



Acknowledgements

In the spirit of respect, the authors acknowledge the Traditional Owners of country and recognise their continuing connection to their land, waters and communities. We pay our respects to Aboriginal and Torres Strait Islander cultures; and to elders past and present.

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Cover photos: Children and young people of the Northern Territory.

Introduction

This regional Story of Our Children and Young People (the Story) provides a summary of the wellbeing of the children and young people from the East Arnhem region. It brings together 48 key indicators and three case studies, and is an abridged version of the Northern Territory edition, launched in November 2019.

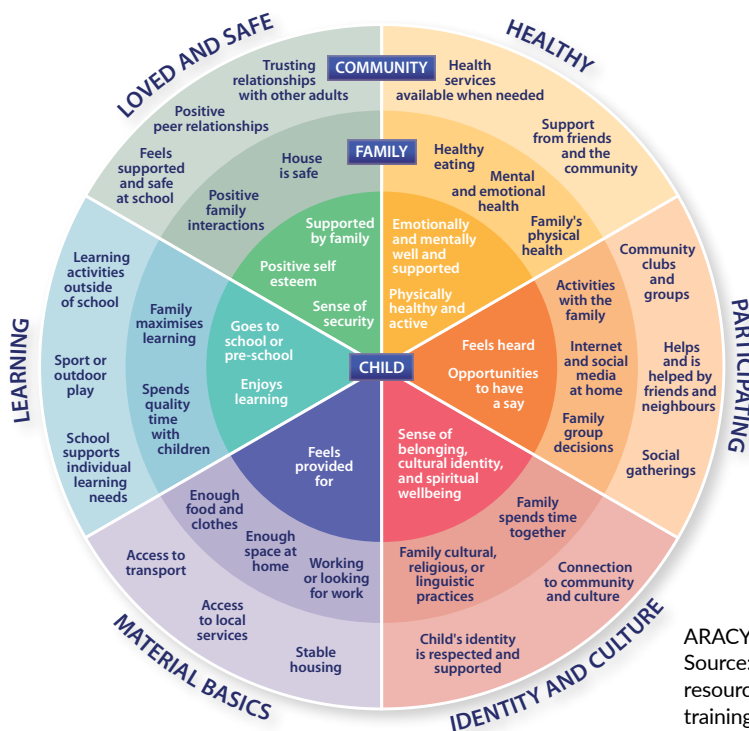
This Story is the first in what will be a series of biennial stories, intended to track progress and provide a vehicle for local stories to be told. Key indicators, mapped over six domains, measure wellbeing from the antenatal period to young adulthood. Comparative data for the Northern Territory is included.

The data and case studies within these pages highlight many stories. For many children and young people, their lives are flourishing, they are loved and healthy, and have opportunities to learn and participate. However, across many measures, the data also highlight a distressing story, as a disproportionate number of our children and young people face significant challenges from their early years. As they progress through life, they continue to fall behind.

AN AUSTRALIAN FRAMEWORK FOR THE WELLBEING OF CHILDREN AND YOUNG PEOPLE

This Story is underpinned by the national research of the Australian Research Alliance for Children and Youth and its development of The Nest outcomes framework with six key outcomes, or domains. The Nest is a theoretical framework and one practical application of this is ARACY's Common Approach (see figure below). It places the child at the centre, surrounded by circles of influence from family relationships to community.

The Nest refers to six outcome areas, or domains. Through the research, it was determined that for children and young people to be well, they need to be loved and safe, have material basics, be healthy, be learning, be participating and have a positive sense of identity and culture.



ARACY's Common Approach®
Source: Copyright ARACY 2019. All Common Approach resources are to be used following Common Approach® training. Please visit www.aracy.org.au for training details. Reproduced with permission.

ABORIGINAL FRAMEWORK

While this Story is underpinned by the national research of ARACY, it acknowledges the ancient authority and traditions of Aboriginal people by using a locally developed framework which applies cultural metaphors. This framework was developed by a cultural reference group of the Editorial Committee, led by its Aboriginal members, and modified through conversations with Aboriginal people from across the Territory.

The Aboriginal framework also has the child or young person in the centre (see below). The baby rests in a traditional bed made from wood, known as a Coolamon in some areas, otherwise known as a bassinette or cot. Children and young people form the inner circle, surrounded by a second circle of parents, uncles, aunties and those within the family across that generation. This circle also includes local service providers such as schools and clinics, and other people working with families. The third circle represents grandparents, elders and those within the family across that generation. It also includes cultural authority groups, government, policy and decision makers. Around the circles of people, are four groups of people talking and working together.

Everything is connected by travel lines which illustrate movement and flow, as everything co-exists. The movement is in all directions as people have responsibilities to each other. Through the kinship system, everything and everyone is connected including to the sun, moon, stars and universe. It is important for everyone to be working together and communicating with each other. The dots around the outside hold the framework together, demonstrating a wholeness. The dots also allow for movement in and out of the framework.



Aboriginal Framework

Source: Developed by a cultural reference group of the Editorial Committee and modified through conversations with Aboriginal people from across the Northern Territory. Painted by Cian McCue.

In the Aboriginal framework, significant elements of Aboriginal culture are highlighted. These cultural stories or metaphors were chosen to represent some of the many stories from across the Territory. The metaphors used were selected to be readily interpreted using the six domains of The Nest. These six areas of wellbeing for children and young people are the pillars around which this Story is written.

Being loved and safe – *Coolamon* – The Coolamon is a large bowl like carrier made from the wood of a tree. It is a traditional cot and keeps babies safe, strong and healthy.

Having material basics – *Tree* – Trees are used for wood and bark for housing, to make tools for hunting and personal safety, and are a source of bush food and medicine.

Being healthy – *Hunting and gathering* – Connection to land and culture through hunting and gathering ensures a healthy lifestyle – physically, developmentally and mentally. Plants and animals provide important food sources to maintain a healthy diet.

Learning – *Oral tradition* – There is a strong oral tradition in Aboriginal culture, as well as other cultures present in the Territory. Elders and grandparents sit with children and young people to pass on knowledge.

Participating – *Spear, boomerang and dilly bag* – Spears, boomerangs and dilly bags represent active participation in Aboriginal community life – hunting, fishing, gathering seeds and fruit, as well as leisure, music and dance.

Positive sense of identity and culture – *Kinship system* – Everything in Aboriginal life is connected to and given its place in the kinship system. It is about the whole universe, the planets, stars, moon and sun - everything is connected.

Whilst we are separating elements of wellbeing, in life they are intrinsically linked and so there is crossover between domains. We have attributed indicators to the domains in which they are most commonly reported.

Further detail about the development of the Story and its indicators, with referencing, data sources and appendices, can be found in the [Northern Territory](#) edition of the Story.





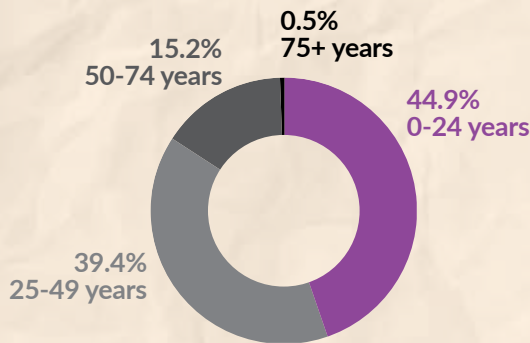
East Arnhem

The East Arnhem region incorporates the north-east tip of the Territory and covers a landmass of over 33,000km². The major centre is Nhulunbuy, there are 10 other communities and over 70 homelands.



POPULATION

East Arnhem has a population of 14,522 people. It is a young region with the highest proportion of people aged 0-24 (44.9%) of any region in the Territory. About 7 in 10 people are Aboriginal people, and 1 in 8 people were born overseas. In 2016, about 1 in 11 people had lived interstate five years earlier.



14,522	Population
72.7%	Aboriginal people
12.1%	Overseas born
8.7%	Population who lived interstate five years earlier

LANGUAGE AND CULTURE

Yolŋu and Anindilyakwa families are actively engaged in culture through ceremony and have a deep connection with their land and seas. The annual Garma Festival provides an Aboriginal cultural exchange event and a national forum for Aboriginal policy debate. Several smaller annual festivals are held in the region's communities. Most communities have an arts centre, Buku-Llarnngay Mulka Centre in Yirrkala having established an international reputation. Nhulunbuy has a strong volunteer culture with over 30 registered clubs and associations. Many of them engage children and their families in community events, the arts, music, and sport and recreation.

25.9% 1 in 4 people speak only English

62.2% About 6 in 10 people speak an Aboriginal language at home

Yolŋu Matha is the main Aboriginal language spoken (48.1%) in East Arnhem

48.1%

EDUCATION



22.1%

About 2 in 10 people (aged over 15) have a higher education qualification

13.3%

For more than 1 in 10 people (aged over 15), Year 12 is their highest level of education

21.1%

For about 2 in 10 people (aged over 15), Year 10 or equivalent (including Year 11, Certificate I and II) is their highest year of education

EMPLOYMENT



70.5%

7 in 10 people of working age (15-64 years) participate in the workforce (employed or actively looking for work)

4.5%

4.5% of the working age population are unemployed

The major employment industries are education and training, health care and social assistance, public administration and safety, and mining.

FAMILIES



30.5%

3 in 10 families with children aged under 15, are single parent families

79.2%

8 in 10 single parent families have a female as the head of the family

CHILDREN AND YOUNG PEOPLE

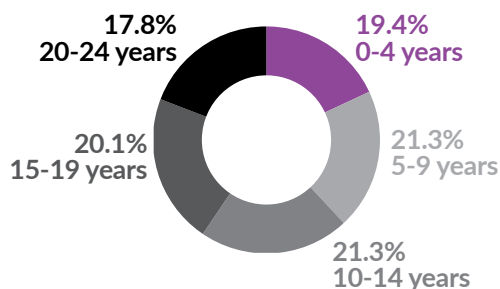


44.9%

More than 2 in 5 people are aged 0-24

76.2%

About 3 in 4 children and young people, aged 0-24, are Aboriginal people



Yolngu and Anindilyakwa leaders want their children to grow up strong in two worlds:

- Strong in the language, culture, knowledge and wisdom of their ancestors and leaders
- Strong in Balanda (Western) knowledge to ensure they can prosper through jobs and business on their country, and to interact with the broader world for generations to come.

Leaders want to ensure children and young people have the best opportunities to thrive, and to ensure that in education, children and young people grow up with a strong cultural identity, but also can be successful in the Western World. Leaders also want to ensure their long-standing, unbroken cultural structures are recognised and are working with government through agreement-making processes such as Local Decision Making.

There is almost an even split across the age groups of children and young people.

Data source and year: ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2017; ABS Housing and Population Census, 2016; ABS Housing and Population Census, prepared by PHIDU (special table), 2016.



Domain 1

Being loved and safe

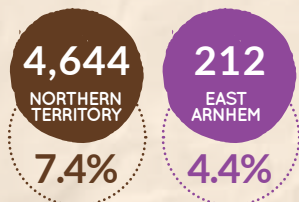
It is important for children and young people to grow up in a loving and safe environment. Children and young people need positive family relationships as well as positive connections with other people. They also need to be safe. The physical and emotional safety of a child are critical elements to their healthy early development, their ability to socialise, to understand society and determine their own future.

In this domain, two outcomes of safe families and safe communities, are explored through seven indicators.

1.1 Safe families

1.1.1 Domestic violence

Number and proportion (%) of children, aged 0-17, in notifications with domestic violence recorded as a contributing factor



Data source and year: NT Department of Territory Families (special tables), 2018-19; proportions estimated using ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2017.
Note: NT data include 238 children who were interstate residents.

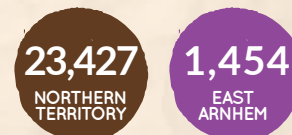
Number of domestic violence incidents where children, aged 0-17, were the subject of violence or heard/saw the incident



Data source and year: NT Police, Fire and Emergency Services (special table), 2018-19.
Note: NT data include 44 children with an unknown address.

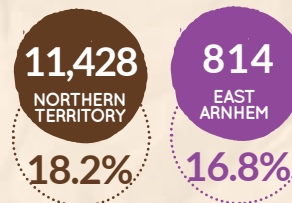
1.1.2 Child abuse or neglect

Number of notifications of child abuse or neglect



Data source and year: NT Department of Territory Families (special table), 2018-19.
Note: NT data include 474 notifications for children who were interstate residents.

Number and proportion (%) of children, aged 0-17, with notifications of child abuse or neglect



Data source and year: NT Department of Territory Families (special tables), 2018-19; proportions estimated using ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2017.
Note: NT data include 283 children who were interstate residents.

Substantiated cases of child abuse or neglect are those notifications confirmed by investigation.

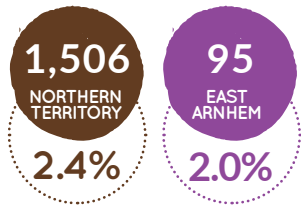
Number of substantiated investigations for children, aged 0-17



Data source and year: NT Department of Territory Families (special table), 2018-19.
Note: NT data include 25 cases involving interstate residents.



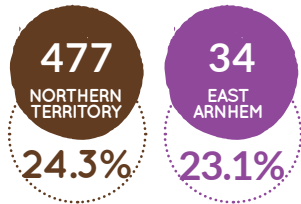
Number and proportion (%) of children, aged 0-17, who were the subject of a substantiated investigation



Data source and year: NT Department of Territory Families (special table), 2018-19; proportions estimated using ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2017.
 Note: NT data include 25 children who were interstate residents.

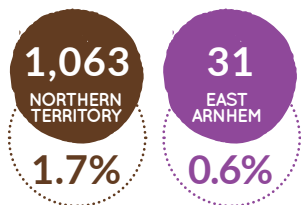
Resubstantiation refers to children who were the subject of a substantiated episode of child abuse and neglect who are then the subject of a further substantiation within three to 12 months.

Number and proportion (%) of children, aged 0-17, who were the subject of resubstantiation, within 12 months



Data source and year: NT Department of Territory Families (special table), 2018-19.
 Note: NT data include 29 children who were interstate residents.

Number and proportion (%) of children, aged 0-17, in out-of-home care



Data source and year: NT Department of Territory Families (special table), 2018-19; proportions estimated using ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2017.
 Note: 1. Numbers are estimated at a point in time, NT data on 1 July 2019. 2. NT data include 61 children who were interstate residents.

1.2 Safe communities

1.2.1 House break-ins

Number of house break-in offences



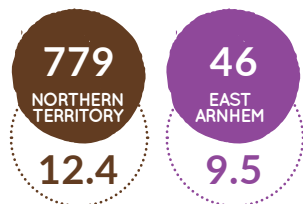
Data source and year: NT Department of Attorney General and Justice (special table), 2018-19.
 Note: 1. NT regional data are reported by standard ABS geography (SA3) which varies marginally from the geography used elsewhere in this Story. 2. NT data include 5 offences with an unknown address.



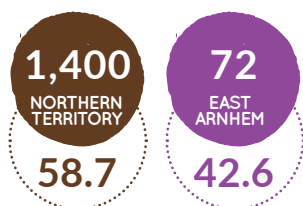
1.2.2 Children and young people as victims of crime

Crimes against the person are those that are performed against the will of another individual. These typically result in bodily harm, such as physical assault or battery.

Number and annual rate (per 1,000 population) of victims, aged 0-17, of an offence against a person



Number and annual rate (per 1,000 population) of victims, aged 18-24, of an offence against a person

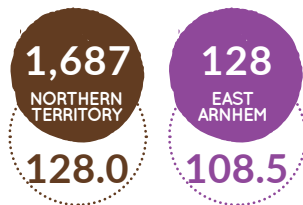


Data source and year: NT Department of Attorney General and Justice (special table), 2018-19; rates estimated using ABS 3235.0 – Regional Population by Age and Sex, Australia, 2018.

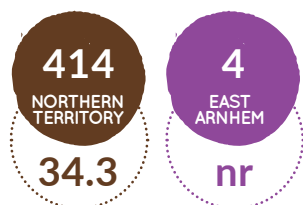
Note: 1. NT data include 3 children and 4 young adults with an unknown address. 2. Crimes are counted once for each incident. Victims may be counted more than once, for different incidents, in a year. 3. NT regional data are reported by standard ABS geography (SA3) which varies marginally from the geography used elsewhere in this Story.

1.2.3 Young people involved in crime

Number and annual rate (per 1,000 population) of apprehensions of males, aged 10-17



Number and annual rate (per 1,000 population) of apprehensions of females, aged 10-17



Data source and year: NT Department of Attorney General and Justice (special table), 2018-19; rates estimated using ABS 3235.0 – Regional Population by Age and Sex, Australia, 2018.

Note: 1. Apprehensions are calculated as one event for a person for one date. 2. NT regional data are reported by standard ABS geography (SA3) which varies marginally from the geography used elsewhere in this Story. 3. NT data include 1 male with an unknown address. Note: (nr) not reportable because of small numbers.

1.2.4 Youth diversion

Youth diversion programs include written or verbal warnings, family group conferences and victim-offender group conferences.

Number of youth diversions for young people, aged 10-17



Data source and year: NT Department of Police, Fire and Emergency Services (special table), 2018-19.

Note: NT data include 33 events for young people with unknown address.

1.2.5 Young people in prison

Daily average number of young men, aged 18-24, in NT prisons



Daily average number of young women, aged 18-24, in NT prisons



Data source and year: NT Department of Attorney General and Justice (special table), 2018-19.

Note: 1. NT data include 7.7 days for young men and 0.3 days for young women from interstate or with no known address. 2. NT regional data are reported by standard ABS geography (SA3) which varies marginally from the geography used elsewhere in this Story.





Domain 2

Having material basics

It is important for children and young people to have the material basics they need in life. Things like a house to live in, access to healthy food, clean water, clean sanitary systems, cooling and clothing. A family also needs the financial capacity to provide for these essentials. These are foundational elements to enable children and young people to flourish.

In this domain, four outcomes of financial stability, adequate housing, communication and technology, and access to transport, are explored through six indicators.

2.1 Financial stability

2.1.1 Socioeconomic disadvantage

The Index of Relative Socio-Economic Disadvantage (IRSD) is an index of relative disadvantage. IRSD gives Australia a base score of 1,000. Areas with scores below 1,000 indicate relative socioeconomic disadvantage and areas that score above 1,000 lack disadvantage.

Scores for relative socioeconomic disadvantage



Data source and year: ABS Census of Population and Housing 2016, prepared by PHIDU (special table).

2.1.2 Family income

Households with children aged 15 and under with an annual income under \$37,378 are considered low income households.

Proportion (%) of children, aged 15 and under, in low income households



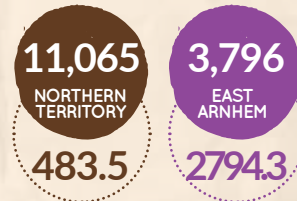
Data source and year: Department of Social Services, June 2017; ABS Census of Population and Housing, 2016. Note: Households are private dwellings only.

2.2 Adequate housing

2.2.1 Overcrowded households

The ABS defines severe overcrowding as when four or more extra bedrooms would be needed to accommodate the number of people usually living in a residence.

Number of people and rate (per 10,000 of the population) living in severely crowded dwellings

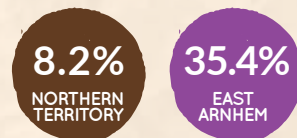


Data source and year: ABS Census of Population and Housing: Estimating Homelessness, 2016.

Note: 1. Rates are expressed of number per 10,000 population of usual residents. 2. NT regional data are reported by standard ABS geography (SA3) which varies marginally from the geography used elsewhere in this Story.

2.2.2 Children and young people who are homeless

Proportion (%) of children and young people, aged 0-24, who are homeless



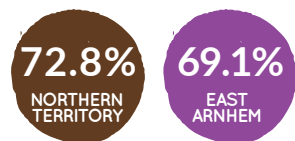
Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.



2.3 Communication and technology

2.3.1 Internet access

Proportion (%) of households where internet was accessed from dwelling



Data source and year: NT: ABS Census of Population and Housing, 2016. Greater Darwin and regions: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.

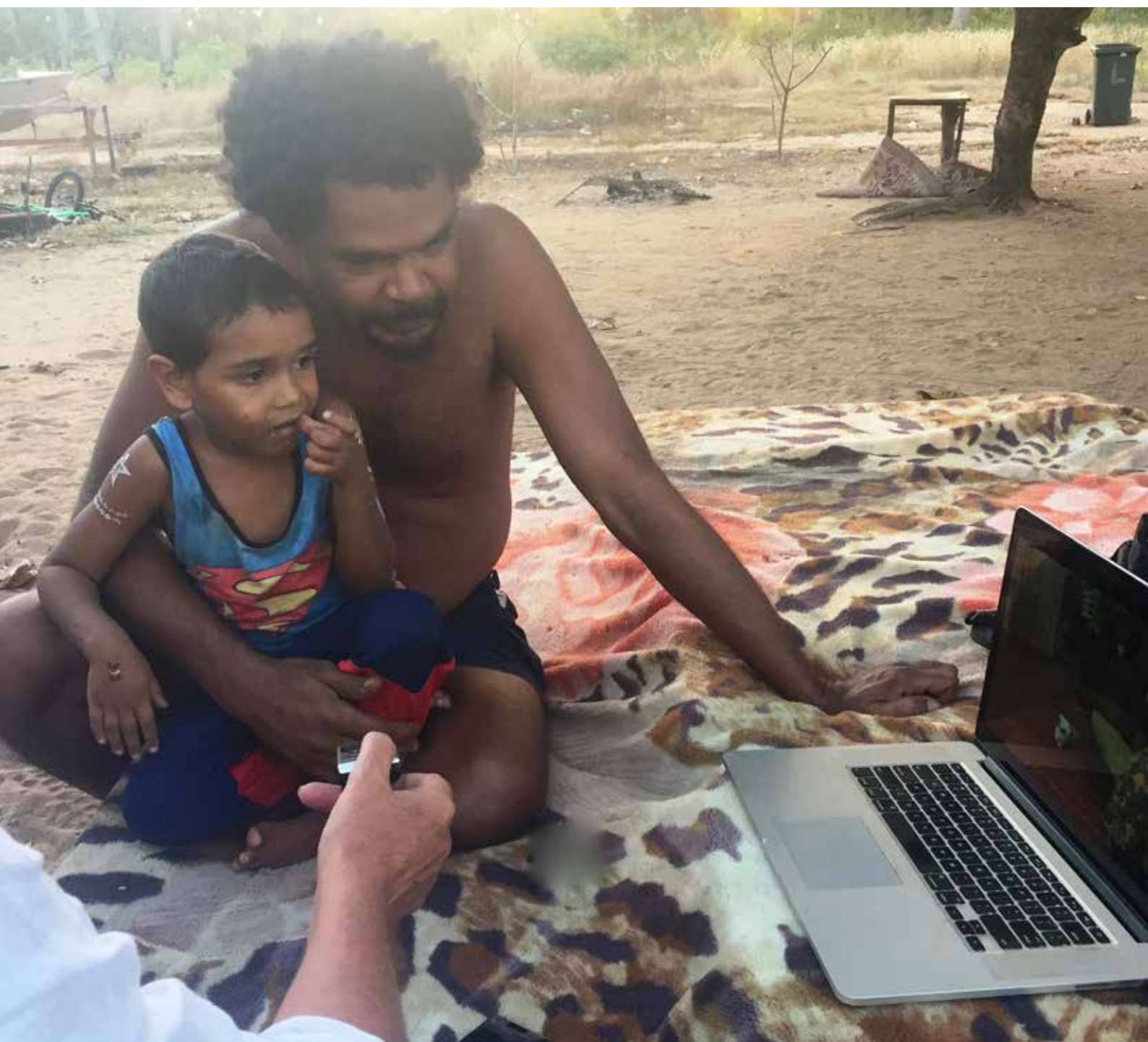
2.4 Access to transport

2.4.1 Household access to a vehicle

Proportion (%) of dwellings with no motor vehicle



Data source and year: NT: ABS Census of Population and Housing, 2016. Greater Darwin and regions: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.





Domain 3

Being healthy

It is important for children and young people to be healthy, including physical, developmental, psychosocial and mental health. Until around the age of 25 years individuals continue to develop. This is not only physically but also by the maturing of neural connections in the brain. It is essential to take good care of the health and wellbeing of children and young people to ensure optimal health and opportunity in adulthood.

In this domain, two outcomes of healthy before birth and growing up healthy are explored through 11 indicators.

3.1 Healthy before birth

3.1.1 Early antenatal visits

Proportion (%) of mothers with first antenatal visit in first trimester (less than 14 weeks)



3.1.2 Regular antenatal visits

Proportion (%) of mothers who attended less than seven antenatal visits



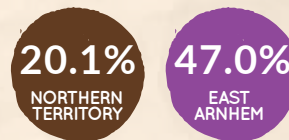
3.1.3 Young mothers

Proportion (%) of births to women aged under 20



3.1.4 Smoking during pregnancy

Proportion (%) of women who reported smoking during pregnancy

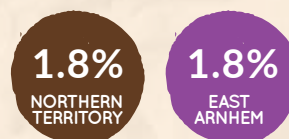


3.1.5 Alcohol consumption during pregnancy

Proportion (%) of babies exposed to alcohol in first trimester of pregnancy



Proportion (%) of babies exposed to alcohol in third trimester of pregnancy



Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2017.

Note: Data for NT regions are reported by NT Department of Health geography which varies marginally from the geography used elsewhere in this Story.



3.2 Growing up healthy

3.2.1 Birthweight

Proportion (%) of babies with low birthweight (defined as less than 2,500g)



Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2017.

Note: 1. Birthweights for live-born babies only. 2. NT regional data are reported by NT Department of Health geography which varies marginally from the geography used elsewhere in this Story.

3.2.2 Breastfeeding

Proportion (%) of children fully breastfed

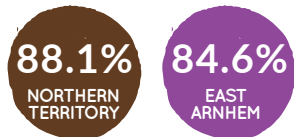


Data source and year: NT: ABS, National Health Survey, 2014-15.

Note: 1. (na) not available. 2. NT measures exclusive breastfeeding to around 4 months.

3.2.3 Child immunisation rates

Proportion (%) of children, at age 2, who are fully immunised



Data source and year: Australian Immunisation Register, prepared by PHIDU (special table), 2018.

3.2.4 Child obesity

Proportion (%) of children and young people, aged 2-17, who were overweight or obese

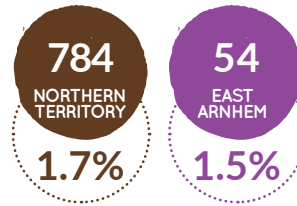


Data source and year: ABS, 4364.0.55.001 National Health Survey: First Results, 2017-18.

Note: (na) not available.

3.2.5 Children and young people with a disability

Number and proportion (%) of children and young people, aged 0-24, with a severe or profound disability



Data source and year: ABS Housing and Population Census, prepared by PHIDU (special table), 2016.

3.2.6 Death of children and young people

Infant mortality is the number of deaths of children in a population before their first birthday and is expressed as the number of deaths per 1,000 live births in a year.

Infant mortality (per 1,000 live births)



Data source and year: Australian Coordinating Registry, Cause of Death Unit Record Files, prepared by PHIDU (special table), 2011-15.

Death rate (per 100,000 population) for children, aged 1-14



Death rate (per 100,000 population) for young people, aged 15-24



Data source and year: ABS 3303.0 Causes of Death, 2017.

Note: 1. (nr) not reportable because of small numbers. 2. ABS rates are based on preliminary death data and are subject to revision.



STUDENTS SHARING HEALTH AWARENESS

The Ramingining Health Day was an initiative of senior school students to help promote the effects of exercise, alcohol misuse and smoking on health. 'There is a lot of health issues in our community, so we decided to hold a community health day in Ramingining', said Year 12 student Nellie Garrawurra.

The Health Day event was set up outside the busy community office for maximum visibility. Students focused on core themes of physical activity, alcohol misuse, smoking and healthy eating. Students facilitating the 'hands on' workstations encouraged everyone to have a go. Participants watched changes in heart rate before and after exercise, tested their upper and lower body strength, their body fat percentage, used alcohol goggles that mimic the effects of coordination loss, and measured their carbon monoxide levels with smokerlyzers. 'Everyone including young women in the community were really shocked at what smoking did to their bodies and health, and they all know a lot more about health issues after their visit. I feel strong and proud about this achievement', Nellie said.

The day was well attended and proved to be an excellent collaboration between the Ramingining senior school, Menzies HealthLAB and the Ramingining community. 'The community health day was a really positive experience. I felt like I was sharing important knowledge with my community, and the year 12 students were setting a strong example to the community', Nellie said.

Photo: Year 12 students Nellie and Ainsley running the nutrition station



Domain 4

Learning

It is important for children and young people to be continually learning in both formal and informal ways. Children can learn at home with family, through interaction with the wider community and in formal settings, such as school.

Early education and participation, continual learning, emotional wellbeing and inclusion, and educational achievement are all important for successful progression through life. Active learning and school completion are important in supporting young people leaving school to achieve their goals and have a variety of future opportunities. While the indicators reported in this chapter are focused on formal learning, learning is not just about study at school, it is about all the experiences in the life of a child and young person.

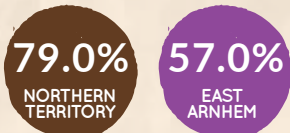
In this domain, five outcomes of parent engagement in learning, early childhood learning, transitioning into school, school progress and school completion, are explored through 13 indicators.

4.1 Parent engagement in learning

4.1.1 Reading at home

The Australian Early Development Census (AEDC) is a nationwide data collection that shows how young children have developed as they commence their first year of full-time school. The results are derived from a teacher-completed instrument (or survey) for students, in each school, but are to be understood on a population level.

Proportion (%) of children who are regularly read to or encouraged to read at home



Data source and year: Australian Early Development Census (AEDC), prepared by Australian Department of Education and Training (special table), 2018.
Note: Results include teachers' responses of 'Somewhat true' or 'Very true'.

4.1.2 Participation in Families as First Teachers

The Families as First Teachers (FaFT) program is an early childhood and family support program, primarily for Aboriginal families in remote communities.

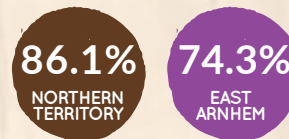
Participation in Families as First Teachers Program

	NORTHERN TERRITORY	EAST ARNHEM
Number of communities	39	8
Number of children	2,633	459
Average days for children	19.0	29.4

Data source and year: Family as First Teachers (FaFT) program, prepared by NT Department of Education (special table), 2018.
Note: Average days calculated using the weighted average for schools.

4.1.3 Parent engagement with school

Proportion (%) of children whose parents or caregivers are actively engaged with the school in supporting their child's learning



Data source and year: Australian Early Development Census (AEDC), prepared by Australian Department of Education and Training (special table), 2018.
Note: Results include teachers' responses of 'Somewhat true' or 'Very true'.

4.2 Early childhood learning

4.2.1 Childcare attendance

Proportion (%) of children, aged 0-5, attending approved childcare services



Data source and year: Productivity Commission Report on Government Services 2019, 2018.
Note: (na) not available.



4.2.2 Preschool attendance

Proportion (%) of children, aged 4, attending a preschool program



Data source and year: ABS 4240.0 – Preschool Education 2018, Table 3, 2018; proportions estimated using ABS 3101.0 – Australian Demographic Statistics, June 2018.
Note: (na) not available.

Average hours of preschool attendance for children, aged 3 or 4, NT Government schools



Data source and year: NT Department of Education (special table) 2018.

4.3 Transitioning into school

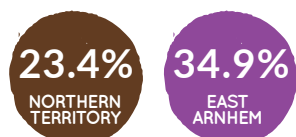
4.3.1 Developmental vulnerability

The AEDC measures early development of children across five domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school based), and communication skills and general knowledge. Children with a score in the lowest 10% of the national population in a domain are considered to be 'developmentally vulnerable' in that domain.

Proportion (%) of children assessed as developmentally vulnerable in one or more domains



Proportion (%) of children assessed as developmentally vulnerable in two or more domains



Data source and year: Australian Early Development Census (AEDC), prepared by Australian Department of Education and Training (special table), 2018.

4.3.2 Developmental strengths

The Multiple Strengths Indicator (MSI) is a summary indicator that measures developmental strengths in the social and emotional development of children, using the data collected from the AEDC. It measures developmental strengths such as self-control, pro-social skills, respectful behaviour towards peers, teachers and property, and curiosity about the world.

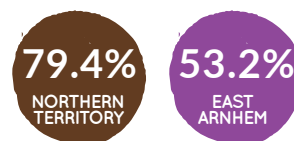
Proportion (%) of children assessed as having highly developed, well developed and emerging strengths using Multiple Strengths Indicator

	NORTHERN TERRITORY	EAST ARNHEM
Highly developed strengths	43.8%	31.6%
Well developed strengths	21.6%	17.5%
Emerging strengths	34.6%	50.9%

Data source and year: Australian Early Development Census (AEDC), prepared by Australian Department of Education and Training (special table), 2018.

4.3.3 Transition attendance

School attendance in Transition, NT Government schools



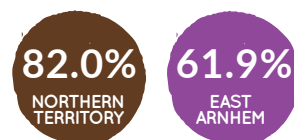
Data source and year: NT: NT Department of Education website, 2018. Greater Darwin and regions: NT Department of Education, Enrolment and Attendance data, prepared by NT Department of Education (special table), 2018.

4.4 School progress

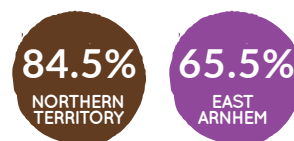
4.4.1 School attendance

The rate of school attendance presented here is the proportion of time students attend school as a proportion of the time they are expected to attend school.

School attendance, in Year 3, NT Government schools



School attendance, in Year 7, NT Government schools

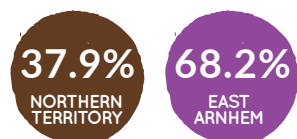


Data source and year: NT: NT Department of Education website, Enrolment and Attendance, 2018. Greater Darwin and regions: NT Department of Education, Enrolment and Attendance data, prepared by the NT Department of Education (special table), 2018.



A school attendance rate of 80% is regarded as a threshold below which children have difficulty with the continuity of classroom learning.

Proportion (%) of students with less than 80% school attendance, NT Government schools

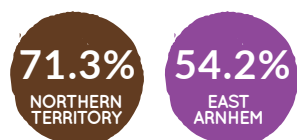


Data source and year: NT Department of Education, Enrolment and Attendance data, prepared by NT Department of Education (special table), 2018.

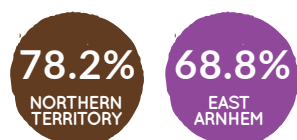
4.4.2 Literacy and numeracy skills

The National Assessment Program - Literacy and Numeracy (NAPLAN) is a nationwide annual assessment for students in Years 3, 5, 7 and 9. The test assesses skills considered essential to progress through school in the domains of reading and writing, language conventions and numeracy.

Proportion (%) of students in Year 3 reaching the minimum national standard in Literacy, NT Government schools



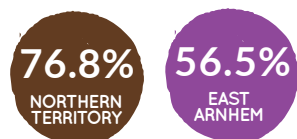
Proportion (%) of students in Year 3 reaching the minimum national standard in Numeracy, NT Government schools



Proportion (%) of students in Year 7 reaching the minimum national standard in Literacy, NT Government schools



Proportion (%) of students in Year 7 reaching the minimum national standard in Numeracy, NT Government schools

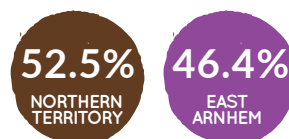


Data source and year: NT: ACARA NAPLAN – National Report for 2018, 2018. Greater Darwin and regions: NT Department of Education (special table), 2018.

4.4.3 Continuation to Year 12

The apparent retention rate is a measure of the proportion of young people who were enrolled in Year 7/8 and progressed through to Year 12 in 2018.

Apparent retention from Year 7/8 to Year 12

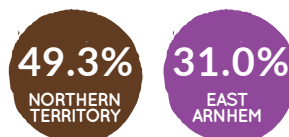


Data source and year: NT: ABS Schools Capped Apparent Retention Rate 2011-2018, 2018. Greater Darwin and regions: NT Department of Education (special table), 2018.

4.5 School completion

4.5.1 Year 12 or equivalent completion

Proportion (%) of all young people, aged 20-24, who have attained a Year 12 or equivalent qualification

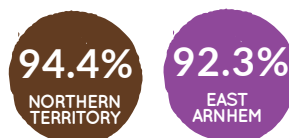


Data source and year: ABS Housing and Population Census, 2016.

4.5.2 NTCET completion

The Northern Territory Certificate of Education and Training (NTCET) is the final school qualification for students in the Northern Territory.

Proportion (%) of enrolled students who completed NTCET



Data source and year: NT Department of Education (special table), 2018.





Domain 5

Participating

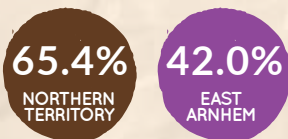
It is important for children and young people to be actively participating with their peers and within the community. Children can be involved by speaking up and sharing their views, being involved in sport or other recreational or social activities and by volunteering. Young people can participate in work, further study and can vote to have a say in our political leadership.

In this domain, two outcomes of participation in work or study and participation in the community, are explored through five indicators.

5.1 Participation in work or study

5.1.1 Young people earning or learning

Proportion (%) of young people, aged 15-24, who are engaged in school, work or further education and/or training



Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.

5.1.2 Unemployment among young people

Proportion (%) of young people, aged 15-24, who are unemployed



Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.

5.1.3 Community Development Program participation

The Community Development Program (CDP) is an employment program operated in remote areas by the Australian Government.

Proportion (%) of young people, aged 15-24, participating in the Community Development Program

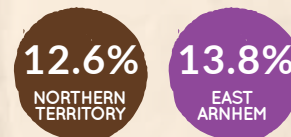


Data source and year: NT: ABS Census of Population and Housing. Greater Darwin and regions: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.

5.2 Participation in the community

5.2.1 Young people volunteering

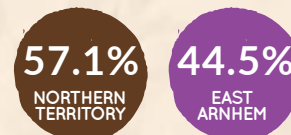
Proportion (%) of people, aged 15-24, who spent time doing voluntary work in the previous 12 months



Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016

5.2.2 Young people enrolled to vote

Proportion (%) of people, aged 18-24, enrolled to vote



Data source and year: NT Electoral Commission, 28 June 2019; proportions calculated using ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2017. Note: Proportions are calculated using estimated resident populations, with no adjustment for residents not eligible to vote.





'Learning is supported through everyone connected to the child - teaching, talking testing all the time'

NUTHANMARAM DJAMARRKULINY' MÄRRMA'KURR ROMGURR: GROWING UP CHILDREN IN TWO WORLDS

'We teach them at an early age, the connections, clans...traditions... paintings and totems'... For many Yolŋu families, developing a strong cultural identity is the highest priority in early childhood-through building children's understanding of their connections to people, place and other elements of the natural world. Learning is supported through everyone connected to the child-teaching, talking, testing all the time. While children are learning one word or concept, Yolŋu are also teaching deep, intricate connections: Our truth inside tells us that these connections are there from the beginning-children are surrounded by them and belong in them... These are the things that keep children healthy and strong. And this is our law that has always been there and all we have to do is exercise it and teach our children that deep meaning', said Associate Professor Elaine Lăwurrpa Maypilama, Project Leader.

In response to community concerns that early childhood services need to better understand how Yolŋu grow up their children, Yolŋu and non-Aboriginal researchers worked together on a longitudinal study in Galiwin'ku. The findings illuminate a range of priorities and strengths in Yolŋu child development and parenting. In these rich and supportive learning environments, Yolŋu constantly monitor and assess their children's development, celebrate individual children's strengths and accommodate their different needs.

Photo: Mother and child, everyone will talk to the child... day and night



Domain 6

Positive sense of identity and culture

Identity and culture underpins all other outcomes for children and young people’s wellbeing. ARACY’s review of research found a ‘positive sense of identity and culture’ is fundamental to a child or young person’s wellbeing.

Identity and culture are broad reaching themes and are challenging to define for any child or community, as they are very personal, are dependent on a child’s awareness of their own identity, and change as a child progresses through life. Identity is influenced by family, country, language, health, feeling loved and safe, involvement in the community and having access to other external influences. Each of these factors both define and are defined by identity and culture.

In this domain, three outcomes of connection to culture, spirituality and cultural diversity, are explored through six indicators.

6.1 Connection to culture

6.1.1 Language spoken at home

Proportion (%) of young people, aged 15-24, who speak English, Aboriginal languages and other languages at home

	NORTHERN TERRITORY	EAST ARNHEM
English	54.0%	12.6%
Aboriginal languages	21.7%	77.8%
Other	Filipino/Tagalog	2.2%
	Greek	1.2%

Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.
Note: Languages spoken at home by less than 1% of the population are not included in this table.

6.1.2 Aboriginal culture

Aboriginal spirituality and a connection to country help to guide a child’s development, as well as teaching a child moral values of caring for others, responsibility and resilience.

Connection to Aboriginal culture is intricate, often stemming from practices in the family, in ceremonies and on country and as such, there is not a measure to adequately represent this connection.

6.1.3 Community education

Number of organisations promoting culture and the arts



Data source and year: Register of Cultural Organisations - Australian Government, 2019.

Note: 1. Numbers reflect Registered Cultural Organisations (organisations that can receive tax deductible donations and which promote cultural arts and language diversity). 2. NT data includes one Territory wide organisation.



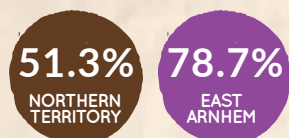
6.2 Spirituality

6.2.1 Aboriginal spirituality

Whilst this is an important indicator of wellbeing for Aboriginal children and young people, we do not have a quantitative measure of spirituality for young Aboriginal people in the Northern Territory. The learning and development in connection with the Dreaming occurs with family, elders and community, often during times of being on country.

6.2.2 Religions

Proportion (%) of population, aged 15-24, identifying with a religion

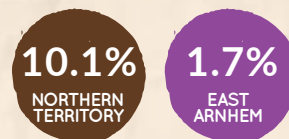


Data source and year: ABS Housing and Population Census, 2016.
Note: For the purposes of this Story, religion does not include secular or other spiritual beliefs.

6.3 Cultural Diversity

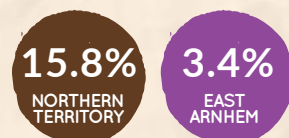
6.3.1 Overseas-born

Proportion (%) of population, aged 0-24, born overseas



Data source and year: ABS Housing and Population Census, 2016.

Proportion (%) of Australian born population, aged 0-24, who have both parents born overseas



Data source and year: ABS Housing and Population Census, 2016.



Where to from here

There are many stories within these pages. For many of our children and young people, their lives are flourishing, they are loved and healthy, and have opportunities to learn and participate. However, the data also highlight a distressing story, as a disproportionate number of our children and young people face significant challenges. These challenges commonly begin in their early years, and as they progress through life, they continue to fall behind.

It is critical that we address the many challenges influencing the wellbeing of our children and young people. We all have a role to play in improving the outcomes for our children and young people. It requires a collaborative effort across the whole community, not just a role for government. Working together is essential and there are positive examples of this in many communities.

This is the first in a series of publications. A commitment has been made by the Northern Territory Government, to ensure in 2021, we reflect on our journey and review our collective progress across the measures and case studies in this Story, in the spirit of continuous improvement and progress.



The process toward the next Story

