept employment in Catholic education unless they can support the vision, mission and philosophy of the school.
- 1.4. All staff in Catholic schools have pastoral and professional responsibilities. They can best discharge their pastoral responsibilities by being examples of Christian virtues for their students. Their professional responsibilities entail a definite commitment to increasing their professional expertise.
- 1.5. Staff in positions of responsibility have a duty to ensure the continued professional and personal development of members of the school staff. This is best promoted by organising inservice activities to meet the needs of teachers within the school, and by encouraging teachers to participate in inservice development.
- 1.6. A high priority should be given to activities and courses which lead to personal faith development and to increased competence in the transmission of the Catholic faith and culture.
- 1.7. Teachers must be registered through the Teacher Registration Board, NT.
- 1.8. All staff must hold a current Working With Children (Ocre) card.

The Teacher as Witness – a philosophical perspective

Catholic schools focus on both human development and Christian formation. The Catholic school teacher's approach is a holistic one, combining academic excellence with an understanding of and adherence to Gospel values. The main emphasis of all activities in the Catholic school system is to bring the Good News of Jesus to students and to help them model these Christian virtues in their own lives.

Teaching in Catholic schools is truly a *vocation*, a privileged one, a demanding one and a rewarding one, carrying all sorts of expectations from parents, colleagues, students and the wider community.

Fundamental to the ministry of teaching is being a witness. It is through witnessing that the teacher becomes an integral part of the mission of the Church and reinforces Christian values.

As teachers, when you carry out the daily tasks of imparting knowledge, fostering a respect for and love of learning and conveying a sense of the importance of acquiring knowledge and skills, you are modelling and promoting Gospel values. You are also helping your students to lay a framework for making ethical and moral decisions and to grow in the knowledge and love of God.

Good educators will stretch children to the limits of their capacity. It is part of every good teacher's equipment to know that capacity, to see that it is reached yet not over strained. Teachers must know their learners well enough to win their confidence and trust, even when demanding hard work of them.

Good teachers must also be good listeners for it is by listening that we come to learn the real needs of our learners and this will allow us to address these as occasions arise.

Finally, teachers must try to inspire all their students with a desire to serve the community and their fellow men and women. The teacher who can nurture these gifts in their students will be constantly enthralled as s/he watches their personalities unfold.

The Educational Contexts

The demographic context...

The Northern Territory has an estimated population of approximately 237,800 (March 2013). Of this, approximately 30 percent are of Aboriginal or Islander descent.

The distribution of students enrolled at NT schools does not reflect the overall distribution of the population. The school aged population in the NT is made up of approximately 40 percent of Aboriginal and Islander students. This representation creates a dynamic in the delivery of education services, which may not be as evident in other states. In particular many Indigenous students are learning English as a Second Language, and for teachers and students alike, the learning environment is a cross cultural one. Frequently compounding the picture is the almost ubiquitous nature of otitis media, a serious ear disease that can affect the students' learning ability.

Indigenous students make up a significant proportion of the enrolments in Catholic schools in the Northern Territory. Of a total systemic school enrolment of **4800** students, **1787** are Indigenous (August 2013 census). This means that the Indigenous student population is around 37 percent of the total school population. In urban schools, with a total enrolment of **3800** students, the average proportion is much lower, being only 20 percent, while in remote communities, with **1000** students, it is almost 100 percent.

Students comprising the population in our urban schools also come from refugee and migrant groups, thus education programs need to meet the linguistic and culturally diverse needs of these students, as well as the majority of urban school students who come from English speaking and 'mainstream' Australian cultural backgrounds.

The historical context...

The formal education of Northern Territory people has been a high priority from the earliest days of the Catholic Church in the Territory. Our history shows that there has been an enormous commitment of resources, both personal and financial, to this goal more than over 100 years. The commitment began with the work of Fr Angelo Confalonieri who was resident at Victoria Settlement on Port Essington in the late 1840s and worked with the local Aboriginal people. His work continued through the Benedictines of Port Essington, the work of the Jesuits at Rapid Creek in Darwin and then the involvement of the Missionaries of the Sacred Heart in the Diocese of Darwin (previously Diocese of Palmerston) in the early 1900s.

This commitment has expressed itself in many ways and in a variety of social and political contexts.

The first school in the urban areas of the Northern Territory opened in 1907 on the site of the present St Mary's Catholic Primary School, Darwin. As the population increased, slowly, the number of schools increased. In each case the development was a direct response to identified Catholic community requests and has included OLSH, Alice Springs (1938); St John's College, Darwin (1960); St Margaret Mary's School (1961); St Paul's School, Nightcliff (1967); OLSH College, Darwin (1972); Holy Spirit School, Casuarina (1979); Holy Family School, Karama (1983); Catholic High School, Alice Springs (1983); O'Loughlin College, Sanderson (1987); Sacred Heart School, Berrimah (1987) and then Palmerston (1994); St Joseph's School, Katherine (1987) and St Francis of Assisi School, Humpty Doo (1997). During 1996 the three campuses in Alice Springs were combined into a single, multi-campus unit to create the OLSH College (1997). In 2012 MacKillop Catholic College Palmerston opened to cater for the growing number of secondary students in that area.

Schools in Indigenous communities were also established over a period of time: on Bathurst Island in 1916 and 1932; at Garden Point in 1941 (became a Department of Education School in 1968); at Port Keats in 1946; at Santa Teresa (now Ltyentye Apurte) in 1953 and at Daly River in 1956. For many years Catholic Missions had the carriage of all programs including education in the four Aboriginal communities where the Catholic Church has long been active. The Catholic Education Office assumed full responsibility for Catholic education in these communities in 1989 and Catholic Missions as an institution was finally wound up in 1994.

There are now seventeen Catholic schools and three homeland centres in the Northern Territory serving the needs of those Northern Territory residents who want a Catholic education for their children. There are four urban secondary schools (one with boarding facilities), one flexible learning centre, one rural multi-level college, seven urban primary schools and five Indigenous Catholic Community Schools, three of which support homeland learning centres.

The financial context...

There are four main sources of funding for the operation of school programs in Indigenous Catholic Community Schools in the Northern Territory:

- the Australian Government provides the General Recurrent Grant through the Department of Education;
- the Northern Territory Government provides per capita funds for Catholic schools through the Northern Territory Department of Education (DoE);
- supplementary funding from the Australian Government through special programs of the Department of Education;
- parent contributions (Abstudy allowances in Indigenous Catholic Community Schools).

The Educational Environment

Teaching and learning programs for Indigenous students

The Catholic Education Office provides policy and program support for the education of Indigenous students in both Indigenous community and urban schools.

Catholic schools in the Northern Territory provide a curriculum which reflects the Catholic basis of the educational programs. The curriculum is defined as all the experiences a school provides to promote the development of its students (spiritually, intellectually, socially and physically). The object of the total curriculum is to assist all students to learn about God, their faith, themselves, the world and people. The schools' work in curriculum delivery and curriculum development is guided by a range of policies and materials including Religious Education Guidelines, the Australian Curriculum and policy and guidelines produced by the Northern Territory Board of Studies.

There is a requirement that all Catholic schools in the Northern Territory include Indigenous Studies as part of the regular curriculum of the school at appropriate year levels. Schools have chosen a variety of ways to achieve this, such as:

- ensuring that an Australian Indigenous perspective is included in all major aspects of teaching and learning;
- celebrating National Reconciliation Week, NAIDOC Activities and other significant cultural days and events as part of the life of the school; and
- inviting Indigenous people to visit schools and work with groups of students.

Educational contexts for Indigenous students in Catholic schools in the Northern Territory have a number of special features. These include the classroom and school support provided through the employment of Indigenous Education Workers in urban schools, and the employment of Indigenous teachers and support staff in Indigenous Catholic Community schools. Most urban schools also provide a homework support program. Schools also provide tutors to support individual Indigenous students in areas of identified need within the classroom. The opportunity for parent involvement in school activities is a feature of all Catholic schools.

Religious Education

All Northern Territory Catholic schools strive to continue the evangelising mission of the Church within their specific localities. Through the development of Christ-centred communities of faith, Catholic schools bring the Gospel to all their students, having a special regard for the unique religious and cultural background of each individual. This spirit of Christian love permeates the whole Religious Education curriculum and the life of the school.

Religious Education is a central part of every Catholic school. As well as Religious Education being a key learning area it also permeates the total climate and environment of the Catholic school. This dimension ... *is expressed through the celebration of Christian values in Word and Sacrament, in individual behaviour, in friendly and harmonious interpersonal relationships, and what is a ready availability.* (The Religious Dimension of Education in a Catholic School, #26)

Schools in the Diocese of Darwin participated in a writing project to develop an NT Religious Education program called 'Journey in Faith'. The program is based on the South Australian RE Framework. The project has been implemented throughout urban schools over the last few years. Staff from Indigenous Catholic Community Schools have worked on developing units appropriate for those particular contexts.

All schools, including those in Indigenous communities have an appointed Assistant Principal Religious Education or Religious Education Coordinator who works closely with one or two other staff to implement appropriate, comprehensive, sequential and formative Religious Education for the staff and students. This small group attends Religious Education professional development days four times throughout the year.

The Indigenous creation and life stories and the Christian stories meet in the school Religious Education setting. Teachers are partners with parents, families, community, priests and pastoral workers in the journey of faith for their students.

Staff wishing to learn more about this aspect of the work in Catholic schools should contact the Leader of Catholic Identity at the Catholic Education Office.

Teacher Accreditation

All teachers in Catholic Schools in the Diocese of Darwin must comply with the Accreditation Policy in order to:

- understand current Church teaching in key areas;
- support the Catholic ethos of the school;
- implement effective Religious Education programs;
- foster the religious dimension of the school; and
- improve competency to contribute positively to Catholic Education.

Accreditation A (To teach in a Catholic school)

All teachers are required to complete a minimum of six hours professional development each year in the areas of **Catholic tradition (sacraments, scripture, moral theology, social justice, prayer and liturgy) and/or the ethos and identity of the Catholic school**, to maintain their Accreditation A status on a yearly basis. Such professional development may be conducted through the Catholic Education Office or through Catholic schools provided that it has the approval of the Director.

Exemptions:

- a) Teachers who can demonstrate they have the equivalent of a Graduate Diploma in Religious Education (or higher) qualification can apply for Accreditation A immediately and will then need to meet the requirements for maintaining their Accreditation A status each following year.
- b) Accreditation A may be granted by the Director of Catholic Education for specific cases if records indicate that an individual has completed many extra hours towards Accreditation A over a number of years, but due to unforeseen circumstances has been unable to meet the requirements for one particular year.

Accreditation B (To teach Religious Education in a Catholic school)

All teachers of Religious Education are required to successfully complete four units of study covering Religious Education and theology at university level, equivalent to the appropriate undergraduate units or to the Graduate Certificate in Religious Education offered at Australian Catholic University or the Broken Bay Institute (University of Newcastle). These units must be consistent with Catholic teaching if they are completed through other universities.

Further information regarding Teacher Accreditation is available from the Leader of Catholic Identity in the Catholic Education Office, Darwin.

Professional Development

All staff in Northern Territory Catholic schools have access to a range of Professional Development activities. This includes access to the services of support staff through the Catholic Education Office in Darwin and to some support staff employed by the Department of Education.

Orientation and induction programs are provided for all staff. For those who will work in urban schools the program consists of one day at the Catholic Education Office followed by individual programs in their school of employment in either Alice Springs or Darwin. For those going to remote locations the program is three days followed by school based days during the first week of the school term. Areas covered in the orientation and induction program include working cross culturally, policy and curriculum, living and working conditions.

The orientation and induction program is complemented and reinforced by a one day 'recall' program held at the end of term one. This one day program provides the opportunity for staff to determine the agenda so there is a focus on the challenges faced in the day to day delivery of classroom programs.

Localisation in Indigenous Catholic Community Schools

Indigenous Catholic Community Schools have a number of distinctive features, including the number of Indigenous teachers in classrooms and the opportunity provided for Indigenous teachers to move into positions of leadership.

The increased employment of Indigenous people in remote schools is part of a process of 'Localisation'. 'Localisation' means more than employing local Indigenous people as teachers. It means that Indigenous Catholic Community Schools are engaged in a process of consultation at a deeper level about the purposes of education in the community, about Indigenous priorities and ways of learning, including the place and roles of Indigenous languages in the curriculum.

Other features of education service delivery for Indigenous students include support for homeland centre education, for education through the local Indigenous languages as well as through English as a Second Language.

The CEO and local schools are supportive of the outstation or homeland centre movement where Indigenous family groups decide to settle permanently in an area of traditional land ownership away from established communities.

Support for language teaching in Indigenous communities

In the early 1970s the Australian Government allocated significant resources to the codifying, preservation and teaching of Indigenous languages in schools in the Northern Territory. Three Catholic schools in Indigenous communities (Murrupurtiyanuwu Catholic Primary School, OLSH Thamarrurr Catholic School and Ltyentye Apurte Catholic School have until recently provided approved bilingual literacy programs through extensive local literacy materials and literature developed by specialist teacher linguists and other staff. Bilingual literacy programs at MCPS and LACS have recently been replaced by Indigenous Language and Literacy programs, with OLSHTCS continuing to maintain a bilingual literacy program.

Regardless of whether or not a school is maintaining a bilingual literacy program, each school has a plan for the systematic use of a local Indigenous language to support the learning and use of English. Indigenous languages are often the language of instruction, and many curriculum outcomes are met across the curriculum through the local language. The Learning Areas detailed in the Australian Curriculum are delivered through recommended programs and approaches that meet the first and second language learning needs of the students. Concept development in and through the language the children speak is essential for the strong development of English as a Second Language.

As English is not the first language of the students in Indigenous Catholic Community Schools, each non-Indigenous teacher is a teacher of English as a Second Language (ESL) through all curriculum areas. Professional Development is provided to support teachers who are new to ESL teaching.

Options for Secondary-aged students

The Catholic Education Office seeks to extend the options for all young people, including those living in remote communities, who have achieved the appropriate schooling standards. (ESL Level Four - Reading and Writing) and who wish to undertake mainstream secondary education.

Students in urban centres are able to access the Catholic secondary programs at St John's Catholic College and O'Loughlin Catholic College in Darwin, St Joseph's Catholic College in Katherine, or OLSH College in Alice Springs.

Students in remote locations have several alternatives to consider. The two traditional options are to enrol in a boarding school, or to enrol in the Northern Territory Open Education Centre (NTOEC). The Catholic Education Office is implementing a third option whereby students can undertake Year 8-12 studies in the local community school. This option has the potential to increase the access of Indigenous youth living in communities to standard secondary education. Currently OLSH Thamarrurr School, Wadeye, offers a Year 12 program as does Xavier Catholic College is working towards Yr 13.

In 2014 Ltyentye Apurte Catholic School will be providing local students a structured Middle School and St. Francis Xavier School also offers a post-primary program. Vocational Education and Training (VET) modules are currently offered at three Indigenous Catholic Community schools and Trade Training Centres have been constructed at Wadeye and Wurrumiyanga.

School Life

Role of the Catholic Education Office (CEO)

The principal role of the Darwin based CEO is to provide support for the delivery of high quality educational programs to all Catholic schools in the Diocese of Darwin, that is, the whole of the Northern Territory.

This support is provided through financial, administrative and educational assistance. Those with whom you are likely to have contact are:

- the Director, responsible for the overall management of the CEO;
- the Deputy Director, School Services - this includes school staffing, industrial relations, school building and maintenance programs, financial management and human resource support;
- the Deputy Director, Teaching and Learning - responsible for curriculum, professional development and Indigenous Education;
- the Leader of Catholic Identity - responsible for the delivery of appropriate Religious Education programs;
- the Principal Consultant (Indigenous Catholic Community Schools) – responsible for Indigenous schools;
- the Principal Consultant (Urban Schools) – responsible for urban schools;
- the Education Advisers who provide curriculum and classroom support to all schools;
- the General Manager Finance and finance staff - responsible for all system funds, payrolls and accounts; including all financial matters for Indigenous Catholic Community Schools;
- the Manager Infrastructure - coordinates maintenance in remote schools and involved in all planning, new construction, and refurbishments;
- the Manager WH&S – responsible for assisting schools with Workplace Health and Safety Compliance;
- The Research and Development / IT Manger - responsible for Information and communication Services and infrastructure at the CEO and in schools.

The School Year

Schools which are part of the Northern Territory Catholic Education System work the same school year as Northern Territory Government schools. The year is made up of 4 x 10 week terms with twelve weeks non-contact time during the year. The structure in all locations other than Alice Springs and Ltyentye Apurte (the Centre) is:

| | | | | |
|-------------------------------------|-----------------|---|---|--------------|
| <input checked="" type="checkbox"/> | Term 1 10 weeks | one week stand down | } | Semester One |
| <input checked="" type="checkbox"/> | Term 2 10 weeks | four week stand down (three weeks in the Centre) | | |
| <input checked="" type="checkbox"/> | Term 3 10 Weeks | one week stand down (two weeks in the Centre) | } | Semester Two |
| <input checked="" type="checkbox"/> | Term 4 10 weeks | six week holiday | | |

2014 School Term Dates are:

Semester One

Term 1 **Tuesday 28 January – Friday 4 April**
(Students resume Monday 3 February)

Term break Monday 7 April – Friday 11 April

Term 2 **Monday 14 April – Friday 20 June**

Semester break Monday 23 June – Friday 18 July

Semester Two

Term 3 **Monday 21 July – Friday 26 September**

Term break Monday 29 September – Friday 3 October

Term 4 **Monday 6 October – Friday 12 December**

Public holidays which may affect your school program are:

| | | |
|-------------------------------------|----------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Australia Day | 26 January |
| <input checked="" type="checkbox"/> | Good Friday | movable |
| <input checked="" type="checkbox"/> | Easter Monday | movable |
| <input checked="" type="checkbox"/> | Anzac Day | 25 April |
| <input checked="" type="checkbox"/> | Labour Day (May Day) | first Monday in May |
| <input checked="" type="checkbox"/> | Queen's Birthday | second Monday in June |
| <input checked="" type="checkbox"/> | NT Public Holiday | first Monday in August |
| <input checked="" type="checkbox"/> | Show Days | Fridays in July depending on location |

CURRICULUM AND CLASSROOM

The teaching and learning environment

Bicultural Education (Two-way learning)

Indigenous Catholic Community schools provide an educational program which is based on the philosophy of two-way learning, which:

- ☑ acknowledges the culture of both the home and the school;
- ☑ reinforces the teaching and learning relationship between the older and younger members of the community as well as that of teacher and student;
- ☑ promotes flexibility in school structures to enable input from the local community;
- ☑ recognises the importance of Indigenous languages and knowledge in the curriculum where the local community wants this.

The implementation of this philosophy may include

- ☑ the use of a bilingual/biliteracy program. The first language in class either through formal bilingual program which might also include literacy in the first language.
- ☑ the involvement of local community members and leaders in the life of the school.

Some websites and publications which may assist and guide you in the use of two way learning practices include:

Schwab, R.G. and Sutherland, R.G. **Building Indigenous learning communities**

http://caepr.anu.edu.au/sites/default/files/Publications/DP/2001_DP225.pdf

<http://www.whatworks.edu.au/docs1.htm>

http://www.daretolead.edu.au/servlet/Web?s=169694&p=STORY_LWREFLECTIONSRE

http://www.daretolead.edu.au/servlet/Web?s=169694&p=DTL08_ResRead_Main (see article, "Education is the key")

About 'Both Ways' education : Incorporating Indigenous knowledge into your teaching.

http://livingknowledge.anu.edu.au/html/educators/07_bothways.htm

Two Way Teaching and Learning : Toward Culturally Reflective and Relevant Education

<https://shop.acer.edu.au/acer-shop/product/A5207BK>

Indigenous Philosophy in Pedagogy and Research

<http://www.itl.usyd.edu.au/synergy/article.cfm?articleID=2>

Two-Way Thinking: Indigenous and Non-Indigenous Pathways of Knowledge

<http://www.hannahrachelbell.com/wp-content/uploads/2010/07/AWAY-TALK.pdf>

Foundations of Bilingual Education and Bilingualism by Colin Baker Multilingual matters.

If you are unable to access a desired resource, please contact Ailsa Purdon on Tel: 08 89841400, or email ailsa.purdon@nt.catholic.edu.au who will provide assistance in obtaining a copy for you.

Team teaching in Indigenous Catholic Community Schools

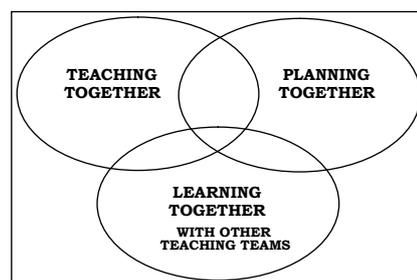
The most important factor of working in an Indigenous Catholic Community School is that you will be working as a member of a teaching team in partnership with local Indigenous teachers and Assistant Teachers.

The Assistant Teacher may be enrolled at the Batchelor Institute of Indigenous Tertiary Education (BIITE) or Charles Darwin University (CDU) and be undertaking a Graduate Certificate III or IV, Indigenous Education Worker, or doing teacher training through the School of Education Studies, which conducts programs in many remote communities.

To work as a member of a successful teaching team, it is critical that both the strengths and areas for development of each member be identified and shared. Teaching teams will consist of both formally trained teachers and training or untrained assistant teachers. The Indigenous staff know and understand the students, their families and their relationships. They are the people who can liaise with the wider community on school-related issues. This knowledge is often coupled with experience of working in an educational context in a variety of roles over many years.

All members of teaching teams are both teachers and learners. It is important to remember that developing an effective working relationship across cultures takes both time and patience. The relationship evolves in a spirit of mutual trust and respect.

Team teaching (working together) involves three important elements.



Northern Territory Department of Education; *Team Teaching in Aboriginal Schools*. p.9

Teaching Together

In a Team Teaching model, both the trained teacher and the Assistant Teacher bring a range of skills to the classroom. There is active and mutual participation in the teaching and learning process.

Planning Together

Planning together is imperative for any team teaching model. Team teaching cannot occur without effective planning. This occurs during specific planning times scheduled into the school timetable, generally after school, when all teachers and assistant teachers are expected to stay and plan together.

It is really important that shared planning is well documented. Who records the planning is not important; what is important is that it is recorded.

Recording includes:

- A yearly overview, or long term plan, which contains an ongoing learning program for each curriculum area.
- A medium term plan (e.g. a unit of work) that includes: learning outcomes, work requirements, content, methodologies, assessment, resources and evaluation processes.
- A short term or day plan contains explicit notes that clearly show what the students and teachers are doing to implement the long term and medium term plan.

Learning Together

Learning Together sessions are part of the school's overall professional development program and involve all staff. The sessions are on-site meetings where the teaching staff learn in a cooperative group. They provide an excellent opportunity for all staff, Indigenous and non-Indigenous, to develop appropriate teaching skills, to gain or share knowledge about the cross-cultural situation in which they are teaching to practical classroom strategies.

There are a variety of models of Learning Together sessions. Your school will have its own model in use. Learning Together sessions are often arranged in schools as follows:

- ☑ One to two hours a week is allocated for all teaching staff to participate in a Learning Together session; this is timetabled and can be after students have been dismissed. It may also be in school time, with provision made for the supervision of students.
- ☑ Sessions can include all school staff, or they may be run in sections within the school (Early childhood, Primary, Secondary etc).
- ☑ Activities for the Learning Together session/s may include:
 - team teaching
 - teaching literacy (in students' first language and/or English)
 - ESL teaching techniques
 - behaviour management policies and strategies
 - classroom organisation
 - teaching strategies
 - knowledge shared through discussion, showing work samples and other evidence of class work.

Schools can arrange for CEO Education Officers and/or advisory personnel from DoE to visit and present PD related to school identified curriculum needs.

Training for Indigenous Teachers

The Assistant Teacher may be enrolled in a training program through (BIITE) or Charles Darwin University (CDU). The Bachelor courses include Certificates III, IV, or Diploma in Education Support. These are nationally accredited I VET qualifications and are usually completed through a combination of on-the-job and off-the-job training. Catholic Education supports a program of teacher education called "Growing our Own". Through this program students in Indigenous Catholic Community Schools are supported to complete a four year degree in teaching and learning through Charles Darwin University.

Growing Our Own

Catholic Education Northern Territory (CEO) in partnership with Charles Darwin University (CDU) has established a joint-venture approach to the implementation of measures established through *Closing the Gap*, the Australian Government Emergency Response (AGER) and the *Stronger Futures National Partnership*.

'*Growing Our Own* is a two-way approach to teacher preparation for NT Catholic schools' involves the preparation of Indigenous teachers.

Mentor teachers will work with the *Growing Our Own* Preservice Teacher to:

- provide a classroom environment which is professionally explicit and supportive of the Preservice Teacher
- plan together and teach with the Preservice Teacher
- engage the Preservice Teacher in professional dialogue
- view Preservice Teacher's lesson plans, observe them teaching and provide written and oral feedback on lessons
- improve their own knowledge of local culture and its relationship to learning

- supervise Preservice Teachers as they work and implement their learning and provide regular and constructive feedback, and
- regularly meet with the School Based Coordinator and lecturer so that they are aware of:
 - lecture content and teaching focus
 - teaching expectations of the Preservice Teachers
 - assessment expectations of the Preservice Teachers
 - CDU expectations of Mentor Teachers
 - CDU Mentor Teachers' entitlements

Teaching the Students

Students' ESL Background

The vast majority of Indigenous students will be learning and using English as an additional language or dialect (EAL/EAD). The first language that students speak at home may be Aboriginal English, Kriol, a traditional Indigenous language or a combination of the above. Some older students may be at the beginning literacy or developing literacy stages in English whilst others may be independent readers and writers.

It is essential that all EAL/EAD students are profiled using the ACARA EAL/D level descriptors, to inform teachers of learner needs and provide a basis for future planning and teaching programs. You can ask for the ESL levels for the students you have when you arrive at your school as these are completed by teaching teams at the end of each semester.

On arrival in the Northern Territory you will be provided with introductory sessions about ESL teaching pedagogy. There will also be the potential for further support in this area through on-site in-service at your school and attendance at regional PD opportunities in Darwin or Alice Springs. Staff have the opportunity to enrol in and complete units in English as a second language, which are run in partnership with DoE and CDU. These units can be accredited towards a Masters of Education from CDU.

Religious Education

All Northern Territory Catholic schools strive to continue the evangelising mission of the Church within their specific localities. Through the development of Christ centred communities of faith, Catholic schools bring the Gospel to all their students, having a special regard for the unique religious and cultural background of each individual. This spirit of Christian love permeates the whole Religious Education curriculum and the life of the school.

Indigenous creation and life stories and Christian stories meet in the school Religious Education setting. Teachers are partners with parents, families, community, priests and pastoral workers in the journey of faith for their students.

Role Descriptions

Position Title: Classroom Teacher

Last Reviewed: November 2013

POSITION PURPOSE

A teacher in an Indigenous Catholic Community School, as a member of staff, upholds the Catholic ethos of the school and maintains professional teaching standards whilst demonstrating respect for the local community culture.

The teacher is responsible for the planning, preparation, teaching, evaluating and reporting of the classroom teaching and learning program in collaboration with classroom support staff, including Assistant Teachers.

The teacher will work to support the localisation of the school by working closely with local Indigenous staff to share knowledge and understandings in a cross cultural teaching and learning environment.

The teacher will ensure that the 'Duty of Care' for all students is maintained. They will work as a team member to follow all school policies and procedures to ensure the smooth and effective running of the school.

WORKPLACE HEALTH AND SAFETY RESPONSIBILITIES

- Perform work at all times in a safe manner and comply with all workplace safety standards, policies and procedures
- Take reasonable care to ensure their own safety and not place others at risk by any act or omission
- Actively engage in the consultation process and taking part in WHS risk management programs to improve safety
- Take an active role in emergency and evacuation procedures
- Use documented WH&S process to manage risk
- Identifying hazards, reporting workplace incidents/injury/near miss as soon as practicable
- Taking part in the risk assessment process e.g. camps and excursions
- Attending WH&S training as identified

ROLES AND RESPONSIBILITIES

- Work as a team member with the Assistant Teacher and other classroom support staff to plan, deliver and evaluate the delivery of engaging and relevant educational programs in a quality learning environment.
- Develop and maintain the classroom as a 'sacred learning place'.
- Develop an across curriculum Yearly Scope and Sequence for their class by Week 5 of Term 1, using the Australian Curriculum, Northern Territory Curriculum Framework, Northern Territory Certificate of Education and Training and School Curriculum Maps, as appropriate to the students' year level.
- Provide Term and Weekly Planners across all Learning Areas together with teaching programs and evaluations to the designated school leader in Weeks 3 and 8 of each school term.
- Engage students in rich and relevant cross curricular learning experiences.

- Assess and Maintain evidence of student learning for reporting purposes. This could be in the form of annotated student portfolios.
- Develop and maintain ongoing communication with parents / carers of students in your care.
- Report formally to parents / carers on student performance and progress each term, and provide written reports at least twice per year.
- Ensure that the teaching and learning environment is a safe and happy place for all by developing, explaining and implementing classroom and student management plans.
- Ensure current teacher registration, qualifications to teach VET (if applicable) and working with Children Check (Ochre Card) are current and records are provided to the school as appropriate to the role.
- Complete Education Action Plans/Individual Learning Plans/ Behaviour Plans for students are required and plan and deliver appropriate teaching and learning programs.
- Ensure Catholic Education Northern Territory Requirements to teach in a Catholic School are met (i.e. Accreditation A and B)
- Work with the Assistant Teacher and other classroom support staff to ensure that preparations for all teaching and learning activities are organised prior to the start of each school day.
- As a team member work to keep the learning environment organised, clean and attractive (think of it as a room where you, as a child, would like to be taught).
- Attend meetings, Learning Together sessions and other professional learning activities.
- Work with the Assistant Teacher and support staff to develop and maintain positive relationships with all students' primary carers and family.
- Participate in extra curricular activities when required.
- Keep abreast of statutory requirements in curriculum expressed by the Board of Studies, NT Catholic Education and other professional bodies.
- Undertake yard duty in accordance with school rosters.
- Implement the school's Pastoral Care Policy and Program, in particular:
 - Build rapport with individual students
 - Encourage the growth of self esteem in each student
 - Identify academic, cultural and personal issues which impact on the growth and development of each student.

Teacher's Signature Date

Principal's Signature Date

Position Title: Assistant Teacher

Last reviewed: November 2013

POSITION PURPOSE

The role of the Assistant Teacher in an Indigenous Catholic Community School is to work closely with the classroom teacher to implement quality teaching and learning experiences in an engaging environment to all students in their care.

An Assistant Teacher is a positive role model to students and as a professional is reliable and supportive in their role.

In bilingual schools the Assistant Teacher will teach the L1 language and culture program with the support of the teacher.

The Assistant Teacher acts as a cultural mentor to the non local teacher, helping them to learn about the local language and culture. They will work as a team member to follow all school policies and procedures to ensure the smooth and effective running of the school.

WORK HEALTH AND SAFETY RESPONSIBILITIES

- Perform work at all times in a safe manner and comply with all workplace safety standards, policies and procedures
- Take reasonable care to ensure their own safety and not place others at risk by any act or omission
- Actively engage in the consultation process and taking part in WHS risk management programs to improve safety
- Take an active role in emergency and evacuation procedures
- Use documented WH&S process to manage risk
- Identifying hazards, reporting workplace incidents/injury/near miss as soon as practicable
- Taking part in the risk assessment process e.g. camps and excursions
- Attending WH&S training as identified

ROLES AND RESPONSIBILITIES

- To share background information with the class teacher about the students in the class. This includes language, cultural and family information about each student.
- To plan, prepare, teach and evaluate the class program with the teacher.
- This includes both the English and L1 language and culture program.
- To support students by using (first language) to translate English to ensure students understand instructions, explanations and tasks.
- Together with the teacher, provide support to students to ensure they are engaged in all learning experiences.
- To work closely with the teacher to develop and implement appropriate classroom and student management practices.
- Attend meetings, Learning Together sessions and other professional learning activities.

- Work with the teacher to develop and maintain positive relationships with all students' primary carers and family.
- As a team member, work to keep the classroom organised and clean.
- Work with the Teacher and other classroom support staff to ensure that preparations for teaching and learning activities are organised prior to the start of the day.

Assistant Teachers Signature

Date

Principal's Signature

Date

Position Title: Assistant Teacher – Growing Our Own Pre-service Teachers.

These roles and responsibilities are additional to those in the Position Document: Assistant Teacher pp 23-24

Last Reviewed: November 2013

POSITION PURPOSE

The intensive *Growing Our Own* program will graduate professional teachers. As part of their participation in this program the *Growing Our Own* Preservice Teachers are expected to:

ROLES AND RESPONSIBILITIES

- Develop and maintain a current Project Plan Program using the Project Management Framework (PMF) Complete timely and accurate reports for the Project using PMF templates
- Be responsible for an annual budget for the Program, in conjunction with the Finance team, the Project Leader and Executive
- Liaise with Charles Darwin University (CDU) and the Manager of Partnerships in ensuring a contractual agreement and budgets are in place, and Program reports are provided by CDU
- Provide professional support to leadership teams, school based Program Coordinators, school based mentors, and Growing Our Own program participants around the administrative aspects and responsibilities associated with the program, including ensuring CEO requirements of participants and schools are met
- Advise the Project Leader, CEO Executive, and CDU on potential issues and opportunities in the Program
- Prepare reports for publication in media, and for DEEWR as required
- Assist in gathering and providing qualitative and quantitative data to meet reporting requirements to DEEWR as part of Smarter Schools National Partnership agreements
- Together with school leadership and CDU, identify potential participants for the Program
- Work with CEO leadership team in ensuring opportunity for GOO Program graduates to meet the requirements for teaching in Catholic schools in the NT
- Work closely with school leadership teams and members of the Teaching and Learning Team based at the Catholic Education Office.

When *Growing Our Own* Preservice Teachers are unable to attend either the lectures or teaching days they:

1. notify the school of absence as per normal school expectation,
2. are expected to meet or make contact with the CDU lecturer and make up the work which they have missed, and
3. liaise with their Mentor Teacher and School Based Coordinator to make up for the missed teaching day/s.

It is important to note that Preservice Teachers who do not meet the Practicum requirements will not be able to continue to be enrolled in the Bachelor of Teaching and Learning degree *Growing Our Own* program

Assistant Teacher

GOO Preservice Teacher Signature

Date

Principal's Signature

Date

Position Title: Tutor

Last Reviewed: November 2013

POSITION PURPOSE

The role of the Tutor in an Indigenous Catholic Community School is to work closely with classroom teachers to provide literacy and numeracy support to identified students.

Support to students may be one on one or in small groups working in or outside of the classroom and/or providing support in class.

A Tutor is a positive role model to students who is reliable and supportive in their role.

ROLES AND RESPONSIBILITIES

- To work under the direction of the designated coordinator of Tutors / Principal and classroom teachers.
- To implement tutoring to identified students **following** the nominated school based tutoring program.
- To keep records of tutoring sessions and samples of student work.
- Together with the teacher, provide support to students to ensure they are engaged in all learning experiences.
- To provide feedback to the classroom teachers on student participation and performance.
- Attend meetings, Learning Together sessions and other professional learning activities as required.
- Work with the teacher to develop and maintain positive relationships with all students' primary carers and family.

WORK HEALTH AND SAFETY

- Perform work at all times in a safe manner and comply with all workplace safety standards, policies and procedures
- Take reasonable care to ensure their own safety and not place others at risk by any act or omission
- Actively engage in the consultation process and taking part in WHS risk management programs to improve safety
- Take an active role in emergency and evacuation procedures
- Use documented WH&S process to manage risk
- Identifying hazards, reporting workplace incidents/injury/near miss as soon as practicable
- Taking part in the risk assessment process e.g. camps and excursions
- Attending WH&S training as identified

Tutor's Signature

Date

Principal's Signature

Date.....

Teaching Tips

Following are a few teaching tips to help you through your first weeks. These will be explained at your orientation sessions and can be developed further in a number of professional development forums.

Attendance

The practice of consulting others is crucial in the cross cultural environment of the Indigenous Catholic Community School classroom. There will be occasions when very few students will be present at school. They may be absent for several days at a time to attend a traditional law ceremony, a funeral, a community event or for another valid reason. If you are concerned about a student's attendance consult your Assistant Teacher, home/school liaison officer (if your school has one) or Principal. If there is a regular pattern of poor attendance or unexplained lateness, it is important that this be discussed with the Principal so that processes relevant for your school are followed. It is important to remember that the teaching program needs to continue even if only a few students are present.

Behaviour Education

The Indigenous staff will have insights into the behaviour of your students. It is vital that you establish a dialogue with the Indigenous staff about classroom management strategies. It is equally important to remember that the responsibility for the behaviour of the students is a SHARED one between yourself, as the qualified teacher, and your support staff.

Classroom management, following school policy, needs to be jointly planned and implemented by teaching teams. Catholic Education NT supports a number of professional learning opportunities to assist teachers in this area.

Seating Arrangements

For a variety of cultural reasons there are some Indigenous people who should not be close to each other. This is particularly pertinent in the case of older school students.

If you are not working with an Indigenous Assistant Teacher, it is essential that you seek the advice of the local staff when considering student seating arrangements, group work and other classroom activities.

Sharing Your Background

The majority of Indigenous people in remote communities place great importance on family and relationships. Pack some photos and DVDs of your family. Also, perhaps bring a book on your local area. These materials can be used in your first week to begin building up a good rapport with your new students and Indigenous colleagues.

Curriculum Guidelines

All Catholic Schools follow the NT Board of Studies T-10 curriculum policy and guidelines. Schools implemented the Australian Curriculum in English and Mathematics in 2012, followed by Science and History in 2013, and other subjects as they are produced by ACARA. The outcomes in the NT Curriculum Framework (NTCF) are used to inform teaching of the remaining Learning Areas.

Students in Years T-9 are assessed and reported against the Australian Curriculum or Northern Territory Achievement Standards for the relevant learning area of the year in which they are enrolled. Students in Year 10 are assessed and reported against The Northern Territory Performance Standards. Following completion of Year 10, students enrol in compulsory and elective Stage 1 and 2 courses that equate to those at a Year 11 and 12 level, respectively. Students may also undertake vocational education (VET) courses from as early as Year 9. Successful completion of a pattern of Stage 1, 2 and VET courses will enable students to be awarded a Northern Territory Certificate of Education and Training (NICET)

Being Catholic schools, Religious Education is part of the formal curriculum and is informed by R.E. guidelines developed by the CEO.

Further information on the implementation of the curriculum will be provided at Orientation and through ongoing professional development at school and system level.

Professional Performance and Development

Teachers should use the National Professional Standards for Teachers (Australian Institute for Teaching and School Leadership – AITSL) as benchmarks for quality teaching. The Standards describe quality teaching at four levels, from Graduate to Lead Teacher. (The NT Professional Standards for Teachers (Teacher Registration Board, NT) will likely be superseded by National Standards in the near future).

All staff engage in Formation Review, a school-based performance and development program. The program will support teachers to clearly understand their role, reflect on performance, set personal improvement goals, access appropriate professional learning, receive constructive feedback and be acknowledged for their work. The performance development program will also help teachers to meet on-going teacher registration requirements.

Access to professional development activities depends on location and other factors. Some activities are organised and conducted by Education Officers employed by CEO. A PD calendar detailing these programs is provided to each school and updated each term. Other programs are provided by the Department of Education and staff in Indigenous Catholic Community Schools are able to participate in these.

While all these opportunities for professional development are important, no support is more important than that provided within the school by and to your professional colleagues and friends. All staff have a responsibility to support each other to help ensure that the students are able to achieve the best possible outcomes.

Orientation/Induction for new staff

Many of the staff new to Indigenous Catholic Community Schools have had little or no previous experience in working with Indigenous people who have retained their traditional orientation; or of living in an isolated/remote location.

To help staff understand the challenges and realities of living and working in such contexts, orientation/induction programs are conducted by the CEO each year in both Alice Springs and Darwin.

The programs have two elements:

- a three day program prior to staff departing for their new locations;
- a recall program conducted after the first term of living and working in the new location.

A school based orientation program is conducted in the first week of the school year (from one to five days depending on the school). This is a student-free time and provides an opportunity for all staff to prepare mentally, emotionally and in a practical way for the weeks ahead.

At the end of term one a 'recall' program is conducted to provide an opportunity for staff to revisit any of the focus areas from the initial orientation/induction and to undertake a guided debriefing.

Hearing Impairment as a Special Challenge

Otitis media - middle ear infection - is one of the most common causes of serious educational disadvantage for Indigenous students. Over 80 percent of students will suffer from the disease at some time during their schooling time. This produces serious difficulties and has very important implications for teachers working with Indigenous students.

The following notes will help you develop an introductory understanding of the problem and some ways of addressing it in your classroom.

Otitis media is an inflammation in the middle ear - the area behind the ear drum. It is usually associated with a build up of fluid which may or may not be infected.

Symptoms, severity, frequency and length of the condition vary. At the extreme end, and the one most likely to be encountered in remote schools, is infection leading to the development of a thick, glue like fluid which may discharge. A possible complication is permanent hearing loss.

No matter what its form, otitis media produces one common problem - fluctuating hearing loss.

This fluctuating hearing loss almost invariably has a serious impact on language development as children learn through hearing others talk. Where there is a hearing loss the child does not get the full benefit of language learning experiences. Consequently, critical delays in speech and language development may occur.

Screening of students in remote schools has shown that over fifty percent of the children may suffer from otitis media at any one time. The hearing loss makes the classroom, with its requirement that some/most work is in English, which is a foreign or second language, a very difficult language environment.

Teachers need to:

- continue the Breathe - Blow - Cough (BBC) program for your class.
- recognise that a child who appears disinterested, inattentive or even disruptive during lessons may not have a behavioural problem but could well have a hearing problem.
- be on the lookout for students with a discharge from the ear or for children who may not engage in the task at hand.

In order to deal with the educational implications of the problem, there are some things that all teachers should do:

- Check that there is minimal echoing within the room.
- Make sure that all chairs and tables have rubber stoppers on their legs.
- Set fans and/or air conditioners at levels where their noise is as low as possible.
- Seat children with a known hearing impairment near you when you are speaking to the group.
- Place yourself in a position where the students can all see your face.
- Use body language, other non-verbal cues and visual materials to assist with explanations during lessons.
- Teach about healthy ears regularly.
- Check out that children heard and understood what you have said – get feedback.

RECRUITMENT

Your entitlements

When you accept a teaching position in an Indigenous Catholic Community School, your school will meet the costs of your removal to the Northern Territory, subject to the following conditions.

- ☑ If you are accepting a contract position, your relocation costs to your school community are met by the school according to the list below. On completion of the contract (if it is for 12 months or longer) **you will be relocated to Darwin (for the three Top End communities) or Alice Springs (in the case of Santa Teresa).**
- ☑ If you are being seconded from your present position at another Catholic school for an agreed period, all relocation costs, according to the list below, to and from your home location, are met by your school.

Relocations costs met by schools for teaching positions

- ☑ Economy airfares from your home to Darwin or Alice Springs for induction.
- ☑ Excess luggage can be arranged at the time of the booking;
- ☑ Cost of road travel (including accommodation) will be met up to a maximum of the cost of economy airfares that would have otherwise been incurred – all tax invoices for fuel and accommodation must be attached to a claim for reimbursement;
- ☑ Accommodation in Darwin or Alice Springs for the period of induction and travel costs to the school community. As above, the cost of road travel, up to the cost of airfares may be reimbursed.
- ☑ Freight of a single vehicle from your current location to your new workplace for contracts of 12 months or longer. In the case of couples being appointed to positions in the same community, only one vehicle will be relocated. The cost of relocating boats and trailers will not be met.
- ☑ Removal of personal effects up to **three** cubic metres for a single person and **seven** cubic metres for families. All removals are insured.
- ☑ Storage of household goods and personal effects (no vehicles, boats, trailers or similar) at your home location in a commercial storage facility up to a value of \$200 per month (including GST) for a maximum of two years starting from your initial appointment. In the event of a contract extension beyond two years, employees must meet their own storage costs. Employees are responsible for the following costs: key deposit and replacement charges, insurance and removal costs at the end of storage (“unstowing fees”).

Requirements

- ☑ In the event that new employees break their contract early, relocation costs met by the school are refundable by the new employee to the school in according to the following:
 - Within 10 school weeks of commencement 100% refund
 - Between 11 and 20 school weeks after commencement 75% refund
 - Between 21 and 30 school weeks after commencement 50% refund
 - Between 31 and 40 school weeks after commencement 25% refund
 - After one school year no refund will be sought.
- ☑ In the event that new employees break their contract early, relocation costs back to Darwin, Alice Springs or their home location (in the case of secondment) will not be met by the school.
- ☑ Read and follow the steps of the Relocation Checklist sent to each new employee.
- ☑ Claims for reimbursement for travel costs as set out above must be submitted within three months of commencement. Claims received later than this will not be approved.
- ☑ Arrangements for payment of storage costs, within the guidelines set out above and whether direct payment to a storage company or claims for reimbursement, must be established within three months of commencement.

Your packing

Clothing

Needs will vary from the Top End to the Centre. The Top End has generally warm to hot conditions with extensive wet periods in the Wet season. Bring appropriate clothing for warm conditions and do not forget to include sensible footwear. Sandals are ideal for the hot humid period. Evenings can be cool so a lightweight jumper or similar is appropriate.

Temperatures in the Centre range widely. It is important to have some good cold weather clothing at Santa Teresa as frosts are not uncommon.

Starter Pack

It is not unusual that your goods do not arrive on time to your new community. It is recommended that you pack in your personal luggage any essential items required to get your started in your new accommodation e.g. linen, towels, etc.

Local transport

Some community housing is some distance from other essential services such as the store, the clinic and the council office. To help make your life a little more comfortable and less stressful, consider including a bicycle in the possessions you transport to your new location. Bikes are very useful and will provide you with a ready means of transport as well as a great source of regular exercise.

Medications

Make sure that you bring with you any special medications that you have found effective against any problems you have faced. Include items such as skin creams, preferred insect repellent, preferred soap and soap powder, to name just a few.

Vehicle

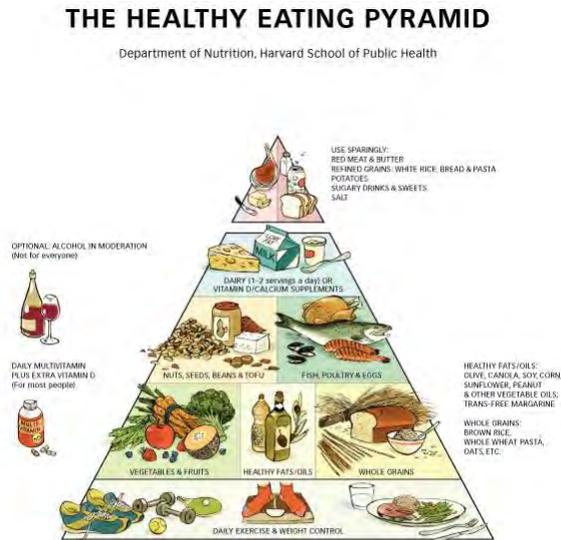
Your current vehicle may not be appropriate for your new location. Check with the school to help you determine the suitability and potential use of your current vehicle. Check also on the availability of appropriate fuel and of mechanical services.

A Healthy You

Food and beverages

It is very important to ensure to maintain a healthy diet. Culture shock will have an effect on your emotional state. The effects will be minimised if your health is good and your diet will impact on this.

The 'good food' pyramid as shown below is an excellent guide to the sorts of food you should be eating.



For more information about the Healthy Eating Pyramid:
WWW.THE NUTRITION SOURCE.ORG

Est. 2004, and Be Healthy
by Walter C. Willet, M.D., and Frank J. Sacks, M.D.
Free Press/Gibson & Schooner, Inc.

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As the model, shows, you should eat lots of fruit, vegetables and cereals. Choose fruits that are water based where possible. Restrict your intake of proteins and eat very few fat-based foods.

Fluids are essential and there is no substitute for water - at least eight glasses a day is recommended as above by health authorities. Your fluid needs will increase if you are involved in sport or other physical exertion. This is especially so during the summer months, both in the Top End and in the Centre. The local water supply in most of the remote communities is of a very high quality and can be used straight from the tap. Quite often staff either invest in filter jugs or purchase cartons of water.

Being outdoors

An important part of your life in your new location is the opportunity to be outdoors, to go exploring. Your activity may be as simple as a stroll past the neighbours' houses or as complex as a journey in your vehicle to an area remote from your home.

While being outdoors is a very pleasant part of your life there is the need for care. You need to cover up and to wear sunscreen to help prevent skin cancer, of which Australia has the highest incidence in the world. Remember to slip-slop-slap. When you do go outside cover up, use good sunscreen and wear a hat.

Your new location may be very hot, far hotter than you're accustomed weather and there is a very real risk of heat exhaustion, dehydration or heat stroke. These can all be prevented if you follow some simple rules.

- Wear light, loose fitting cotton clothing;
- Do not exercise vigorously in the heat of the day;
- Drink water regularly;
- Wear a hat if you are in the sun;

- Take a break if you feel light headed or weary when exercising and remember to drink plenty of water while you are resting.
- Do try to replace salt lost through perspiration by taking salt tablets or eating salty foods

Health issues to be aware of:

Cracked feet (especially in the Centre)

Staff working in arid areas often suffer from cracked and very sore feet, especially the heels. These are caused mainly by the combination of the hot, dry conditions and inappropriate footwear. Cracks in the feet are a primary source of possible infection and need to be minimised. One of the best ways of preventing the problem is through wearing sandals with an enclosed heel.

Hepatitis B

This disease is easily spread through blood and semen and is quite common in some communities. Australian work, health and safety regulations stipulate that surgical gloves be worn when attending to someone in the workplace who has cuts, open sores or external bleeding. This includes students in schools of course and requires the utmost care when delivering first aid. Hepatitis B inoculations are available and provide good protection against the disease. Inoculation is recommended and comprises a course of three intramuscular injections over a three month period. For more information consult your local health clinic or doctor.

Mosquito borne illnesses

There have been occasional reports of mosquito borne illnesses such as Ross River Fever and Barmah Forest Fever in the NT during the wetter months. The best way to avoid these and other mosquito borne illnesses is through prevention. A healthy life which includes good eating habits, regular exercise, and sufficient sleep will keep your immunity high.

When mosquitoes are prevalent it is best to:

- cover up when outdoors either using mosquito netting or appropriate clothing;
- use an effective insect repellent. The best repellents contain n-diethyl toluamide (DEET). Repellents are more effective as a lotion rather than as a roll-on or spray;
- ensure that stagnant water is not being held in objects such as in old pots, drums or tyres near your house;
- remain indoors at sunrise and sunset.

Tinea

This is a fungal infection which causes itching and burning. It usually affects the feet and can be avoided by ensuring that the skin between and surrounding the toes is thoroughly dry after bathing or showering. Tinea is usually treated by applying antifungal cream.

Tropical ear

This infection is common in the north and affects the ear canal. One preventative measure is to dry your ears immediately after showering or swimming. If your ears become painful during or after swimming seek medical help.

Tropical sores, ulcers and boils

The warm humid air over most of the Top End encourages the growth of infection and this is evident in the development of tropical sores, ulcers and boils. It is important that you promptly treat cuts, scratches and sores. Avoid being bitten by sandflies if visiting or residing in a coastal area. Sandflies are small flea like insects that leave a nasty welt on the skin which can become extremely itchy. After subsiding, the itch can return days or even weeks later and if scratched, the affected area can become inflamed and infected. Some teachers have needed to take several doses of antibiotics to assist healing. The scarring from these sores can take months to disappear.

Boils are not uncommon and their prevalence has been linked to poor diet, lack of hygiene and being 'run-down'. Should you develop any of the above it is best to see a doctor.

Melioidosis

Melioidosis is a disease caused by bacteria known as *Burkholderia pseudomallei*. The bacteria live below the soil's surface during the dry season but after heavy rainfall are found in surface water and mud and may become airborne. The bacteria that causes melioidosis usually enters the body via cuts and sores in the skin or via inhalation of dust or droplets and very rarely by ingestion of contaminated water. In Australia cases typically occur in the Top End of the Northern Territory (NT) and in far north Queensland and the Kimberley region of Western Australia. Cases have been found in the NT as far south as Tennant Creek.

There is currently no vaccine against melioidosis. Therefore preventive measures are the key to avoiding infection. Waterproof shoes or boots will protect your feet when you walk in wet soil where there is pooled water or you work in muddy conditions, for example, when gardening or working in excavations. Open footwear such as sandals are not very good protection. Protective gloves should be worn when handling soil, particularly during the wet season. Wounds should be promptly and thoroughly washed clean and covered.

However...

A good awareness of these health concerns allows the majority of teachers to lead an illness free existence in the Territory. It is relatively easy not to acquire any of the above nasties if you lead a healthy lifestyle to guard against them.

TERRITORY LIVING

Remember to look after yourself as suggested in the following.

| | |
|--------------------------|---|
| Think positively | <i>(new experiences and learning)</i> |
| Exercise | <i>(try something new)</i> |
| Reflect | <i>(on what you have achieved)</i> |
| Respond | <i>(to your body's signals)</i> |
| Indulge yourself | <i>(phone home, music, books, holidays)</i> |
| Trust yourself | <i>(believe in your gifts)</i> |
| Observe the rules | <i>(learn and respect the local cultural rules)</i> |
| Rest and relaxation | <i>(in whatever suits you)</i> |
| Yin and Yang | <i>(seek the balance)</i> |
| Low Energy | <i>(siesta, listen to your body)</i> |
| Interests and activities | <i>(netball, fishing, music, bush tucker...)</i> |
| Visitors | <i>(visit and be visited)</i> |
| Inspiration | <i>(be creative, extend your imagination)</i> |
| Networking | <i>(personally, professionally, socially)</i> |

GO FOR IT

INTO YOUR NEW LOCATION

Before you leave your current location

Banking

To organise your food shopping to the remote location you need to be able to supply a credit card number to the supermarket.

It is a good idea to set yourself up with internet banking prior to going to your new community.

Visit the dentist

Doctors are usually more accessible in remote locations than are dentists. A pre-departure visit to the dentist will help ensure that no dental difficulties make your life difficult in your remote location.

Have vaccinations

It is advisable that you have vaccinations for Hepatitis B. The school will reimburse the cost of the vaccinations. If you wish to have other vaccinations they will be at your cost and you may wish to have them before you leave your current location.

Redirect your mail

Communication with family and friends is made much simpler if they have your address complete with postcode. Also, it is important that you organise the redirection of mail that may find its way to your previous address. Be aware that NT postcodes all start with '0'. For the remote locations, the postcodes are as shown in the section on each school.

Change your electoral enrolment

The electoral boundaries of the Northern Territory provide for twenty five electorates. Your residential address provides the basis for your enrolment. The remote communities are in the electorates as shown on the overview of services and facilities in communities.

Housing in your new location

Teachers relocated into communities are provided with suitable accommodation at the cost of the school. You should be aware that every effort is made to meet your individual housing needs. However, due to housing shortages in some communities, you may be required to live in shared accommodation. If you choose not to use the accommodation provided your school does not reimburse rent paid elsewhere.

Types of accommodation available

Schools own and maintain a variety of accommodation types in Indigenous communities. These range from bedsitters to three bedroom fully detached houses. Your accommodation will be allocated to you by the school Housing Committee which considers the specific needs of you and your family.

Furniture and fittings

Accommodation in remote communities is provided with suitable furniture and other items. The following list indicates the furniture and fittings you can expect.

Bedroom 1

- Double bed and mattress
- Chest of Drawers
- Wardrobe (if none built-in)

Bedroom 2 and 3 (if a house)

- Single bed and mattress (1 each, if applicable)
- Wardrobe (if none built-in)

Lounge

- Lounge suite

Wall unit or bookcase
Coffee table

Dining Room

Dining suite

Kitchen

Refrigerator and stove
Microwave
Hot water jug
Toaster
Crockery, cutlery, kitchenware and cookware
Chest freezer

Laundry

Ironing board
Washing machine

General

All curtains and floor coverings
TV
DVD player
Vacuum cleaner
Mop, bucket and broom
Dustpan and brush
Hose and rake for garden use
Door mat
Spade and shovel
Fire extinguisher
Fire blankets
Lawn mover

The furniture and fittings provided by the school will help ensure that you have the basic items for your safe, secure and enjoyable living.

However, it is important that you bring with you some items to help 'make your house a home' if you require more for your own comfort. The amount that you are able to transport is limited, so select your 'home making' items carefully. Photographs, favourite ornaments, treasured books all help make you feel more at home, and will help dispel some of the inevitable feelings of isolation.

On completion of your contract you must clean your accommodation. Your house will be inspected by the Housing Committee prior to your departure. All items supplied by the school must be accounted for or replaced by the tenant prior to departure. If the house needs to be professionally cleaned and/or there is damage to the house, including furniture and/or fittings, the costs of cleaning and repairs will be deducted from your final pay and bond.

The school pays for electricity but there is a cap on the amount. Excess electricity usage will be billed to the tenant each quarter. Capped amounts will be published by the CEO via circulars to schools each year.

ICCS House Contents Insurance

All Indigenous Catholic Community Schools (ICCS) hold contents insurance for all teachers' houses at their school. The contents insurance is with Catholic Church Insurances (CCI) and covers the occupants' assets under the CCI Residential Policy. Cover extends to \$12 000 There is a \$250 excess.

CEO Policy on Staff Housing

1. Staff who are provided with accommodation are required to look after their house as though it were their own. **There is to be no smoking inside any house belonging to the school.**
2. The school has the responsibility of providing the house for its teachers and for allocating the houses.
3. Occupants have the responsibility to look after the house while they are living in it. Where houses have gardens & lawns they must be looked after and mowed.
4. When staff vacate the house, whether it be that they are moving to another staff house or are leaving the school, they are required to leave the house in good and clean condition.
5. A bond of \$800 is retained by your school on the house and will be returned in full to the staff member once the house has been inspected and passed by the Principal as being left in a satisfactory condition. If it is not satisfactory, the bond is forfeited. The bond is retained by the school, taken in four instalments of \$200 from the first four pays of the staff member. (If shared accommodation, each occupant pays the full bond.)
6. If keys are lost by the tenant, the tenant pays for replacement keys.
7. Tenants are required to sign and abide by the school Tenancy Agreement. Failure to do so will cause them to forfeit access to a staff house.
8. Damages that occur in the house, not as part of the normal wear and tear, but through neglect or wilful damage must be paid for by the tenant.
9. The school pays for power and water up to a reasonable limit. The weekly limit is worked out by the CEO for each school on an average rate over several months for summer, and also for winter. This figure is provided by the CEO to the school annually. Any bills on power and water above this amount are met by the tenant. Appeals regarding excess usage of power and water are done in writing by the tenant to the Principal Consultant (Indigenous Catholic Community Schools) for his/her consideration.
10. If tenants are having visitors staying overnight in the house it is courteous to inform the Principal prior to their arrival.
11. The school's Housing Committee allocates housing to staff. Due to staff changes either during the year or at the end of the year it may be necessary for staff to be re-allocated a house in order to meet the new circumstances. In this instance the school will provide time release and assistance.
12. Re: pets; see page 39.

CEO staff shall give a minimum of one day of notice prior to entering any staff housing.

School maintenance staff will get permission from tenant prior to entering housing.

Spare keys to housing are to be kept in the schools main office under lock and key.

Cleaning of the house is to include:

Inside

- Kitchen – cupboards, stove, sink, fridge & freezer, benches
- walls
- Floors, walls and windows
- Air conditioners and ceiling fans
- Curtains/blinds

Outside:

- Yard, Sheds
- Carports, Driveway

Facilities and services

| | Bathurst Island | | Daly River | Wadeye | Santa Teresa |
|----------------------------|---|----------------------|--|---|--|
| | Murrupurtiyanuwu | Xavier CC | St Francis Xavier | OLSHTCC Wadeye | Ltyentye Apurte CC |
| Population | 1500 in total community | | 450 | 2500 | 500 |
| School Size | 203 | 109 | 51 | 475 | 139 |
| Air Services | Fly Tiwi, see www.flytiwi.com.au for schedule | | Nil | Murin Air, twice daily | Nil |
| Ferry Service | Available Thursday/Friday and Sunday | | N/A | N/A | N/A |
| Banking | EFTPOS | | EFTPOS | ATM/EFTPOS | Nil |
| Barge | Weekly - Every Thursday | | QAL Carriers fortnightly | QAL Carriers - weekly, Perkins - fortnightly | |
| Chemist | No - use Darwin. Some prescription medication available at the clinic | | Some items available from store or ordered by clinic | No - use Darwin. Some prescription medication available at the clinic | No - use Alice Springs. Some prescription medicine available from the clinic |
| Church | St Therese's - Daily mass | | St Francis Xavier's | Our Lady of the Sacred Heart | St Therese |
| Dentist visits | Fortnightly - Indigenous only | | Monthly | Quarterly | In Alice Springs |
| Electoral District | Arafura | | Victoria River | Local Shire - Victoria/Daly, Federal - Lingjari | Macdonnell |
| Fast Food | Yes | | Yes | Yes | Yes |
| Fuel available | Petrol/Diesel | | Petrol/Diesel | Opal Fuel | Petrol/Diesel |
| Garage | Yes | | Yes | Yes | Yes |
| Library | Access to Darwin Library as a country borrower | | | | |
| Licensed Club | Yes, 4-7 pm Tue, Wed, Fri, Sat. No takeaway. Available if you have a permit | | Daly River Pub open daily | No- Alcohol permit available | No |
| Local products | Art, pottery, clothing and fabric | | Art, clothing | Art, craft | Art |
| Medical services | Nguui Health - Clinic, Doctor | | Clinic / Doctor | Wadeye Health Centre / local nurse, doctor visits fortnightly | Clinic / Dr - 4 days a week. |
| Mobile phone access | Yes - Telstra Next G only | | Yes - Telstra Next G only | Yes - Telstra Next G only | Yes - Telstra Next G only |
| Newspaper/s | NT News Darwin | | NT News Darwin | NT News Darwin | Centralian Advocate |
| Own phone possible | Yes, at a cost to you | | Yes, at a cost to you | Yes, at a cost to you | Yes, at a cost to you |
| Postal services | Daily | | Twice weekly | Week days | Twice weekly |
| Radio | Yes | | Yes | Yes | Yes |
| Road access | No | | Most of year | Dry Season only | All year |
| Shopping Local | Local store and takeaway | | Local store and takeaway | Local store and takeaway | Store |
| Shopping - Major | Darwin | | Darwin | Darwin | Alice Springs |
| Telephone / fax | 89783986 89783922 | 89783970 89783914 | 89782427 89782590 | 89782477 89782300 | 89560937 89560963 |
| Television | Digital TV available | | Digital TV available | Digital TV available | Digital TV available |
| Transport - Local | Car, 4x4, bike for local transport, motorcycle, boat, ferry to Melville island available through local council office | | Car, 4x4, motor cycle, bike, boat | 4x4, motor cycle, bike | Car, 4x4, motor cycle, bike |

Some useful information on living happily and healthily in your new location

Your daily diet

You are entitled to a reimbursement of the cost of freight on foodstuffs purchased in Darwin/Alice Springs. This helps ensure that your diet contains an adequate supply of fresh fruit and vegetables. Details of this reimbursement scheme are detailed on page 46.

In both Alice Springs and Darwin there are a number of stores that will ensure that your orders are prepared and delivered on time.

It is important that you arrange this important part of your living arrangements prior to leaving Alice Springs or Darwin. There are several forms that need to be completed and credit card details are essential.

Darwin

Coles Supermarket, www.coles.com.au and Woolworths, www.homeshop.com.au orders can be made with these supermarkets and they deliver to Tiwi Barge (for Wurrumiyanga), QAL Transport (for Wadeye and Daly River) and Murin Freight Services (for Wadeye).

Alice Springs

Staff working at Ltyentye Apurte Catholic School usually travel into Alice Springs to purchase household goods. Because of this no specific stores are identified for country orders.

Your literary diet

You are entitled to enrol as a country borrower with the Northern Territory Library Service. You can complete your enrolment at the State reference library which is located in the Northern Territory Legislative Assembly. Through membership of the NT Library Service you will be able to receive a range of books and other materials on a regular basis. The service is excellent and will help remove some of the feelings of isolation.

Insurance of personal items

It is important to insure your personal items. As part of your employment package you may be entitled to some assistance with the cost of insurance. The assistance will ensure that the cost of insuring your possessions is no greater in your remote location than if you lived in Darwin/Alice Springs. Check with your Principal for details of any assistance that may be available.

Pets

Pets are to be housed outside the accommodation. Not **all** the accommodation provided in remote communities has a fully fenced yard. This can make it very difficult to contain a canine or feline friend. This could lead to some fiery and noisy altercations with the many local semi-domesticated animals that abound.

This is not to say that you should not bring your pet/s. It is simply a warning that they may find life difficult. Also, there are a number of illnesses that may affect them. Of particular concern is heartworm whose infestations can occur quite rapidly, often with fatal results. Regular medication can reduce the risk significantly. Medication will not be available locally so you will need to bring supplies with you.

In addition, the Tiwi Land Council has banned cats from coming to Bathurst Island. At other communities cats may be required to be desexed. Furthermore, there are local regulations which restrict the number of dogs which may be kept on your property.

Talk to your school Principal before you bring a pet as all the Councils have different animal management by-laws and limits on numbers.

Climate

The Top End

The Top End of the Northern Territory is located in the tropical savannah climatic region. This region is typified by a hot, humid and wet period during the late spring, summer and early autumn months, followed by a warm to mild, dry period for the remainder of the year.

The high humidity during the period before the rains start, usually around October, can produce a very trying time for staff, especially the first time round. High humidity and high temperatures of the 'build-up' often result in high levels of 'prickly heat', fungal infections, bad temper and a general wish to be somewhere else.

Air conditioning is used extensively in the Top End.

The Centre

In central Australia the weather pattern does not have the same stark contrasts. Rain usually comes during the summer months and the rest of the year is relatively dry. There are nowhere near the humidity levels that affect the coastal areas. Air conditioning in the centre uses evaporative coolers which add moisture as part of the cooling process.

Clothing

What you wear will be determined by the daily weather. In the Top End you can expect daytime temperatures averaging between 26C in the cooler months and 34C in the warmer months. Nights are usually about 8C cooler than the days.

In the Centre the climate has a greater variation. During the summer months temperatures over 35C are not uncommon and there is little rain to ease the dryness of the weather. The winter months can be very cold with occasional frosts.

In Indigenous communities a dress code is important. As a sign of respect, when visiting other cultures, the dress code is determined by the host community. The communities in which the Catholic schools operate appreciate non-Indigenous people whose dress does not draw attention to aspects of the body. Much current fashion e.g. for females allows for bare midriffs, short pants and skirts. This form of dress is generally considered to be disrespectful.

Teachers are expected to dress in a professional manner as would be the case in an urban school.

Footwear

Footwear should be appropriate for the climate. It is important to remember that during the hot months your feet need to breathe, so sandals are both comfortable and sensible. For the cooler months and in the drier 'Centre' casual shoes or light runners are very sensible.

Headgear

A broad brimmed hat is a necessity, whether in the humid tropics or the arid centre. This should be complemented by the wearing of sunglasses. Nylon caps are not recommended as they do not breathe and may cause skin irritations.

Skin protection

Sunscreen is vital. Your favourite sunscreen may not be available so it could be wise to bring plenty with you. A wide range is now available with up to 30+ UV protection. Some also include insect repellent and this is very useful to keep insects at bay, no matter where you are.

Workplace Health & Safety

Whether this is your first time working in a remote community school or you have worked in remote schools before, you will know that there are many challenges facing you, particularly in relation to work health and safety.

Remote schools have similar work health and safety issues to urban schools; however, some are unique to remote schools. Below is a list of typical issues and activities you will find in your school that have the potential to cause injury or illness.

| | | |
|---|--------------------------|-------------------|
| • Asbestos | • Plant & equipment | • Drugs & alcohol |
| • Discrimination, bullying & harassment | • Playgrounds | • Fetes |
| • Chemicals | • Slips/trips/falls | • Noise |
| • Ergonomics | • Stress | • School traffic |
| • Excursions e.g. camping, swimming | • Challenging behaviours | • Voice |
| • Falls from height | • Science | • Sports |
| • Manual handling | • Working outdoors | • Arts & drama |
| • Vandalism | • Canteen | • Gardening |
| • Mould | • Occupational violence | • Hygiene |

Every workplace has hazards and every injury involves a hazard. What is a hazard? It is a source, situation or act (or combination of) with a potential for harm in terms of human injury or ill health.

What can you do about hazards to protect yourself and others from injury or illness? If you see a hazard, and if it is safe do so, fix it immediately. If you cannot fix the hazard then report it. For example, you are setting up a computer in a room for a meeting and electrical cords are across the classroom floor causing a possible trip hazard. The solution is to move the computer so that the cords are not across the floor. If this is not possible then the cords should be taped to floor to prevent someone tripping over the cord.

When you go to your new school you will receive a safety induction, and as part of that induction you will be shown the process of reporting hazards.

Your employer has a duty of care to provide a safe working environment and you as an employee have a duty of care to look after your own health and safety and not affect the safety of others.

Workplaces do not become safe by themselves; they take a team effort between management and employees. Consultation on work health and safety matters is not only a legislative requirement, it is also vital that employees become part of that consultation process and are active in helping make their workplaces safer.

Enjoy your time in your chosen school and may it be safe and rewarding for you, your colleagues and the school community.

WORKING CONDITIONS IN INDIGENOUS CATHOLIC COMMUNITY SCHOOLS

Working conditions in Indigenous Catholic Community Schools are governed by the provisions of the Catholic Schools (Northern Territory) Award 2003 and the Collective Enterprise Agreement 2011 (currently being renegotiated). Copies of both documents are available in each school.

Further information is also available in the Catholic Education Schools Manual, copies of which are also in each school.

The information provided below is as comprehensive and as accurate as possible. However, not all conditions of service are contained within it. Should a new employee wish to obtain information on a subject that is not included in this guide or to receive clarification of any portion of it he/she should raise this matter with the school Principal in the first instance.

SALARIES

Salary rates and payments for teachers (as per the Collective Enterprise Agreement 2011):

| <u>Level</u> | <u>September 2013</u> |
|---------------------|--|
| CT1 | \$62,017 (4 year trained teacher begins) |
| CT2 | \$65,128 |
| CT3 | \$68,239 |
| CT4 | \$71,349 |
| CT5 | \$74,459 |
| CT6 | \$79,609 |
| CT7 | \$82,719 |
| CT8 | \$85,830 |
| CT9 | \$88,941 |

These salary rates and payments and those for non-teaching staff are set out in the Collective Enterprise Agreement (2011) which can be downloaded from the Catholic Education Northern Territory website (<http://www.ceont.catholic.edu.au/>).

The Collective Enterprise Agreement is currently being renegotiated.

Method of Payment

Staff receive salary by direct payment into a bank, credit society or building society. All arrangements for salary payments into a bank or similar account can be made with the Catholic Education Office.

Payment Advice Slip

Each employee will receive a computerised pay advice slip each fortnight. Any queries regarding these pay slips should be directed to the school office.

Salary Packaging:

Staff in NT Catholic Schools are able to enter into salary packaging arrangements in accordance with the following guidelines:

- Employees in Northern Territory Catholic schools are able to salary sacrifice to gain the taxation benefits provided by law.
- No employee shall enter into any illegal arrangement. The Director of Catholic Education shall be the final arbiter on disputed arrangements.
- The salary sacrificing arrangements shall not cost the employer any more than the employee's actual salary and standard on-costs.
- Employee entitlements and employer obligations shall be calculated on the gross salary before salary sacrificing.
- The employee shall obtain independent, licensed professional advice before entering into any salary sacrificing or packaging arrangements.

- Catholic Education Office and school finance staff are not permitted to give advice on salary sacrificing.

The Catholic Education Office has outsourced the management of salary sacrificing to EPAC Salary Solutions (Tel. 1800 680 180) and Fleet Choice NT (Tel. 08 8943 0604). Staff wishing to enter into salary sacrificing arrangements should contact either or both of these firms who provide this service on a fee basis which is payable by the employee.

ALLOWANCES

In addition to salary, various allowances may be applicable.

District Allowance

This is a taxable allowance paid to employees with dependants and located in remote areas. For this purpose the whole of the Northern Territory is a remote area. A spouse is a dependent if they earn less than the weekly minimum adult wage.

The current rate of District Allowance for teachers employed after 1 August 1987 is \$960 per annum.

Special Teaching Allowance

All teachers employed by the Indigenous Catholic Community Schools who have classroom contact receive a Special Teaching Allowance, presently calculated at \$89.76 per fortnight. This allowance increases each year in line with CPI.

TAXATION

For information about Pay As You Go (PAYG) Withholdings refer to the information provided by the Australian Taxation Office. General information about taxation for individuals is available at:

<http://www.ato.gov.au/Individuals/>

Current PAYG Withholding rates are available at:

<http://www.ato.gov.au/Rates/Tax-tables/>

Specific information about repayment of HELP loans through PAYG Withholdings can be found at:

<http://www.ato.gov.au/Individuals/Studying/In-detail/HELP/HELP-information-for-payers/>

and HELP repayment thresholds and rates can be found at:

<http://www.ato.gov.au/Rates/HELP-repayment-thresholds-and-rates/>

SUPERANNUATION

Superannuation is paid to superannuation funds on behalf of employees. The mandated Superannuation Guarantee (SG) is currently paid at a rate of 9.25% of salary (ordinary time earnings) on top of salary payments. This rate is subject to change by the federal government.

Employees are also able to make contributions to their superannuation funds from their own salaries, either pre-tax (salary sacrifice) or post-tax. There are limits placed on how much can be contributed on behalf of an employee, beyond which a penalty tax rate is levied. You are advised to speak to a financial consultant in order to determine if you are at risk of attracting a penalty tax rate.

New employees are able to choose the superannuation fund that their superannuation payments and deductions are sent to. This must be done using the Choice of Superannuation Fund form. If you do not make a choice, your superannuation will be sent to the default fund which is the Catholic Superannuation Fund (CSF). More information about CSF can be found at:

<http://www.csf.com.au/>

More general information about superannuation can be found at:

<http://www.ato.gov.au/Individuals/Super/>

LEAVE

Various types of leave are available for staff under the Collective Enterprise Agreement – refer to the list below. Note, however, the definitive list of leave types and eligibility is set out in the Collective Enterprise Agreement and you should refer to it for more details. A formal process for application and approval for leave has been established. You cannot always assume that leave will be approved.

Annual leave – 6 weeks per year

Sick leave – up to 10 days per year (balance accrues into the following year)

Personal leave – up to 10 days per year (does not accrue beyond one year), can be taken as:

- Carer's leave – up to 5 days per year
- Bereavement leave – up to 3 days per occasion plus 2 days for interstate travel, maximum 10 days per year
- Emergency leave – up to 5 days per year
- Family leave – up to 3 days per year

Note: the above personal leave categories can only be accessed to a maximum of 10 days per year in total.

Study leave – up to 6 hours per week, only available after 12 months service

Examination leave – up to 5 days per year

Community service leave – up to 10 days per year

Parental leave – available after 12 months service, can be taken as:

- Maternity leave – 14 weeks
- Adoption leave – 14 weeks
- Paternity leave – 1 week at the time of birth

Long service leave – 10 weeks (during school term) after 8 years service

Leave without pay – at the discretion of the school principal or Director Catholic Education

Business days (teachers only)

Teachers at Indigenous Catholic Community Schools are entitled to four days leave per year for private business. Business days are taken as one day per school term and cannot be accrued. This leave is conditional on the normal approval processes being used.

Long service leave preservation of credits/portability

There is an agreement for the portability of long service leave credits between Catholic education authorities. Note that this covers most Catholic schools in Australia. Check with your current employer to verify that they are part of the portability agreement. The document "Long Service Leave – Advice to Schools" has more details of the conditions under which portability is allowed.

All new employees, except those under a secondment arrangement, must transfer their long service leave credits accrued while with a previous Catholic education authority to the Northern Territory within 6 months of commencement.

TRAVEL

Travel for work purposes and approved professional development

All travel and accommodation arrangements must be made through the travel officer in the Catholic Education Office using an approved Movement Requisition form at least two weeks prior to the travel time.

The Movement Requisition must be approved by the school principal or his or her delegate and e-mailed to travel@nt.catholic.edu.au. In the case of meetings and PD organised by the CEO, the Movement Requisition must be approved by the convener. Once approvals are arranged, the travel officer will make the bookings and confirm all arrangements with the staff member via email.

Meal expenses can be claimed by reimbursement when the meal is not provided. This means that if lunch or dinner is provided at a meeting or PD event, a meal expense claim cannot be made. Hotel bookings will allow for breakfast and dinner to be charged to the bill. Limits are place on the amounts that can be claimed or charged to hotel bills according to the following

| | |
|-----------|------|
| Breakfast | \$20 |
| Lunch | \$15 |
| Dinner | \$40 |

Alcoholic drinks, minibar drinks and snacks, movies, Wifi, phone calls and other charges will not be paid for by the school or CEO. If these charges or excessive meal charges appear on hotel bills, they will be charged back to the staff member.

Travel for school excursions

Travel for school excursions is arranged by schools.

Travel Assistance for approved study

A teacher serving in a defined remote community in the Northern Territory who participates in a professional development or in-service training program in an urban centre will be entitled to payment of travel costs of their family/recognised dependants to accompany the teacher once in any calendar year.

The level of such assistance is limited to the actual costs of travel by the mode of travel which would normally be utilised by the teacher to attend the professional/in-service training program. All other costs (accommodation, meals etc) are the teacher's own responsibility.

This allowance is not cumulative.

Relocation travel

Relocation travel is dealt with under the Recruitment section.

Fares out of isolated locations (FOILs)

FOILs are fares and accommodation for three nights provided by schools to teachers and some other school staff and their dependents. In the case of employees in Wadeye, Wurrumiyanga and Daly River, the FOILs are to Darwin and in the case of employees in Santa Teresa, the FOILs are to Alice Springs.

The number of FOILs available for use in any year depends on the category of remoteness attached to the locality in which an employee resides. Fares are granted according to the following degrees of remoteness.

- Category 1 Nil
- Category 2 two fares per year (one per semester) Wurrumiyanga, Daly River and Santa Teresa
- Category 3 three fares per year (one per term after working 10 school term weeks in the community) Wadeye

Employees who are not employed for a full school year are eligible for FOILs on a pro rata basis. Pro rata means either a one way or return airfare, depending on length of service and according to the following formula:

$$\text{No. term weeks worked}/40 \times \text{No. FOILs eligible for in a full year} = \text{Pro rata no. of FOILs}$$

Where the result of this formula is less than 1, the employee is eligible for a one way flight.

If an employee works part time, the FOIL entitlement is pro rata at their full-time equivalent proportion.

A FOIL becomes available after an employee has worked in a remote locality for an initial period each year of one school term (10 weeks). A minimum period of 10 weeks must lapse between the use of entitlements.

Relevant details of dependents must be notified to payroll at the start of the year and when any changes happen. A family member is not eligible for a FOIL if they have earned more than the average weekly minimum wage in the 6 month period prior to the fare being taken.

FOILs are not accruable, i.e. they are forfeited if not used in the calendar year in which they become due.

To claim reimbursement of your airfare, please submit the tax invoice with your reimbursement claim form to the Finance Officer of your school based at the Catholic Education Office. You can also claim the travel component as a kilometre allowance. The maximum kilometre allowance is set at the rate equivalent to a single airfare. Only one allowance is payable per vehicle.

Accommodation allowance (in conjunction with FOILs)

An employee who utilises a FOIL is also entitled to payment of a maximum of 3 days accommodation allowance at the rate of **\$124 per night** (max \$372 for 3 nights). The airfare and full accommodation must be used at the same time. Only one accommodation allowance will be paid where two employees are in a relationship and sharing accommodation.

The allowance is not cumulative and is only available in conjunction with the utilisation of a fare out.

Employees who are not employed for a full school year or are employed part-time are eligible for Accommodation Allowance on a pro rata basis calculated in the same way as the fare component.

Reimbursement for Travel Expenses

Where an entitlement exists, teachers will be **reimbursed** for travel and accommodation expenses. To be reimbursed, the staff member must submit a reimbursement claim on the correct form, attaching all tax invoices (including travel tickets, accommodation invoices and invoices for meals), and submitting that to the Principal for approval.

In the case of the use of private vehicles, teachers should follow the claiming procedure for reimbursement of kilometre allowance. If calculation of the kilometre allowance exceeds the airfare, then the reimbursement is limited to the cost of the airfare.

The teacher concerned must complete a Statutory Declaration detailing.-

- claimant's name
- dependants' names and ages
- place and date of departure
- destination and date of arrival
- distance travelled
- type of vehicle including make, model, registration number and engine capacity in cubic centimetres.

FREIGHT FREE FOODSTUFFS SUBSIDY SCHEME

Staff are able to receive reimbursement of the freight paid on the freight of foodstuffs to the remote location at which they are working.

Staff have an entitlement for subsidy as follows:

- an employee without dependants - fifteen kilograms per week, 60 kilograms per month;
- an employee with approved dependants – thirty-nine kilograms per week, 156 kilograms per month;
- couples with two or more dependent children or one child and a dependent adult (excluding spouse) an additional eight (8) kilograms per week.

Note: Should two employees form a family unit only one member is eligible for an allowance of thirty-nine (39) kilograms.

Arrangements

Employees must make their own arrangements for the purchase, delivery and payment for foodstuffs and freight.

Procedures to claim reimbursement

Reimbursement is to be submitted every **four weeks**. Claims in bulk for a full term or longer may not be considered. Claims **MUST** include:

- **A Freight Subsidy claim form with all details completed (available from School Office).**
- Freight subsidy is not accruable i.e. they are forfeited if not used in the calendar year in which they become due and whilst still located in the remote locality.

Store Service Charges

Service charges claimed by some stores should be included on the claim form. Reimbursement of a reasonable amount will be made subject to the inclusion of the relevant details.

COMPENSATION

Compensation may be payable for injury which arises out of, or in the course of employment or for a disease to which the employment is a contributing factor.

When an employee is injured or becomes aware of symptoms of disease in circumstances which he/she considers may qualify him/her for compensation, he/she should give notice of the injury or disease in writing as soon as possible.

Where the injury is the result of a motor vehicle accident on the way to or from work, any claim for compensation will be handled by the NT Motor Accidents Compensation Scheme (MACA) which is administered by the Territory Insurance Office.

Further information is available from officers in the Catholic Education Office or from the Northern Territory Work Health Authority.

CAREER DEVELOPMENT

Special Study Leave (Teachers Only)

Teachers working in remote communities will accumulate points for each year of service in a remote locality. The number of points accumulated varies depending on the category of the location. Teachers accumulating 20 credit points will be entitled to special study leave on full pay for one semester. 40 points will entitle the employee to 2 semesters' special study leave on full pay. There is no pro-rata on points. These periods of special study leave must be utilised by the employee to undertake full time formal study at a university to upgrade knowledge and skills, to participate in a professional development or experience program in industry, another education system or another public sector employer in the Northern Territory.

Wurrumiyanga, Daly River and Santa Teresa have been classified as Category 2 remoteness and attract 3 study leave points per annum, while Wadeye and Wudikapliidiyerr are classified as Category 3 and attract 5 study leave points per annum.

Tuition fee reimbursement is available for only the one semester of study leave and will be paid on successful completion of the unit of study. All other course fees after this period are at the teacher's expense.

Study Incentive Program

A teacher serving in an Indigenous Catholic Community School may apply to the Director of Catholic Education for assistance with a course of study which he/she wishes to undertake.

Before granting any assistance the Director must be sure that the successful completion of the proposed course will result in the teacher becoming a more effective member of the Catholic Education system and that there is no opportunity or entitlement for expenses to be paid from any other source.

A teacher whose course of study has been approved by the Director of Catholic Education and the course is appropriate to his/her work situation is entitled to support under the Study Incentive Program (SIP).

Financial sponsorship may be allocated at 75% per unit for studies in Religious Education/Theology/Leadership through a Catholic Institution (max \$3700 per annum), 50% sponsorship may be allocated for other approved areas of study (max \$2,500 per annum)

FURTHER INFORMATION

Further information on any or all of the topics in this handbook can be obtained from the school Principal, Senior Educational Consultant (Indigenous Catholic Community Schools), Deputy Director, School Services or the Director of Catholic Education, Darwin.

Telephone: 08-8984 1400

Fax: 08-8984 1444

Email: recruitment@nt.catholic.edu.au

Acknowledgment: The Kimberley Guide - Teaching and Living in Far North Western Australia
Catholic Education Office Kimberley Region compiled by Ian Hodge

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NOVEMBER 2013