



*Aboriginal Catholic
Community Schools
Handbook 2021*

Faith in their future



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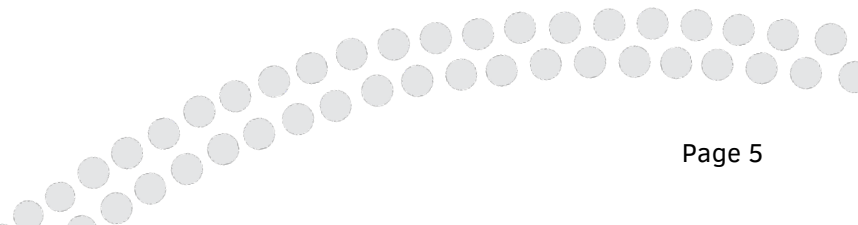
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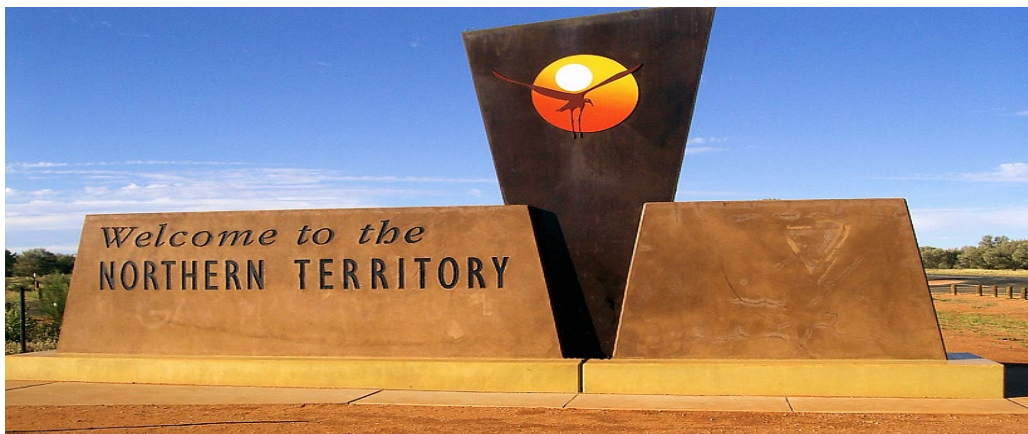


1. INTRODUCTION

Living and working in a remote Aboriginal community can be an extremely rewarding experience with many people reporting the experience to be the highlight of their personal and professional life as well as their faith journey. Catholic Education staff are often reminded that they are privileged to be able to work in these communities.

However, the work can be challenging – for a range of reasons – and it is not for everyone.

We trust that this handbook will help you transition into your remote community of choice and enjoy all that the experience has to offer.

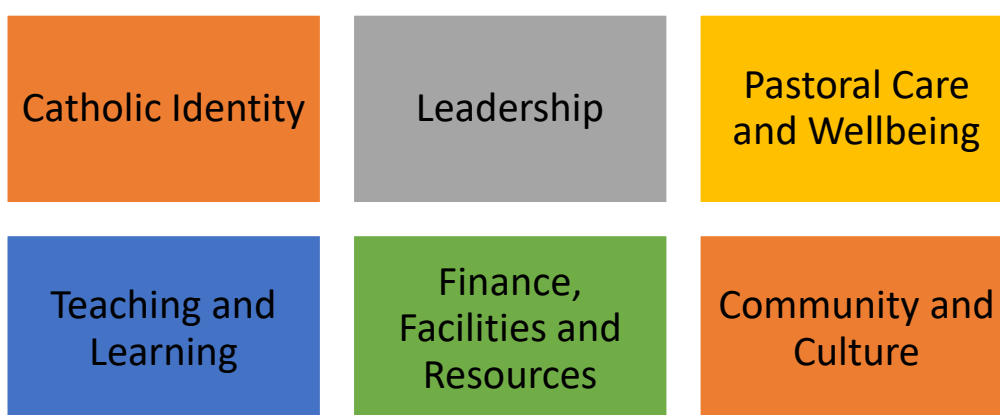


2. ABOUT THIS HANDBOOK

This handbook is about living and working in Aboriginal Catholic Community Schools (ACCS) in the Northern Territory. It has been designed to help readers decide if there are indeed being called for this work, and once decided, to help you prepare and be successful. This handbook should be read in conjunction with Catholic Education Office and Schools Diocese of Darwin NT, 2018-2022 Strategic Plan and Sharers of the Vision which outline expectations associated with working in a Catholic school in the Northern Territory.

The School Improvement and Renewal Framework (SIRF) is the mechanism by which schools monitor their effectiveness and focus on improving. This is achieved through the collection and analysis of relevant and reliable information to monitor school performance, track student progress and respond proactively to changing needs and aspirations.

The SIRF identifies the following six key areas of school life –



For more information about the SIRF process, please click on the following links –

- https://os-data-2.s3-ap-southeast-2.amazonaws.com/ceont/bundle2/an_introduction_to_catholic_education_nt_sirf.pdf
- https://os-data-2.s3-ap-southeast-2.amazonaws.com/ceont/bundle2/a_booklet_for_school_improvement_and_renewal_framework_2014.pdf

3. CATHOLIC ABORIGINAL LEADERSHIP TEAM (CALT)

CALT (pronounced 'salt') is a strong voice in Aboriginal Catholic education. CALT supports school improvement including the promotion of good leadership, the development of role models and supporting Aboriginal and other staff in our schools.

The team is comprised of approximately twenty members representing the five Aboriginal Catholic Community Schools.

4. BACKGROUND AND CONTEXT

i. CATHOLIC SCHOOLS IN AUSTRALIA

Catholic schools hold a unique place in Australia. As the Church lives among the people, so does the Catholic schools.

Jesus commanded his followers to 'go teach all nations' (Matthew 28:19) and to be a 'light to the world' (Matthew 5:14) no matter how difficult this may be. To do this our Catholic schools must be strong communities in which the message of Jesus and the lifestyle he proposes is taught professionally and competently, and 'lived out' in the community.

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

ii. CATHOLIC SCHOOLS IN THE NORTHERN TERRITORY

A brief history

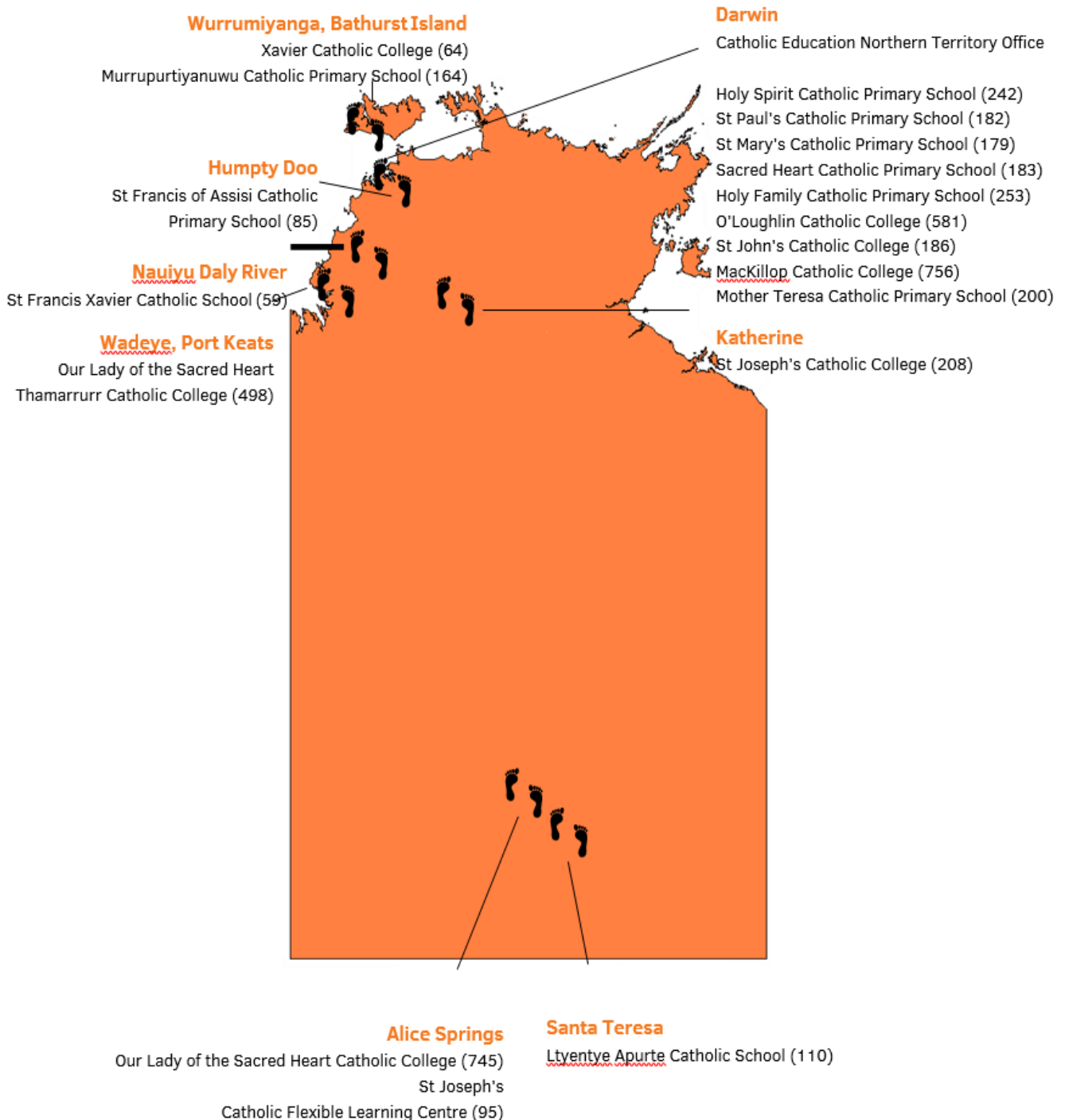
The Catholic Church has a long history of involvement in education in the Northern Territory commencing with the work of Fr Angelo Confalonieri who was resident at Victoria Settlement on Port Essington in the late 1840s and worked with the local Aboriginal people. This work continued through the Benedictines of Port Essington, the Jesuits at Rapid Creek in Darwin and the Missionaries of the Sacred Heart in the early 1900s.

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.

Pictured below is St Mary's Star of the Sea Cathedral in Darwin city.



iii. CATHOLIC EDUCATION'S FOOTPRINT IN THE NT



(Student numbers as of December 2020)

iv. SNAPSHOT OF ACCS SCHOOLS

TIWI ISLANDS

The Tiwi people live on Bathurst Island and nearby Melville Island. The Tiwi people divide themselves into 4 major clan groups sometimes referred to as 'skin' groups.



The Tiwi language is spoken on both islands. The total population of the Tiwi Islands is about 2500, of whom about 1600 reside at the Wurrumiyanga community.

When student numbers are sufficient, there is a homeland school at Wurankuwu (Bathurst Island).



Murrupurtiyanuwu Catholic Primary School
Preschool – year 6

Attendance (avg.) – 57%



Xavier Catholic College
Year 7 – year 12

Attendance (avg.) – 33%

DALY RIVER

The Traditional Owners of Nauiyu are the Malak Malak people. However, the community consists of members of 10 different language groups, of which Ngan’gi Kurunggurr is the most prominent. The population is about 500 of whom 86% are Aboriginal people.



A Catholic Mission was started at Nauiyu by Bishop John O’Loughlin MSC in 1955. The school was established by the Daughters of Our Lady of the Sacred Heart in 1956. Daly River Mission was later given the name Nauiyu. The area is subject to seasonal flooding.

When student numbers are sufficient, there is a homeland school at Wudikapildiyerr (Nauiyu).



St Francis Xavier Catholic School
Preschool – Post Secondary

Attendance (avg.) – 52%

ST FRANCIS XAVIER
Catholic School
Strong in Faith Strong in Culture Strong in Learning

WADEYE



Port Keats Mission was established in 1935 by MSC priest, Fr Richard Docherty. OLSH sisters began a school there in 1941. There is no road access during the wet season to Wadeye.

The population comes from a number of different language groups, however, the town of Wadeye is on Diminin country and Murrinh-patha is the language used in the school.

When student numbers are sufficient, there is a homeland school at Kuy (Wadeye).



Our Lady of the Sacred Heart Thamarrurr Catholic College
Preschool – Year 12

Attendance (avg.) – 30%

SANTA TERESA



Santa Teresa Mission was established in 1953 by MSC priests and OLSH sisters. Originally it was a lease to the Catholic Church but now it is Aboriginal land belonging to the Eastern Arrernte people.

Eastern Arrernte is the main language spoken in the community and the children coming to school speak Eastern Arrernte as their first language.



Ltyentye Apurte Catholic School

Preschool – Year 10

Attendance (avg.) – 44%

V. URBAN AND REGIONAL CATHOLIC SCHOOLS

Holy Family Catholic Primary School	Karama, Darwin	ELC – Year 6
Holy Spirit Catholic Primary School	Wanguri, Darwin	ELC – Year 6
O’Loughlin Catholic College	Karama, Darwin	Year 7 – Year 12
St John’s Catholic College	The Gardens, Darwin	Year 7 – Year 12
St Mary’s Catholic Primary School	Darwin city	ELC – Year 6
St Paul’s Catholic Primary School	Nightcliff, Darwin	ELC – Year 6
Sacred Heart Catholic Primary School	Woodroffe, Palmerston	ELC – Year 6
Mother Teresa Catholic Primary School	Zuccoli, Palmerston	ELC – Year 6
St Francis of Assisi Catholic Primary School	Humpty Doo	ELC – Year 6
MacKillop Catholic College	Johnston, Palmerston	Year 7 – Year 12
Our Lady of the Sacred Heart Catholic College	Alice Springs	ELC – Year 12
St Joseph’s Catholic Flexible Learning Centre	Alice Springs	Year 7 – Year 12
St Joseph’s Catholic College	Katherine	Year 7 – Year 12

For more information - <https://www.ceont.catholic.edu.au/catholic-schools/>

5. ABOUT CATHOLIC EDUCATION NORTHERN TERRITORY

i. OUR VISION

We, the Catholic Education family in the Northern Territory, walk together as a community in faith, through our service to each other, with our schools and our parishes, reaching out to the wider community for the achievement of excellence and equity in education inspired through Gospel of Jesus.

ii. OUR MISSION

Faith: We share and grow as a Eucharistic community by celebrating our faith in prayer. We accompany one another in this journey in processes that are systemic, collaborative, graduated and ongoing.

Service: We foster positive relationships based on the model of Jesus as servant leader, promoting a culture of systematic, informed and collaborative growth.

Community: We work together, with a spirit of generosity and mutual support to build strong and inclusive Catholic communities.

Diversity: We value and use our diverse gifts, talents and experiences to shape our future.

iii. CENT SAFEGUARDING COMMITMENT

Catholic Education Northern Territory is committed to the safety, wellbeing and empowerment of all children, young people and vulnerable adults.

This commitment is drawn from, and inherent to, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

- We recognise and uphold the dignity and rights of all children and young people, and have zero tolerance for child abuse and exploitation.
- We are committed to creating school, education and care environments where children and young people are respected, and where they are safe and feel safe.

As part of this commitment, all staff must complete online training. The specific training covers:

- Safeguarding Essentials
- Work Health and Safety
- Harassment and Bullying
- Wellbeing

6. PRINCIPLES UNDERPINNING CATHOLIC EDUCATION NORTHERN TERRITORY

i. MADE IN THE IMAGE OF GOD

Trusting in the Holy Spirit, Catholic schools and families work together, guiding children and young people to develop in their personal and unique image of God (Genesis 1:26-2)

ii. LEAD AND MODEL

By accepting a position in Catholic Education, staff accept an invitation to be deeply involved in the mission of the Church. Teachers and Staff are expected to be leaders and positive role models in their personal and professional lives.

iii. MISSION AND VISION

All staff in Catholic schools are expected to contribute to the development of the school community. Do not accept employment in Catholic education unless you can support the vision, mission and philosophy of the school.

iv. A CULTURE OF IMPROVEMENT

Staff in Catholic schools strive for constant improvement in the way they discharge their professional and pastoral responsibilities. Teamwork, reflection and professional learning are integral elements of the work.

v. FAITH JOURNEY

Personal faith development and competence in teaching Catholic faith and culture are professional learning priorities and expectations in Catholic schools.

vi. CREDENTIALS

Teachers in Catholic schools must be registered through the Teacher Registration Board, NT, hold a current Working with Children (Ochre) card and comply with relevant laws and regulations.

vii. TEACHER ACCREDITATION (TO TEACH RE)

All teachers in Catholic schools in the Northern Territory are required to complete accreditation for each year of their appointment.

This accreditation (Accreditation B) ensures that teachers are provided with suitable professional development to understand current church teachings in key areas, and to encourage active teacher support for the Catholic ethos of the school.

More information on Teacher Accreditation - https://s3-ap-southeast-2.amazonaws.com/os-data-2/ceont/bundle2/accreditation_policy.pdf



7. TEACHER AS WITNESS: A PHILOSOPHICAL PERSPECTIVE

Catholic schools have a holistic focus on human development and Christian formation. The Catholic teacher helps students attain academic excellence and ‘fullness of life’; that students will be competent in traditional learning areas and fully aware and responsive to their place in the Kingdom of God.

*I am the gate. Whoever enters by me will be saved, and will come in and go out and find pasture. The thief comes only to steal and kill and destroy. **I came that they may have life, and have it abundantly.** (John 10: 9-10)*

The main emphasis of all activities in Catholic schools is to bring the Good News of Jesus to students and to help them model 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 the expectations of 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 carry out the daily tasks of instruction, fostering respect for and love of learning and conveying a sense of the importance of acquiring knowledge and skills, they are modelling and promoting Gospel values. They also help students to lay a framework for making ethical and moral decisions and growing in their knowledge and love of God.



Good educators provide safe spaces while simultaneously stretching students to achieve their potential. This balance between ‘duty of care’ and ‘dignity of risk’ is an awesome responsibility and must never be taken lightly. Teachers must know their learners well enough to win their confidence to go on this learning journey with them.

*Good teachers are good listeners for it is by listening that we come to learn the real needs and aspirations of students and communities. Teachers try to inspire students with a desire to serve each other and the broader community.
... and that he had come from God and was going to God, got up from the table, took off his outer robe, and tied a towel around himself.
Then he poured water into a basin and began to wash the disciples’ feet and to wipe them with the towel that was tied around him.
(John 13: 3-5)*

8. WHY TEACH IN AN ABORIGINAL CATHOLIC COMMUNITY SCHOOL?

You want to learn and grow your own knowledge and understanding about first nation's people's cultures and knowledge systems.

You want to be immersed in the heart and history of Australia; where no day is quite like the one before

You want to really make a difference for children and communities engaged in cultural maintenance and development through education

You want to test your resilience and your capacity for teamwork and collaboration

You want to do something practical for Reconciliation and the realisation of the presence of God's living kingdom

You know that teaching is a calling and would like to make a difference for students

You want to live and work in the beauty, diversity and splendour of Central and Northern Australia

You want a rich personal learning experience

If this is you, then you'll be very welcome at an Aboriginal Catholic Community School.

For more information –

- <https://www.ceont.catholic.edu.au/homepage/>
- <https://www.ncec.catholic.edu.au/>

9. REMOTE ABORIGINAL CATHOLIC COMMUNITY SCHOOLS

i. WHAT'S DIFFERENT?

There is a great variety across Australian cities, town and communities and this section highlights some of the ways in which remote Aboriginal communities may differ from communities and urban settings in other parts of Australia.

The four communities that host Aboriginal Catholic Community Schools in the Northern Territory – Santa Teresa, Wadeye, Nauiyu and Wurrumiyanga – are quite different from each other in many respects.

Geo-location

The location of each community is appealing in many respects but the range of services and how they are delivered differ. Ease of movement to and from the community; cost of living and other patterns of living and working can also be challenging at times.

Some will find the social/ professional/ family/ health isolation even more difficult to manage. This stems from not just from distance but also from differences in the culture and language practiced and spoken by the people living in these communities.

Climate, weather, flora and fauna

Santa Teresa is located in a continental desert climate zone and the other three communities are in the sub-tropical zone; both are different from those experienced in southern Australia. You will need to make some adjustments in order to remain safe and comfortable.

Differences in flora and fauna mirror the different climate zones. If you choose one of the Top End communities: Wadeye, Nauiyu or Wurrumiyanga, you will need to be prepared for the possibility of extreme wet season weather including cyclones and flooding.



Spirituality and religion

Spirituality and religion are central to the lives of most people in an ACCS. However the rituals, liturgies, celebrations and other expressions of faith and beliefs may be different across communities.

Visitors who enter into this aspect of community life with an open heart are likely to find significant personal growth and learning in the experience. Others may be frustrated and confused and may even feel alienated. ACCS are “Catholic” in nature and all staff are expected to promote and participate in the Catholic Life of the school and its immediate community.

Culture and language

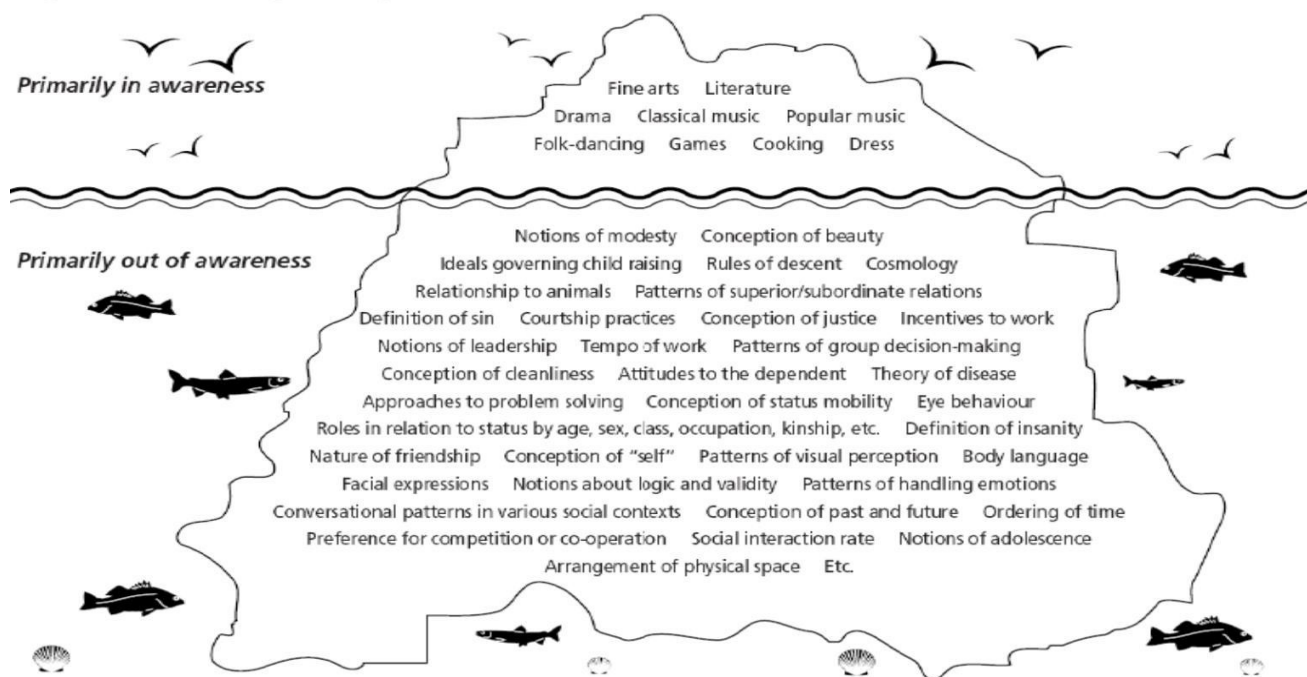
Culture runs much deeper than the surface artefacts and processes that are readily evident such as language, art, cooking, music and ceremony.

Elements of culture that are less obvious to newcomers include history, values, norms, beliefs, ways of knowing and relating, assumptions about space and time, what being ‘successful’ means and many others.

The ‘iceberg concept of culture’ (see below) illustrates these visible and ‘hidden’ aspects of culture.

New staff will need to develop and exercise a high level of cultural awareness, competence and responsiveness in order to adapt to their new surroundings.

Fig. 1: The iceberg concept of culture



Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984

Lifestyle

As a result of all the factors outlined above, it's almost inevitable that you will take on a different lifestyle in your chosen Aboriginal community. Here are some examples of what you might do differently:

Dining	The Top End lends itself to a lot of outdoor dining; less so in The Centre. Local foods (bush tucker) might feature in your diet. You may find yourself hunting/catching some of your own food – bring a fishing line!
Recreation	Take the opportunity to engage in activities that are easy to access in your location – fishing, rock climbing, cycling, camping, boating, fossil finding, etc.
Entertainment	You won't find movie theatres but there are lots of other opportunities. Don't always expect to be entertained – watch what is already happening, join in and even do some entertaining of your own.
Cultural Events	Festivals, sports carnivals, religious ceremonies and other cultural occasions are important elements of local culture. Sometimes it will not be appropriate for you to participate and almost always there will be protocols governing participation and behaviour. If you are unsure about anything, ask a local.

Education/ Learning

Catholic Aboriginal Community Schools create learning environments that are responsive to the local culture. In order to achieve this goal, new teachers will almost always need to make significant adjustments to –

- The way that they relate to students (and to other members of their teaching team)
- Virtually all aspects of their instructional technique (pedagogy)
- The way they assess students and report to parents/ families
- The way they exercise pastoral care and behavioural management
- Many other dimensions of their teaching

Section 19 in this handbook has more to say about teaching in a remote school.

ii. CULTURE SHOCK

Those who have travelled overseas, especially to non-English speaking countries, will be familiar with the fish-out-of-water experience that comes with being immersed in circumstances – language, food and diet, religious celebrations and so much more – that are quite unfamiliar. Most teachers who move to a remote Aboriginal community will experience some degree of culture shock.

Oberg (1954) identifies five distinct stage of culture shock –



The Honeymoon phase

People are looking forward to a new experience; they are warmly welcomed into the new community; everything is new, and fresh and interesting.

The Rejection Phase

The novelty can soon wear off and the energy required to deal with all that ‘newness’ can begin to take a toll. You may feel a sense of anger and aggression about your circumstances and find yourself complaining about the host culture. People don’t seem to understand your concern about what they see as a small problem!

The Regression Phase

During the regression phase people may try to distance themselves from the local culture, e.g. by speaking only your first language, staying at home (to watch familiar movies, eat familiar food) and generally disengaging from the life of the community. In this phase people are likely to continue complaining about the local culture and lose some of the motivation that drove them to apply for a remote posting in the first place, which was precisely to experience the challenge.

The Recovery/ At-Ease-At-Last Phase

In this phase you become more familiar with language and customs and you can move around and engage with the community with far less anxiety and difficulty. You have realised that no culture is better or worse than another; culture is what it is.

Reverse Cultural Shock

Sometime later, when you return to your culture-of origin you may experience reverse culture shock and find yourself uncomfortable with the way things happen in your culture-of-origin. You had become comfortable with the way things were in your host community and may have to 'walk' back through the stages that you experienced when you left 'home' in the first place.

People do not necessarily progress through these stages at the same rate or in the order listed. However being alert to culture shock may remind you that most responses that you may have to your new circumstances are very normal.

iii. ACCESS PROGRAM – CATHOLIC CARE

All staff and their immediate families can access support and professional counselling through the Catholic Care Access Program. This is made available through the Catholic Education Office for any staff who require assistance as they transition into their new working environment or at any other time during their employment with Catholic Education NT.

This support can be accessed at any time during your period of employment by calling Catholic Care (Ph. 08 8944 2000) and advising them that you are employed by Catholic Education and would like to make an appointment for counselling under the Access Program.

For more information - <https://www.catholicarent.org.au/>

iv. CULTURAL AWARENESS, COMPETENCE AND RESPONSIVENESS

Cultural awareness, competence and responsiveness grows over time. If you are to be comfortable and effective in a remote Aboriginal community, you will need a high level of cultural competence, awareness, and responsiveness.

'Aboriginal Australian cultural competence ... involves knowledge and understanding of Aboriginal Australian cultures, histories and contemporary realities and awareness of Aboriginal protocols, combined with the proficiency to engage and work effectively in Aboriginal contexts congruent to the expectations of Aboriginal Australian peoples. Cultural competence includes the ability to critically reflect on one's own cultural identity and professional paradigms in order to understand their cultural limitations and effect positive change'.

Cultural awareness and competence is not innate but needs to be learned. It begins with a deep awareness of one's own identity, including an examination of biases and prejudices. If you are to be effective as a teacher in a remote Aboriginal community you must first be prepared to learn.

In order to be culturally responsive – i.e. cultural competence in action – knowledge, attitudes and skills must be integrated and adapted to circumstances.

Weaver unpacks the three components as follows –

(Weaver, cited in Perso, T.F. (2012) Cultural Responsiveness and School Education: A review and synthesis of the literature, Menzies School of Health Research, Centre for Child Development and Education, Darwin Northern Territory)

Knowledge of diversity within the cultural group; history - including laws, loss experience and subsequent pain; cultural knowledge (e.g., of communications, belief systems, and values); and the here-and-now realities for the community/culture.

Personal values - self-awareness; humility and willingness to learn; a respectful nonjudgmental attitude; and a positive attitude to social justice (including an appreciation of the unique status of Aboriginal Australians).

Skills - general skills that enable systematic appreciation of circumstances and a capacity to arrive at shared solutions with both-ways perspectives; containment skill such as patience, listening and resisting a need to 'fix' things.

v. HOW WILL I BE CULTURALLY RESPONSIVE?

There is no quick – fix, tick the box approach to being culturally responsive. Becoming culturally responsive is a gradual, learned experience; and usually a very personal (as well as professional) journey.

A self-check

You could use the following checklist to gauge your personal level of cultural competence:
(Source: VOICE: Developing a culturally competent organization)

Awareness

- Am I aware of culturally appropriate and inappropriate actions and attitudes?
- Do my behaviours and/or attitudes reflect a prejudice, bias, or stereotypical mind-set? A culturally competent person recognizes his/her own values and biases and is aware of how they may affect clients from other cultures, understands the importance of diversity within as well as between cultures.

Skill

- Do I have the skills to develop and assess my level of cultural competence?
- What practical experience do I have? A culturally competent person endeavours to learn more about the culture through workshops and community events, research and reading and direct engagement with others who have 'walked the journey'.

Knowledge

- Do I have knowledge of cultural practice, protocols and beliefs? A culturally competent person knows specifics about the particular cultural groups s/he is working with, understands the historical events that may have caused harm to the group, respects and makes a point about learning of the unique needs and aspirations of the community.
- Have I undertaken any cultural development programs?

Encounters

- How do I interact with Aboriginal and Islander persons? A culturally competent person demonstrates comfort with cultural differences that exist between him/ herself and Aboriginal Australians.

- Have I previously worked alongside culturally and linguistically diverse persons? A culturally competent person makes a continuous effort to understand the other's point of view; demonstrates flexibility and tolerance of ambiguity; is non-judgmental and maintains a sense of humour and an open mind.

Desire

- Do I really want to become culturally competent? A culturally competent person demonstrates a willingness to relinquish control in encounters with others, to risk failure and to look within for the source of frustration, anger and resistance.
- What is my motivation to be working in an Aboriginal Catholic Community School?

vi. CULTURAL COMPETENCE IN THE CLASSROOM

Use the following list to start your thinking about the 'look and feel' of culture in your new community and how you might respond. This list has a focus on the classroom but it could be extended to take in a whole-school and whole-community perspective. The list is certainly not exhaustive –

Family background and structure

Where were the students born? How long have they lived here? What is a typical family structure? What do I know about childrearing practices in this community? What is the hierarchy of authority? What responsibilities do students have at home? Is learning English a priority?

Education

How much schooling have the students had? How much schooling have their parents had? Do the parents understand the school process and do they trust schools and teachers? Do the children attend regularly? What teaching strategies have been used and how effective were they? What were the expectations for appropriate behaviour? Are students expected to be active or passive?

Independent or dependent?

Do students work best in groups or individually? What might work best - peer or teacher oriented activities; a cooperative or competitive environment?

Interpersonal relationships

Do cultural norms emphasize working for the good of the group or individual achievement? What are the norms for behaviour between males and females? What is a 'comfortable personal space'? Do students obey or question authority figures? Who is an authority figure? Are expressions of emotion and feelings emphasized or hidden? What can I do to encourage a positive relationship between teacher and class and between teacher and other adults in the class?

Discipline

How do adults and children relate? Is the relationship permissive, authoritative, or authoritarian? What kinds of rewards, praise, criticism and punishment are customary? Are they administered privately or publicly; to the group or the individual?

Time and space

How do students think about time? Is punctuality expected or is time considered flexible? How important is speed in completing a task? I have heard Aboriginal people speak of the importance of 'country'; what does that mean in this community?

Religion and beliefs

How well do I understand the belief system in this community? What's the relationship between traditional beliefs and the more recent Catholic teaching? Are there aspects of culture and beliefs that I should not raise in class?

Food and drink

What is eaten? What is not eaten? Are there set meal times? Are there rituals associated with eating? How might the typical diet impact on energy levels and overall health?

Health and hygiene

What are common illnesses that might impact on readiness for learning and overall wellbeing? How are illnesses treated and by whom? What is considered to be the cause? What are the norms with respect to seeking professional help for emotional and psychological problems?

History, traditions and holidays

Which events and people are sources of pride for the group? What celebrations and observances impact most directly on teaching and learning? What should I know about initiations, sorry business, and family mobility, relationships across sub-groups within the community and beyond?

Having fun

What activities does the community engage in during 'free time'? What are the main forms of entertainment? What games do children and young people engage in when left to their own devices?

Teachers should show caution in asking questions about any aspect of culture, particularly in the classroom. This is a good time to get support from the bilingual Assistant Teacher, particularly if English is not spoken in the family.

vii. COMMUNITY STANDARDS AND EXPECTATIONS

No two communities are the same so what follows is general advice; take the time to check things out in your community.

Dress standards

As a teacher you are a role model in the community and while the dress regulations of the school may be more relaxed, for your comfort and to observe cultural sensitivities, it is recommended that you wear –

- Loose fitting dresses with sleeves;
- Loose fitting tops/ shirts or short sleeves;
- Loose fitting trousers or knee length skirts;
- Natural, light cotton or natural fibre fabrics;
- Sturdy, wide brimmed hat/ cap; and
- Footwear which protect your feet but is cool and flexible. Thongs and backless sandals are inappropriate.

To avoid causing offence you should avoid the following –

- Exposing your shoulders and thighs;
- Low cut or see-through/transparent clothing;
- Singlets with thin straps, and;
- Short skirts or shorts above the knee.

If you are swimming, women should wear swimsuits with T-shirts or board shorts over the top and board shorts for men. Public sunbathing is generally not advised.

Understanding your traditional land

You should assume that the land you are living on and travelling through is Aboriginal Traditional Land and subject to traditional rules of ownership. This may include waterways, individual fishing and camping spots and other areas around the community.



Before you go, always check if you need permission to be in any place that you are planning to walk, camp, fish, ride, fossick or travel unless you are going to well-known public gathering places such as river access points, landings, boat ramps and community facilities. Permission can be as simple as asking the appropriate local community leader about access to the area. Access is rarely denied however some areas may be closed from time to time due to a death in the family or cultural activities.

The Golden Rule: ASK.

Alcohol and drugs

All of the Aboriginal Catholic Community Schools have alcohol restrictions in place. Santa Teresa and Daly River are dry communities. Alcohol restrictions are in place on Bathurst Island and in Wadeye. In communities where alcohol restrictions are in force, permits are required to bring alcohol legally into a community. Ask your Principal about the rules that apply in your community before you arrive. Do not bring alcohol into the community if you are not aware of the community rules as you may risk arrest and subsequent penalties.

You need to be alert for the presence of any illegal or potentially harmful substances in the school. This is part of your duty of care. The penalties for bringing any prohibited substance in a community, even for personal use, are very severe. Random searches occur at airports.

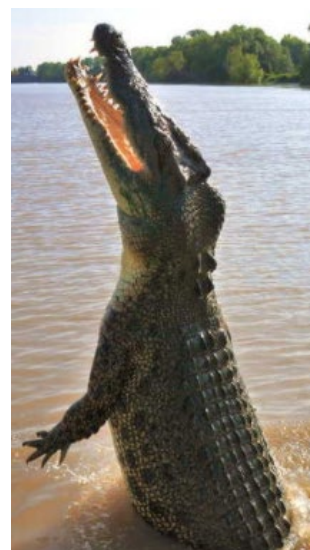
Dogs and crocodiles

You will find lots of dogs in Aboriginal communities, but do not expect them to be well controlled, on leashes, registered, de-sexed, etc. Take care when moving about in your community, dogs can cause serious injury.

All the ACCS are located fairly close to wilderness and you need to be cautious about –

- Snakes;
- Crocodiles;
- Wild dogs;
- Insects pests;
- Stinging fish; and
- Other wildlife.

If you want to take normal precautions you will –



Know what's
out there

Travel in
groups/ with
company

Let someone
know where
you're going

Take a satellite
phone with
you

Be respectful
of flora and
fauna

Security

Attend to your personal security and the security of your possessions as you would in any other unfamiliar community in Australia;

- Keep your house, classroom and vehicles (including bicycles) locked;
- Don't leave valuables where they are in full view, and;
- Take sensible precautions with respect to personal security.

Part of your responsibility as a teacher and employee is to look out for the safety and wellbeing of colleagues, students and yourself; and to do this very conscientiously because you are a teacher and a model for others.

viii. ORIENTATION FOR NEW STAFF

Many of the staff new to Aboriginal Catholic Community Schools have had little or no previous experience in working with Aboriginal people who have retained their traditional culture.

To help staff understand the challenges and realities of living and working in such contexts, an orientation/induction program is conducted by the CENT each year the week prior to the commencement of the first school term.

A school based induction program is conducted in the first week of the school year. This is a student-free time and provides an opportunity for all staff to learn and prepare mentally, emotionally and in a practical way for the year ahead.

10. LIVING REMOTE

Living in a remote community offers lots of opportunities for new experiences in travel, outdoor activities, learning, professional development and professional growth. Before you can do any of these things you need to be safely housed, well provisioned and on track with your personal health and wellbeing.

Some topics about living remote are covered in section 26 Preparations.







i. CLIMATE, WEATHER AND WELLBEING

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

Darwin averages

SEASONAL WEATHER IN DARWIN & THE TOP END

		SUMMER			AUTUMN			WINTER			SPRING		
		Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	Maximum temp °C °F	32.6	31.8	31.4	31.9	32.7	32	30.6	30.5	31.3	32.6	33.2	33.3
	Minimum temp °C °F	25.3	24.8	24.7	24.5	24	22.1	20	19.3	20.4	23.1	24.9	25.3
	Avg rainfall mm	252	426	376	318	102	21	2	1	5	16	70	140
	Avg rainy days	17	21	20	20	9	2	1	1	1	2	7	12

The high humidity during the 'build-up' (usually around October and November) can be a very trying time for staff, especially the first time around. The high humidity and high temperatures may

result in high levels of ‘prickly heat’, fungal infections, bad temper and a general wish to be somewhere else.

Air conditioning and ceiling fans are used extensively across the Northern Territory.

Alice Springs averages

SEASONAL WEATHER IN ALICE SPRINGS

		SUMMER			AUTUMN			WINTER			SPRING		
		Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	Maximum temp °C °F	35.3	36.4	35.1	32.7	28.2	23	19.8	19.7	22.6	27.2	30.9	33.6
	Minimum temp °C °F	20.2	21.5	20.8	17.5	12.6	8.3	5.1	4.1	6	10.3	14.8	13
	Avg rainfall mm	38	39	44	32	16	19	14	15	9	9	22	29
	Avg rainy days	6	5	5	3	2	3	3	3	2	2	5	6

ii. HEALTHY DIET

It is very important to ensure you maintain a healthy diet. Culture shock will have an effect on your emotional state. The effects of this and the physical impacts of the extremes in weather will be minimised if your health is good and your diet will impact on this.

The “good food” pyramid as shown here is a guide to the sorts of food you should be eating.



Eat lots of fruit, vegetables and cereals. Maintaining hydration is essential and there is no substitute for water – drinking at least 8 glasses a day is recommended, more if you are involved in sports or other physical exertion.

This is especially so during the summer months (the wet season), both in the Top End and in the Centre. Good quality water is available in ACCS communities though some people also use water filters to further improve taste.

iii. BEING OUTDOORS

Being outdoors is part of the NT lifestyle and sensible precautions are recommended for optimum health and safety. Northern and Central Australia can be hotter and more humid than the southern part of the continent.

We strongly recommend that you cover-up (with sunscreen and clothing) for protection from the sun. Dehydration can be dangerous as it may be ‘masked’ by high humidity; drink plenty of water.

In summary, during the hottest part of the year:

- Wear light, loose fitting cotton clothing;
- Try to avoid exercising vigorously in the heat of the day;
- Drink water regularly;
- Wear a hat if you are in the sun; and
- Take a break if you feel light headed or weary when exercising and remember to drink plenty of water while you are resting.

iv. HEALTH ISSUES FOR SPECIAL ATTENTION

On balance, Central and Northern Australia are healthy environments in which to live and to work. However, awareness of the following potential problems may save you some discomfort, cost and time away from the fun that is available.

v. HEALTHY SKIN

This can be affected by warm and humid air as it can promote infections on and in the skin including **tropical sores, ulcers and boils**. Prompt treatment of cuts, scratches, and sores is strongly advised. Staff working in arid areas often suffer from cracked and sore feet, especially the heels. This condition is generally caused by a combination of the hot, dry conditions and inappropriate footwear. Consider wearing closed-in footwear as a preventative measure.

vi. HEPATITIS B

This is easily spread through body fluids – e.g. blood, saliva, semen - and is quite common in some communities. Work, health and safety regulations stipulate that surgical gloves be worn when attending to persons – including students - who have cuts, open sores or external bleeding. Vaccination for protection from Hepatitis B is available; check with your local doctor before moving to the NT. Costs may be reimbursed.

vii. MOSQUITO BORNE ILLNESSES

Illnesses such as Ross River Fever and Dengue Fever can be contracted in the NT during the wetter months. The best way to avoid these and other mosquito borne illnesses is through prevention – wearing appropriate clothing and using repellent – coupled with a healthy diet, regular exercise and sufficient sleep to keep your immunity high.

When mosquitoes are prevalent it is best to –

Cover up when outdoors either use mosquito netting or appropriate clothing	Use an effective insect repellent. The best repellents contain diethyl-meta toluamide (DEET). Repellents are more effective as a lotion rather than as a roll on or spray
Eliminate stagnant water from around your home	Remain indoors around sunset and sunrise



viii. TINEA

Tinea is a fungal infection which causes itching and burning, e.g. between the toes and in the groin region. Keeping these areas dry is the best approach to prevention; antifungal creams and powders are available if an infection takes hold.

ix. TROPICAL EAR

Tropical Ear is an infection in the ear canal - is best prevented by ensuring that the ear canals stay dry, both after swimming and showering. Seek medical attention if an infection occurs.

x. SANDFLIES

Sandflies are found mostly in coastal regions; 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.

xi. MELIOIDOSIS

This is a flu-like condition caused by bacteria that live in the soil. Symptoms may include pain in chest, bones, or joints; coughing; skin infections; lung nodules and pneumonia. Wearing enclosed footwear, gloves and a mask is recommended for activities where the risk of exposure is highest, e.g. gardening.

11. GROCERIES

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 make arrangements at orientation in Darwin or prior to leaving Alice Springs, if you are going to Santa Teresa. There are several forms that need to be completed and credit card details are essential.



Coles Supermarkets and Woolworths, provide a service to remote communities. Orders are delivered to EZION or Sea Swift (for Wurrumiyanga), QAL/Northline Transport (for Wadeye and Daly River) and Murin Freight Services (for Wadeye).

Staff working at Ltyentye Apurte Catholic School usually travel to Alice Springs to purchase household goods.

Details of the reimbursement scheme are detailed in section 15.

12. COMMUNICATION

The most reliable and at this time the only mobile telephone and broadband services for home and mobile use are through **Telstra**. Choice of a service package and suitable device will depend on your likely patterns of usage.



There may be places outside the settlements, perhaps on the roads to and from the communities, where there may only be satellite coverage. Satellite phones are expensive but schools do have access to satellite phones for school business. It is important to advise friends of when and where you are travelling and expected arrival times.

Schools have digital technologies, however the download speeds are sometimes slower than in large cities.

In summary, TERRITORY LIVING can be described as –

- | | |
|----------------------------------|-------------------------------------------------------------|
| T hink positively | enjoy new experiences and learning |
| E xercise | try something new |
| R eflect | on what you have achieved; on the wonders of creation |
| R espond | to your body's signals; to your new environment |
| I ndulge yourself | phone home; enjoy music, read books, take holidays |
| T rust yourself | believe in your gifts; take some risks |
| O bserve the rules | learn and respect the local culture |
| R est and relaxation | in whatever way suits you |
| Y in and Yang | seek a balance that works for you |
| L ow Energy | listen to your body, take a siesta |
| I nterests and activities | netball, fishing, music, bush tucker; there's lots on offer |
| V isitors | go visiting and encourage friends to join you |
| I nspiration | look around, be creative, extend your imagination |
| N etworking | personally, professionally, socially |
| G O FOR IT | |

13. WORKING CONDITIONS IN ACCS SCHOOLS

Working conditions in Aboriginal Catholic Community Schools are governed by the provisions of the Catholic Schools (NT) Collective Enterprise Agreement 2018 -2021. A copy of the agreement is available in each school.

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

To access the Catholic Schools (NT) Collective Enterprise Agreement 2018 -2021 –

- https://os-data-2.s3-ap-southeast-2.amazonaws.com/ceont/bundle2/catholic_schools_nt_collective_enterprise_agreement_2018-2021.pdf



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.

Method of payment

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

Payment advice slip

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

i. SALARY PACKAGING

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

- Employees in the NT Catholic Schools are able to salary sacrifice to gain the taxation benefits provided by law
- No employee shall enter into any legal arrangement on behalf of CENT. The Director of Catholic Education NT shall be the final arbiter on disputed arrangements
- The salary sacrificing arrangements shall not cost the employer any more than the employer’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 agreements

- 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 AccessPay Pty Ltd (phone – 1300 133 697), Paywise Pty Ltd (phone – 1300 132 532) and Fleet Choice NT (phone – 08 8943 0604).

Staff wishing to enter into salary sacrificing arrangements should contact one of these firms who provide this service on a fee basis which is payable by the employee.

ii. ALLOWANCES

All teachers employed by the ACCS schools who have classroom contact receive a **Special Teaching Allowance**, presently calculated at \$111.40 per fortnight (with effect from 3 March 2021).

iii. 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 –

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

Current PAYG Withholding Rates are available at – <https://www.ato.gov.au/Rates/Tax-tables/>

Special information about repayment of HELP loans through PAYG Withholdings can be found at – <https://www.ato.gov.au/rates/help%2C-tsl-and-sfss-repayment-thresholds-and-rates/>

iv. SUPERANNUATION

Superannuation is paid to superannuation funds on behalf of employees. The mandated Superannuation Guarantee (SG) is currently paid at a rate of 9.5% 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 - <https://www.csf.com.au/>

More general information about superannuation can be found at –

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

V. LEAVE

Various types of leave are available for staff under the Catholic Schools (Northern Territory) Collective Enterprise Agreement 2018-2021. The key leave headings are listed 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 –

https://os-data-2.s3-ap-southeast-2.amazonaws.com/ceont/bundle2/catholic_schools_nt_collective_enterprise_agreement_2018-2021.pdf

A formal process for application and approval of leave has been established. Therefore, you cannot always assume that your leave will be approved.

Leave provisions

- **Annual Leave** – 6 weeks per year, taken at the end of each school year.
Note: staff whose service is less than one full school year will be paid on a pro-rata basis.
- **Stand Down** – teachers completing the full year will be paid 6 weeks of stand down. All other staff will be paid on a pro-rata basis.
- **Personal (Sick)/ Carer's Leave** – Up to 10 days per year, or pro-rata if not a full time employee (unused leave will be carried forward).
Note: 6 of these days can be taken without a medical certificate, but only 2 consecutive days can be used without a medical certificate.
- **Additional Personal Leave** – Up to 10 days per year, or pro-rata if not a full time employee (unused leave will not be carried forward into the following year), can be taken as:
 - Emergency Leave – Up to 5 days per year
 - Family Leave – Up to 3 days per year
 - Domestic Violence Leave – Up to 10 days per yearNote: the above personal leave categories can only be accessed to a maximum of 10 days per year in total.
- **Compassionate Leave** – Up to 2 days per occasion where a member of the employee's immediate family or household dies or suffers a life threatening illness or injury.
- **Parental Leave** – Available after 12 months of continuous service, can be taken as:
 - Maternity Leave – 14 weeks. Note: in order to apply for maternity leave you will need to provide a letter from your Doctor outlining your estimated date of confinement.
 - Adoption Leave – 14 weeks.
 - Paternity Leave – 1 week at the time of birth.
- **Long Service Leave** – 10.4 weeks after 8 years' service
- **Leave Without Pay** – At the discretion of the school principal and/or the Director of Catholic Education. Leave Without Pay exceeding 5 working days annually will not be counted towards accrued service.

Business days (teachers only)

Teachers at ACCS schools are entitled to 4 days leave per year for private business. Business days are taken as 1 day per school term and cannot be carried forward into the following year. This leave is conditional on the normal approval process being used.

Long Service Leave preservations 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 Principals” 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 with a previous Catholic Education authority to the NT **within 6 months of commencement**.

14. TRAVEL

i. TRAVEL FOR WORK PURPOSES AND APPROVED PROFESSIONAL DEVELOPMENT

All travel and accommodation arrangement must be made through –

- The travel officer in the Catholic Education Office (Ph. Number – 08 8984 1400)
- The online travel system - <https://hub.fcm.travel/Account/Login/LOGOUTTO>

Prior to booking travel and accommodation, you will need a profile to access and log into the online travel system. Kindly contact the Travel Officer at the Catholic Education Office to create your profile.

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 placed on the amounts that can be claimed or charged to hotel bills according to the following –

Breakfast - \$ 24.00

Lunch - \$ 19.00

Dinner – \$ 50.00

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

ii. TRAVEL FOR SCHOOL EXCURSIONS

Travel for school excursions is arranged by schools.

iii. CANCELLATIONS

In the case of a cancellation of travel or change of dates causing financial loss, the cost of such loss may be charged onto school to seek reimbursement from the staff member. It is important to check the dates you are requesting, are the correct dates of travel.

iv. 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 (within the Northern Territory) will be entitled to payment of travel costs of their recognised dependent (spouse/partner & children) 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. If a partner is employed at the same school, they will be asked to take a business day or another form of leave that would be applicable to the situation.

v. RELOCATION TRAVEL

For information about relocation travel, please see section 27 of this handbook.

vi. FARES OUT OF ISOLATED LOCATIONS (FOILs)

FOILs are fares and accommodation, for a maximum of three nights, provided by schools to teachers and their dependants. 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 – Wurrumiyanga, Daly River and Santa Teresa (One per semester)
Category 3	Three fares per year – Wadeye (One per term after working 10 school term weeks in the community)

Teachers 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 –

$$\frac{\text{Number of terms weeks worked}/40}{X} \\ \text{Number of FOILs eligible for in a full year} = \text{Pro rata number of FOILs.}$$

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.

Only employees funded through the General Recurrent Grant are eligible for FOILs.

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 uses 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 cannot be carried forward into the following year, 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 for your school based at the Catholic Education Office. You can also claim the travel component as a kilometre allowance (the current rate is 68 cents per kilometre). The maximum kilometre allowance is set at the rate equivalent to a single airfare. Only one allowance is payable per vehicle.

vii. ACCOMMODATION ALLOWANCE (IN CONJUNCTION WITH FOILS)

An employee who utilizes a FOIL is also entitled to payment of a maximum of 3 days accommodation allowance at the rate of \$141 per night (maximum \$423 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 utilization 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.

viii. REIMBURSEMENT FOR TRAVEL EXPENSES

Where an entitlement exists, employees 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, employees 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
- Dependent's 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.

15. FREIGHT AND 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 dependents – 15 kilograms per week, 60 kilograms per month;
- An employee with approved dependents – 39 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 8 kilograms per week.

Note: Should 2 employees form a family unit, only one member is eligible for an allowance of 39 kilograms.

i. ARRANGEMENTS

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

ii. PROCEDURES TO CLAIM REIMBURSEMENT

Reimbursement is to be submitted every four weeks. Claims in bulk for a full term or longer will not be considered. All reimbursement claims must be submitted within 3 months. Any claims older than this will not be processed.

Claims MUST include the Freight Subsidy Claim Form with all details completed (available from the school office).

Freight subsidy cannot be carried forward into the following year 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.

iii. STORE CHARGES

Service charges, including credit card surcharge, 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.

16. WORKERS COMPENSATION

Compensation may be payable for an 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 compensation claim will be handled by the NT Motor Accidents Compensation Scheme (MACS) which is administered by the Territory Insurance Office.

Further information is available from officers in the Catholic Education Office or the NT WorkSafe (Ph. 1800 019 115). More information - <https://worksafe.nt.gov.au/>

17. CAREER DEVELOPMENT

i. SPECIAL STUDY LEAVE

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 utilized 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 is 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 units of study. All other course fees after this period are at the teacher's expense.

ii. STUDY INCENTIVE PROGRAM

The Catholic Education Office has established the Study Incentive Program (SIP) to encourage all teaching and non-teaching staff including staff leaders to develop higher level professional skills and knowledge in areas that address the needs and priorities of Catholic schools and that also enhance staff performance and job satisfaction.

All staff in Territory Catholic schools who have been employed on an ongoing basis for at least one year, and who will continue to be employed for the duration of the following school year are eligible to apply.

SIP offers 50% to 80% refund of tuition fees (excluding any student administration charges) for one academic unit per trimester. SIP may also provide part funding towards legitimate travel to Darwin and accommodation expenses for Broken Bay Institute face to face courses only. Please note, care hire will not be refunded. Funding priority is given to cohorts attending face-to-face lectures in Darwin. No other university expenses are considered. Other expenses such as meals are not met.

Applications will be assessed, and grants allocated, on an annual basis. A grant in one year does not mean an automatic grant in the next, nor for the duration of the course of study. Pro rata funding is available to part-time employees (below 0.8 FTE). Funding is available while on Maternity or Long Service leave and would be subject to continuing employment in Catholic Education NT.

BBI Grad Cert or Masters RE/Theology face-to-face Darwin	80% per unit	Maximum of three units per annum or \$5400
Masters in Educational Leadership / Theology / RE (ACU, Notre Dame and BBI)	75% per unit	Maximum of three units per annum or \$5400
Courses on Governance within a Catholic context (excluding the AICD course)	75% per unit	Maximum of three units per annum or \$5400
Inclusive Education (See Priority Areas of Study 2020)	75% per unit	Maximum of three units per annum or \$5400
Graduate Certificate RE/Theology/online studies (BBI/ACU/Notre Dame)	75% per unit	Maximum of three units per annum or \$5400
Languages other than English	75% per unit	Maximum of three units per annum or \$5400
Science and Mathematics as a teaching area (re-training)	75% per unit	Maximum of three units per annum or \$5400
Other areas of study	50% per unit	Maximum of three units per annum or \$5400
Travel to Darwin	Part funding to be negotiated individually	Alice/Darwin Return up to \$650 Wadeye/Darwin Return up to \$600 Bathurst/Darwin Return up to \$320 Katherine/Darwin or Daly/Darwin return - negotiated per car
Accommodation in Darwin	Part funding	\$135 maximum per night – room only basis

In addition, staff may be eligible to attend Professional Learning workshops related to literacy, numeracy, ICT or other identified areas of the SIRF subject to approval by the Principal. In addition Teaching and Learning consultants from the CEO provide school-based mentoring and professional learning.

For more information, please click here - https://s3-ap-southeast-2.amazonaws.com/os-data-2/ceont/documents/study_incentive_programme.pdf

18. HOUSING

Teachers relocated into communities are provided with suitable accommodation at the cost of the school. Be aware that although every effort is made to meet individual housing needs teachers may be required to live in shared accommodation. If you choose not to use the accommodation provided, the school will not reimburse rent paid elsewhere.

You are responsible for the cleanliness and care of your accommodation; when maintenance or repairs and required contact the school Principal or housing committee member.

Schools own and maintain a variety of accommodation types in Aboriginal communities ranging from bedsitters to three-bedroom fully detached houses. Teacher accommodation is allocated by the school Housing Committee and takes individual (and family) circumstances into account.

Typical accommodation includes the following –

Bedroom 1	Double bed and mattress; chest of drawers; wardrobe (if known built-in)
Bedroom 2 and 3 (if a house)	Single bed and mattress (one in each, if applicable); wardrobe (if none built-in)
Lounge	Lounge suite; wall unit or bookcase; coffee tables
Dining room	Dining suite
Kitchen	Refrigerator and stove; microwave oven; hot water jug; toaster; crockery, cutlery, kitchenware and cookware; chest freezer; dustpan and brush
Laundry	Washing machine and ironing board; mop, bucket and broom
General	All curtains and floor coverings; TV; DVD player; Vacuum cleaner; hose and rake for garden use; Doormat; Spade and shovel; Fire extinguisher; Fire blankets; Lawnmower

You may wish to bring other items to help 'make your house a home'. The amount that you can transport is limited, so select carefully. Photographs, favourite ornaments, treasured books and recreation equipment will help dispel some of the inevitable feelings of isolation.

iii. HAND OVER ON EXIT

On completion of your contract, you must clean your accommodation and account for all the items that were provided at the beginning of your stay. Hand-overs, including the inspection, is managed by the Housing Committee before your 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.

iv. UTILITIES

The school pays for electricity and water but there is a cap on the amount with excess usage being billed to the tenant each quarter.

v. INSURANCE FOR PERSONAL ITEMS

All Aboriginal Catholic Community Schools hold contents insurance for all teachers' houses at their school. The contents insurance is with Catholic Church Insurance (CCI) and covers the occupants' assets under the CCI Residential Policy. Cover extends to \$19,200. There is a \$500 excess payable by the employee in the event of a claim.

It is important to insure your personal items and assistance is available to help ensure that premiums are comparable with other parts of Australia. Check with your Principal for details.

vi. PETS

Pets are to be housed outside the accommodation and please note that not all of the accommodation provided in remote communities have a fully fenced yard. Also be aware of animal illnesses that are more prevalent in Central and Northern Australia than in other locations, e.g. heartworm. Regular medication can reduce the risk significantly but will almost certainly not be available locally.

The Tiwi Land Council has banned cats from Bathurst Island and other communities may require that cats be sterilized. Some local authorities restrict the number of dogs which may be kept on a property. Please talk to the school principal if you are considering taking a pet.

For further information about housing please contact the Catholic Education Office.

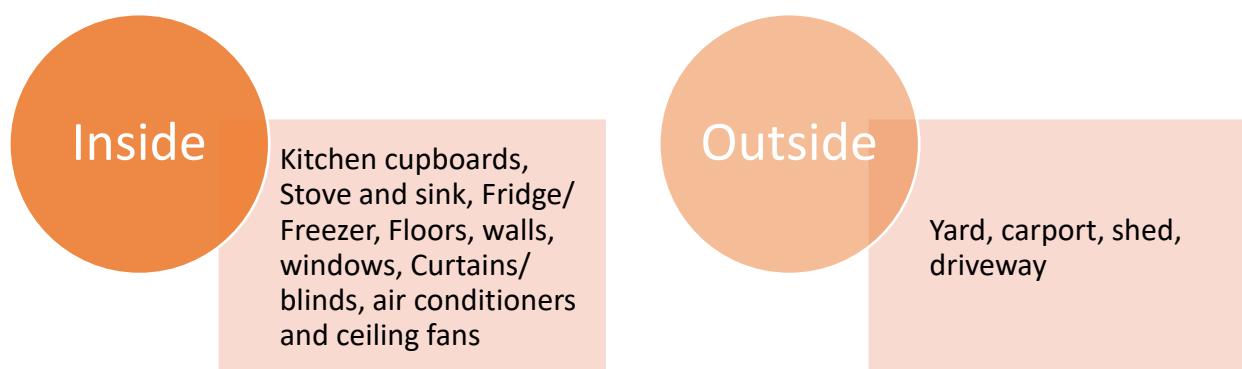
vii. CATHOLIC EDUCATION OFFICE'S POLICY ON STAFF HOUSING

- 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.
- The school has the responsibility of providing the house for its teachers and for allocating the houses.
- 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.
- 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.
- 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.)
- If keys are lost by the tenant, the tenant pays for replacement keys.
- 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.
- 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.
- 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 (Aboriginal Catholic Community Schools) for his/her consideration.

- Tenants must seek the approval of the Principal if they plan to have visitors staying overnight in the house. Principals will not unreasonably withhold approval however they have a responsibility to respect Catholic Education's position as guests of the community.
- 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 reallocated a house to meet the new circumstances. In this instance, the school will provide time release and assistance.
- CEO staff shall give a minimum of one day of notice prior to entering any staff housing.
- School maintenance staff will get permission from the tenant prior to entering housing.
- Spare keys to housing are to be kept in the school's main office under lock and key.

Cleaning of the house is to include –



19. TEACHING REMOTE

Teaching in a remote Aboriginal school demands much of teachers but the rewards – both professionally and personally – can be substantial. Building good communication and strong relationships are critically important to success.

You will need very good teaching skills together with innovation, patience, good humour and a willingness to learn. You will need to be good at working in a team.

In this section we will take a more detailed look at the core business of teaching.

i. KNOWING YOUR STUDENTS AND KEY APPROACHES TO LEARNING IN ACCS

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

It is essential that all EAL/D students are profiled using the NT EAL/D Progressions (available on the ACARA website) to inform teachers of learner needs and provide a basis for future planning

and teaching programs. You can ask for the EAL/D 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.

As Australian Standard English is usually a second or third language or even a foreign language for students in Aboriginal Catholic Community Schools, each non-Aboriginal teacher is a teacher of English as an Additional Language/Dialect (EAL/D) through all curriculum areas. Professional development is provided to support teachers who are new to EAL/D teaching.



Teaching a language and using it as a medium of instruction involves teaching more than communicative competence: the sounds, the words, and grammar of the language.

It also involves teaching meaning, the way that the language is used and the values, beliefs and attitudes that underpin all of these. This includes understanding that the children will have come to school having learned how to learn and to make meaning using not only a different linguistic and grammatical system but also a different system for organizing and understanding the world.

ii. BI-CULTURAL EDUCATION (TWO-WAY LEARNING)

Aboriginal 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;
- Recognizes the importance of Aboriginal languages and knowledge in the curriculum where the local community wants this;
- Recognizes that the teacher is a learner, as well as the students.

Implementation of this policy may include –

- The use of a bilingual/bi-literacy program
- Extensive use of the first language in class, especially in the Early Years
- The involvement of local community members and leaders in the life of the school

Two-way curriculum means situating local knowledge and actions within a national and international context while moving with the learners on a journey from the known to the unknown.

Two-way or both-ways teaching and learning is –

- A shared and reciprocal learning journey between teacher, students and community in which the teacher sometimes becomes the learner;
- Student-centred;
- Strengthening of Aboriginal identity.

Some websites and publications which may assist and guide teachers in the use of two-way learning practices include –

- Tyson Yunkaporta: 8 Ways of Learning
<https://researchonline.jcu.edu.au/10974/4/04Bookchapter.pdf>
- Schwab, R.G. and Sutherland, R.G. Building Aboriginal learning communities
<https://core.ac.uk/download/pdf/156615678.pdf>
- About ‘Both Ways’ education: Incorporating Aboriginal 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/two-way-teaching-and-learning.html>

Please contact Catholic Education Office via ph – 08 8984 1400 or via email at admin.ceo@nt.catholic.edu.au if you need assistance with accessing these materials.

iii. BILINGUAL EDUCATION

A bilingual program is the planned use of more than one language of instruction to implement the mandated curriculum within the school. Bilingual Education is one option for schools in ACCS to develop a model of learning that –

- Reflects the bilingual nature of their learners in a way that is appropriate to their context;
- Describes the aims and purposes of the program in relation to community aspirations and levels of support;
- Takes into consideration the first language of the children in relation to the Australian Curriculum;
- Takes into account the resources available to implement the program.

Extract from Bilingual Education in Aboriginal Catholic Community Schools 2012 available on SharePoint.

All of our ACCS provide bilingual learning in all or part of the curriculum through the input of local bilingual teachers and or Assistant Teachers working in teams with teachers who are speakers and teachers of English. This is achieved through the systematic planning of the use of the local Aboriginal language as well as the teaching and use of English as an Additional Language or Dialect. The use of both languages scaffolds the learning and use of Standard Australian English to ensure the acquisition and development of concepts is meaningful and learning occurs at a deep level.



All of the ACCS have undertaken significant work in the recording and development of written and visual materials for use in teaching and learning. These include visual and digital materials as well as written texts including graded readers.

Ltyentye Apurte Catholic School and Murrupurtiyanuwu Catholic Primary School maintain partial bilingual programs teaching Religious Education as well as Aboriginal Language and Culture programs in Arrernte and Tiwi respectively.

OLSH Thamarrurr maintains a bilingual/ bi-literacy program in which most of the curriculum in the early years, including initial literacy, is taught through the medium of Murrinh-patha.

iv. OTITIS MEDIA AND HEARING IMPAIRMENT

Otitis media (middle ear infection) often leads to conductive hearing loss and is one of the most common causes of educational challenge for Aboriginal students. Over 80 per cent of Aboriginal students will likely have symptoms of this condition at some time during their schooling.

Otitis media is an inflammation in the middle ear - the area adjacent to the eardrum. 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 from mild discomfort to severe pain, fluid discharge and serious loss of hearing. Regardless of its severity teachers should always recognize that any evidence of otitis media is likely to have a negative impact on students' wellbeing and learning. Critical delays in speech and language acquisition are two of the serious consequences.

How would I recognize Otitis Media in my classroom?

Signs and symptoms may include –

- Pulling or scratching at the ear (especially in younger children);
- Discharge from the ear;
- Body language that indicates that the student cannot hear well, e.g., irritability and failure to engage in classroom activities;
- Earache – which may lead to fever, and vomiting;
- Children constantly asking you to repeat instructions.

Classroom strategies to help combat the negative impact of Otitis media

- Continue the Breathe - Blow - Cough (BBC) program for your class;
- Recognize that a child who appears disinterested, inattentive or even disruptive during lessons may 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;
- Check that there is minimal background noise within the room, e.g., ensure that 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 and make sure they can see your face;
- Use body language, other non-verbal cues and visual materials to assist with explanations during lessons;
- Ensure you are facing children when giving instructions;
- Speak clearly;
- Check that children have heard and understood what you've said;
- Teach about healthy ears regularly;

- Use the redcap amplification systems available in most classrooms.

V. SOUND FIELD SYSTEMS

For the best possible learning experience, children must be able to hear the teachers' voice clearly in class. Unfortunately, this is not always possible. Factors such as classroom noise, distance between teachers and students and challenging classroom acoustics can make understanding the teacher difficult, even for children with normal hearing. In noisy classes, a teacher may also need to raise their voice to be clearly heard. This can lead to deterioration in their vocal health and also influences their class management.

A sound field system consists of a wireless microphone and one or more loudspeakers which amplify the teachers' voice around the class. As a result, students hear and understand the teachers' directions more easily which in turn leads to improved student performance and a happier stronger voiced teacher.

Benefits for children

- Improved sentence recognition ability
- Increased attention, interaction and participation
- Quicker acquisition of reading, writing and numeracy skills
- Easier deciphering of language in early years
- Better understanding of teacher for non-native speakers
- Expanded seating options for students with attention deficit issues

Benefits for teachers

- Reduced vocal strain and fatigue
- Aids class instruction and management
- Fewer discipline problems through improved voice-control of students
- Less stress
- Improved in-class mobility
- One easy to use system suited to normal hearing and hearing-impaired students



Sound field systems are installed in all classrooms in NT catholic Schools and teachers are expected to use these systems to support the learning of their students.

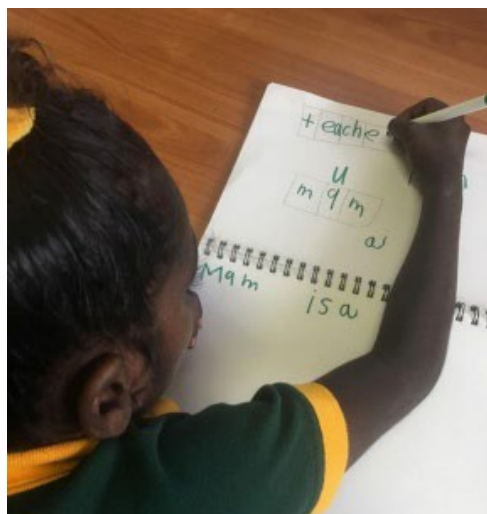
Further reading –

- Australian Aboriginal Health InfoNet, Review of education and other approaches to hearing loss among Aboriginal people
<https://healthinfonet.ecu.edu.au/learn/health-topics/ear-health/>
- NT Department of Education, Hearing Impairment
<https://nt.gov.au/learning/special-education/hearing-services>
- Thumbs Up: Breathing, Blowing, Coughing (BBC)
<http://thumbsup.org.au/teaching-resources/lessons/1-blowing-nose-routine/>

20. CURRICULUM

Curriculum is defined as all the experiences a school provides to provide the holistic development of its students – spiritually, intellectually, socially, emotionally and physically. Catholic faith and tradition are deeply embedded in ACCS curriculum. The object of the total curriculum is to assist all students to learn about God, their faith, themselves, the world and people. Curriculum development and delivery is shaped by a range of influences including –

- Formal education frameworks and policy including Australian curriculum and the Northern Territory Board of Studies
- Catholic Education, Religious Education Guidelines
- Community goals and aspirations



Educational contexts for Aboriginal 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 Aboriginal Education Workers in urban schools, and the employment of Assistant Teachers and support staff in Aboriginal Catholic Community schools. Most urban schools also provide a homework support program. Schools also provide tutors to support individual Aboriginal students in areas of identified need within the classroom. The opportunity for parent involvement in school activities is a feature of all Catholic schools.

The significant changes in the living conditions of people in the Aboriginal Catholic communities within a relatively short period of time have contributed to alarming rates of poor health and disease and lower life expectancy than the Australian average. Schools and teachers often play an important role in primary health care with ear health, hygiene, first aid and programs supporting good nutrition important features of the school programs. Grief and loss are experienced on a weekly basis and may impact on the social and emotional wellbeing of your Aboriginal colleagues as well as your students.

Aboriginal community leaders and parents have varying experiences of school education, and of experiences and knowledge in how to support their children in it. Literacy levels in first language and English language also vary within and between communities. Relationships between parents, Aboriginal leaders and non-Aboriginal staff, using a both-ways approach, and using and valuing a range of communication styles is therefore important for effective parent-teacher communications.

i. RELIGIOUS EDUCATION (RE)

Through the development of Christ-centred communities of faith, ACCS help bring the Gospel to all their students, having special regard for the unique religious and cultural backgrounds of each community.

Religious Education is a central part of every ACCS; it is a key learning area and also permeates the whole school culture. 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 a ready availability is.' (The Religious Dimension of Education in a Catholic School, #26).

All ACCS have an appointed Assistant Principal Religious Education (APRE) or a Religious Education Coordinator (REC) who works closely with other staff to implement RE for staff and students. This small group attends RE professional development days 4 times throughout the year.

Aboriginal 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.

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



ii. CURRICULUM GUIDELINES

All Catholic Schools teach the Australian Curriculum and follow the NT Board of Studies T-12 Curriculum, Pedagogy, Assessment and Reporting framework.

https://education.nt.gov.au/__data/assets/pdf_file/0005/513419/T-12-CurriculumPedagogyAssessmentReportingFramework.pdf

Students in Years T-10 are assessed and reported against the Australian Curriculum for the relevant learning area of the year in which they are enrolled.

Following completion of Year 10, students enrol in the NT Certificate of Education and Training accredited through the SACE Board. Here they 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 (NTCET).

Religious Education is part of the formal curriculum and is informed by R.E. guidelines and support materials which have been collaboratively developed by CEO consultants and community leaders.

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

iii. EMPLOYMENT PATHWAYS

The Employment Pathways Curriculum Framework is an approved alternative secondary school curriculum for use in ACCS. The curriculum provides teachers the option to integrate learning opportunities and contextualized literacy and numeracy relevant to students. In addition, this framework incorporates vocational learning, including vocational education and training and includes increased partnerships with parents, community and other organizations either in or visiting the community.

iv. EARLY YEARS

Preschool facilities are situated within the grounds of Murrupurtiyanuwu Catholic Primary School, Our Lady of the Sacred Heart Thamarrurr Catholic College, St Francis Xavier Catholic School, and Ltyentye Apurte Catholic School.

The preschool acts as a pathway between home and school and establishes the pattern of continuity in the child's learning. Attendance is voluntary. Sessions are generally three hours every morning from Monday to Friday so that all preschools can meet Universal Access Guidelines. Children turning four on or before 30 June are eligible to enrol in a preschool program at the commencement of the school year.



Children turning four after 30 June are eligible to enrol in a preschool program after their birthday, if places are available, and with the understanding that the child will access more than 12 months of Preschool.

All preschools employ a registered teacher and as of January 2012 must meet all areas of legislative requirements under the National Quality Framework (NQF).

CENT has produced a booklet *Education and Care Services Information* which contains a wealth of practical material for both Early Learning and for Outside Schools Hours Care services.

21. TEACHING A TWO-WAY CURRICULUM

Teaching a two-way curriculum involves working collaboratively with a number of different people. You will be teaching students who are socially and culturally different from you so that there will be many times when you will be as much a learner as you are a teacher. You and your assistant teacher will have reciprocal and complementary relationships within the class there will be times when you will take the lead on curriculum knowledge and the English language and times when your Assistant Teacher may take the lead especially in the use of the local language and knowledge and interpreting the children's behaviour and responses in class.

There are many people, beyond the classroom, who teachers can look to for support and assistance. The table lists some examples but is not exhaustive.

Supporters for classroom teams –

Position/ Person	How might they support me and my classroom team
Principal	Has overall responsibility for all aspects of schooling including curriculum, pastoral/ spiritual care, WHS, etc.
Others in the Leadership Team	This may include Deputy Principals, APRE/ REC, CALT, specialist teachers and some administration staff.

Other staff	Colleague teachers, Assistant Teachers and support staff such as Aboriginal liaison staff, tutors and workers from other agencies.
Community Leaders and CALT	Elders and other community leaders.
Visiting specialists	Consultants from the CEO, DoE and other agencies such as Health, Community/ Family, Sport and Recreation.

Be sure to ask your school Principal to fully explain the role of any other adult who is a regular visitor to your classroom. An effective team depends heavily on every participant knowing their role and carrying it out to the best of their ability.

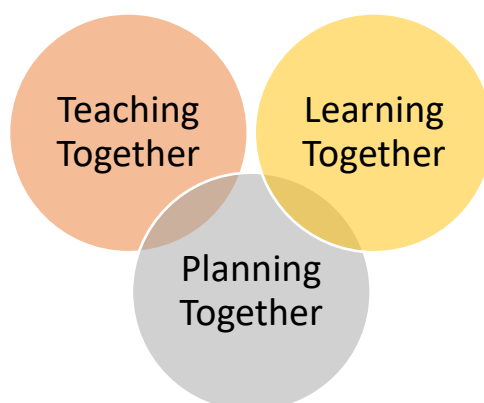
22. TEAM TEACHING WITH ASSISTANT TEACHERS IN ACCS

A two-way curriculum involves the engagement of the Assistant Teacher and other community members in all aspects of teaching, learning, assessing and reporting. The school day in each ACCS includes times before and after school for planning together and learning together.

ACCS teachers are expected to be leaders in building relationships that can bridge the cultural differences. The leadership team in each ACCS will include local Aboriginal people who are both prepared and experienced at mentoring and supporting new teachers.

Team work is essential for success. Team work is enhanced when the strengths and areas for development of each member are identified and shared. The Aboriginal 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. Developing an effective working relationship across cultures is crucial and may take time and patience. Team teaching (working together) involves three important elements –



Teaching Together

In a Team Teaching model, there is mutual recognition of skills and collaborative participation in the teaching.

Planning Together

Planning Together is critical to success. Most schools provide planning time in the afternoon, after formal classes have ended. Check with your school Principal regarding planning documents that are required in your school.

Learning Together

Learning Together is a term generally used to describe on-site, professional learning sessions involving all staff. Teachers and assistants talking about teaching, learning and students can be powerful learning for all. These sessions are especially valuable for new teachers who can learn a great deal about Aboriginal culture and tradition, ways of working together, practical teaching strategies and much more.

Activities for the Learning Together sessions may include –

- Collaboration and team teaching
- Teaching literacy (in students' first language and/ or Standard Australian English)
- EAL/D teaching techniques
- Behaviour management policies and strategies
- Classroom organisation
- Teaching strategies
- Assessment and moderation through discussion and sharing work samples
- Analysing assessments – assessment of learning and assessment for learning
- Deepening understanding of cultural differences – i.e. both-ways learning for adults

i. TRAINING FOR ABORIGINAL TEACHERS

Many Assistant Teachers are involved in on-going training in a variety of pathways and in association with different training providers. Catholic Education is strongly committed to this important formation work and expects all staff to provide encouragement and prayerful support.

Some examples of formation/training for Aboriginal staff –

- Certificate III or IV in Aboriginal Education Work
- Teacher training (towards B.Ed.) – usually through CDU
- Other VET training

23. PROFESSIONAL LEARNING AND DEVELOPMENT

i. TEACHER AS A LEARNER

The terms 'Professional Development' and 'Professional Learning' may be used interchangeably; the common theme is teachers reflecting on their performance (often in consultation with colleagues) and then taking action to address specific areas for improvement. Three examples –

- A teacher undertakes an on-line course to deepen her understanding of content and methodology for teaching Australian History;
- A teacher recognizes - through personal reflection and examination of student achievement records – that he/ she needs to do a better job at teaching arithmetic and he/ she seeks

help from a colleague teacher, education consultant, professional association or other source;

- o Appreciating how critical it is to ‘know your students and how they learn’, and acknowledging her current lack of this knowledge (including a good understanding of local culture), the teacher undertakes cultural competence training.

ii. ACCESS TO PROFESSIONAL DEVELOPMENT/ PROFESSIONAL LEARNING

Teachers in ACCS access professional learning needs from the Catholic Education Office and the NT Department of Education. Teachers may travel to Darwin or Alice Springs to access this learning or consultants may visit schools. Online learning provides another avenue for professional learning. Collaborative work within the school communities can provide rich learning for teachers.

Orientation and induction programs are provided for all staff at the beginning of the school year. The program includes two days of training in Darwin before taking up appointments, further training and mentoring within school communities, and other support as required. Areas covered in orientation and induction program include working cross-culturally, policy, curriculum and living and working conditions. This also includes a Cultural Education program for all new staff.

For access more high-quality resources to support teaching, learning and school improvement - <https://elearn.ntschoools.net/user/login?destination=>

iii. IDENTIFYING AND ADDRESSING PROFESSIONAL LEARNING NEEDS

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.

https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf?sfvrsn=5800f33c_64

All staff other than those in their probation period, engage in CENT Check-Ins, a school-based performance and development process that supports teachers (and other staff) 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 process helps teachers to meet on-going teacher registration requirements.

Access to professional learning depends on location and other factors. Some activities are organized and conducted by Education Officers from CEO and are widely publicized in schools. The NT Department of Education also offers PD opportunities some of which are relevant to ACCS teachers. Your Principal will be able to provide details.

For access more high-quality resources to support teaching, learning and school improvement - <https://elearn.ntschoools.net/user/login?destination=>

Teachers are encouraged to think creatively about how best to access other learning. The internet provides access to a vast range of learning opportunities. The range of learning available from colleagues and school leaders may be less expansive in its scope but is likely to be very practical, accessible, and specific to your current circumstances. Teaching teams talking together about teaching and learning can be powerful learning for all concerned.

24. DAY TO DAY TEACHING AND CLASS ROUTINES

The advice that follows is designed to get you started and through the first couple of weeks.

i. THE SCHOOL YEAR

Schools which are part of Catholic Education NT work the same school year as Northern Territory Government schools. The year is usually made up of 4 x 10 week terms with twelve weeks non-contact time during the year.

Term dates for 2021 can be accessed here - <https://www.ceont.catholic.edu.au/catholic-schools/school-term-dates/>

Note that NT schools take a three week break at mid-year followed by a two week mid-semester break at the end of term 3. There is a one week break at the end of term 1.

The following public holidays are observed in the Northern Territory –

26 January	Australia Day
Movable	Good Friday
Movable	Easter Monday
25 April	Anzac Day
First Monday in May	Labour Day (May Day)
Second Monday in June	Queen's Birthday
First Monday in August	Picnic Day
Fridays in July (dependant on location)	Show Days

ii. ATTENDANCE

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 the 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 to your school are followed.

It is important to remember that the teaching program needs to continue even if only a few students are present.

iii. CLASSROOM BEHAVIOUR AND MANAGEMENT

Classroom behaviour is an important aspect of the learning environment. Many of our students will come to school with little experience of the expectations that teachers may have of them in terms of school behaviours. The Aboriginal staff will have insights into the behaviour of your students. It is vital that you establish a dialogue with the Aboriginal staff about classroom management strategies.

Classroom management should be a shared responsibility; don't expect Aboriginal staff to carry the load.

Each of the ACCS has or is working towards a school-based positive behaviour and classroom management policy. Consistency is essential to the implementation of this policy and making classrooms and the school effective learning environments.

iv. SEATING ARRANGEMENTS

For a variety of reasons, Aboriginal people have to observe certain avoidance relationships. This will also apply to staff and older students. If you are not working with an Aboriginal Assistant Teacher, it is essential that you seek the advice of the local staff when considering student seating arrangement, group work and other classroom activities.

v. SHARING YOUR BACKGROUND

The majority of Aboriginal 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 as well as Aboriginal colleagues.

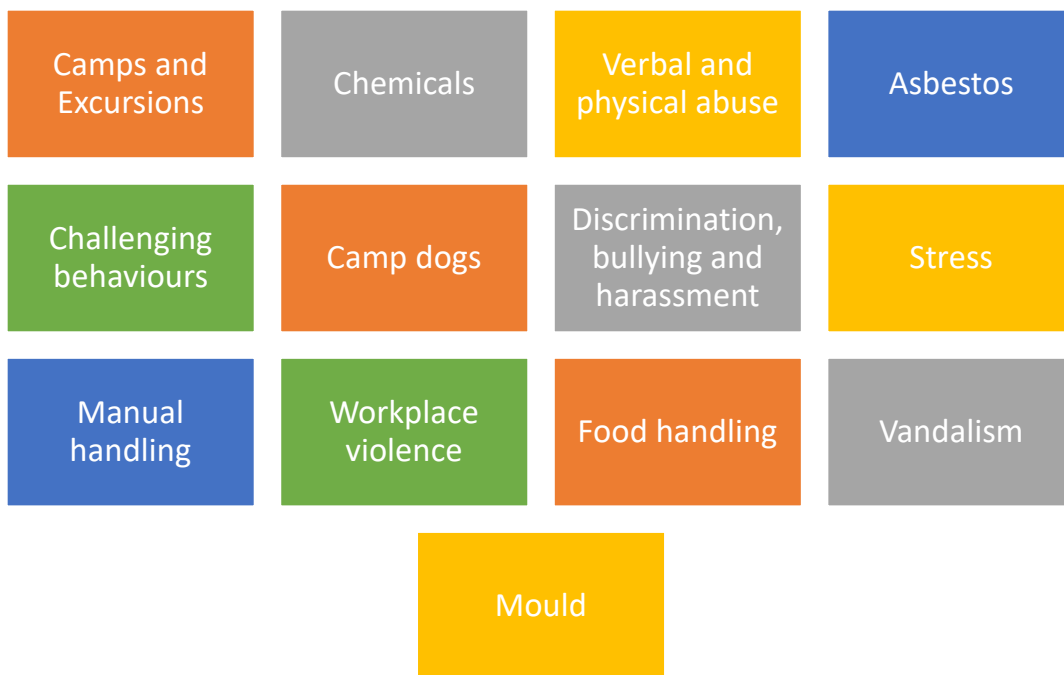
25. WORKPLACE HEALTH AND SAFETY

Your employer has a duty of care to provide a safe working environment for the organisation's community. This includes employees, students, visitors, parents, contractors and volunteers. Employees also have a duty of care to look after their own health and safety and not adversely affect the safety of others.



A team effort between management and employees is necessary to create a workplace safe for everyone. This includes consultation on matters that affect health and safety in the workplace.

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



Every workplace has hazards and every injury involves a hazard. A hazard is a source, situation or act (or combination of these) with a potential to cause harm, including injury, illness and death.

If you see a hazard, and if it is safe to do so, fix immediately. If you cannot fix the hazard then report it as soon as possible. The school or college will outline the process of reporting hazards, incidents and near misses as part of the overall work health and safety induction process.

SAFETY IS EVERYONE'S RESPONSIBILITY!

26. PREPARATIONS

You will not be able to teach in the Northern Territory until you have been registered by the NT Teacher Registration Board (you have paid your registration) and you have a Working with Children Clearance (Ochre Card). You may need to hold other valid credentials, e.g. if you plan on working in the VET sector.

i. TEACHER REGISTRATION

All teachers employed to teach in the Northern Territory must first be registered with the Teacher Registration Board (TRB). **You should make an application as soon as you accept an appointment to an ACCS, and ensure your registration remains current.**

For further details and to make an application, visit the TRB website – <https://www.trb.nt.gov.au/registration>

ii. WORKING WITH CHILDREN CARD

This can be obtained by application to the NT Department of Police, Fire and Emergency Services through the section known as SAFE NT. Your initial clearance may take the form of a certificate; later it will be replaced with a card known locally as the Ochre Card.

For further details and to make application go to the SAFE NT web site at – <https://forms.pfes.nt.gov.au/safent/>

You should start this application process as soon as you accept an appointment to an ACCS. If you do not have a TRB Registration and a valid Ochre Card or current exemptions you will not be able to commence employment and will not be paid.

iii. STATEMENT OF SERVICE

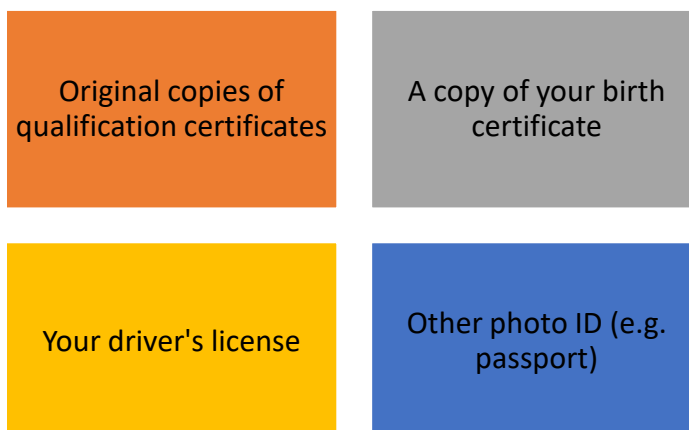
On acceptance of an appointment to an ACCS, you should forward a copy of your Statement of Service/s (obtained from your former employer/s) to verify your teaching experience for salary classification purposes.

A Statement of Services is a document that satisfies the following criteria –

- Must be an original or certified copy of an original document;
- Must be on the letterhead of the organization for the affiliated/ certified school or institution;
- Must provide the location details of the institution;
- Must specify the exact nature of the employment performed and position held;
- Must specify the exact commencement and cessation dates of employment;
- Must indicate whether or not any periods of unpaid leave was taken – if no leave was taken then the statement must show “nil leave taken”;
- Must provide the commencement and cessation dates of any unpaid leave; and
- Must indicate periods of full time or part time employment.

iv. OTHER QUALIFICATIONS/ CREDENTIALS

It makes sense to bring key documents with you when you move to the Northern Territory. This includes –



27. RELOCATION EXPENSES

When you accept a teaching position in an Aboriginal Catholic Community School, your school will meet the costs of your removal to the NT, subject to the following conditions –

- If you are accepting a contract position, the relocation costs outlined below will be met by the school. **On completion of the contract (if it is for 12 months or longer) you will be relocated to Darwin (if you were at Bathurst Island, Daly River or Wadeye) or Alice Springs (if you were at Santa Teresa).**

- If you have been granted leave without pay 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.
 - If you have been granted leave without pay from your previous position at an Australian official Catholic School, you must provide an official letter confirming this arrangement from your employer.
- i. RELOCATION COSTS MET BY SCHOOLS FOR TEACHING POSITIONS**
- Economy airfares from your home to Darwin or Alice Springs for Orientation for you and your family/ dependents.
 - (Excess luggage can be arranged at the time of the booking);
- OR**
- Cost of road travel (including accommodation) 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 Orientation for you and your family/ dependents, 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 depot to depot unless other arrangements have been negotiated 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 3 cubic meters for a single person, 6 cubic meters for a couple and 9 cubic meters 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 \$250 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 ('unstarving fee');
 - The CEO does not pay for nor reimburse any transport or boarding fees for pets.
 - Claims for reimbursement for travel costs, as set out above, must be submitted to the school 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 a claim for reimbursement, must be established within three months of commencement.

See below for conditions that apply if a new recruit is unable to complete their contract.

ii. CONTRACTS NOT COMPLETED

In the event that new employees break their contract early, relocation costs met by the school must be refunded 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 schools weeks after commencement 25% refund;
- After 1 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 Leave Without Pay) will not be met by the schools. Further details regarding relocation are provided in advice that is sent to recruits on acceptance of an appointment.

28. WHAT TO PACK?

i. CLOTHING

Needs vary from the Top End to the Centre; the Top End is a sub-tropical environment with warm conditions and a distinctive wet season; Santa Teresa is in a continental, desert environment with very hot summer temperatures and quite cool winter conditions, especially during the evening. Robust footwear and sun protection is essential in all NT locations. If you are employed to teach an area of the curriculum that requires special clothing, discuss this with your mentor or Principal on appointment. (Please refer to the section on Dress Standards in this handbook).

ii. STARTER PACK

Belongings that are transported by removal companies may take some time to reach remote communities. It is recommended that you pack in your personal luggage and any essential items required to get you started in your new accommodation e.g. linen, towels, appropriate clothing, and personal grooming needs.

iii. MEDICATIONS AND SKIN CARE

Ensure that you have a good supply of any medications that you require as quick access to a doctor (for repeat prescriptions) may be problematic. Don't forget to pack skin care products that are appropriate for your health and the location you have selected, e.g., sun protection, insect repellent etc.

29. GETTING THERE AND GETTING ABOUT

i. VEHICLE

Many people choose 4 wheel drive vehicles with high clearance when travelling in remote parts of Australia; however other vehicles may be suitable. We recommend that you check with your school regarding road conditions and the availability of appropriate fuel and mechanical services.

You must change over your interstate vehicle registration and driver license to Northern Territory registration and license within 3 months of taking up residence in the Northern Territory. For details go to NT Department of Transport –

<https://nt.gov.au/driving/regio/check%2C-renew-or-transfer-your-registration/transfer-your-interstate-registration>

ii. LOCAL TRANSPORT

Teacher housing may be some distance from the school and other essential services such as the store, the clinic, and the council office. Consider taking a bicycle (and a suitable lock) for short trips around your community.



iii. TRAVELLING BY AIR

If you are appointed to Catholic Education NT, your travel from home to your new school will be arranged by Catholic Education Office in Darwin. The notes that follow may be useful for loved ones (who will want to come and visit) and for you during stand down (term breaks).

Most domestic airlines provide service from state capital cities to Darwin, and to Alice Springs. Check websites for details. When traveling back to the NT make sure you have sufficient time to complete your onward journey from Darwin or Alice Springs to your school, 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 three days per week. Access to Wadeye/Port Keats is also via light plane daily (Murin Air) and is the only travel option in the Wet Season.

iv. ROAD TRAVEL TO ACCS

Ltyentye Apurte Catholic School (Santa Teresa)	85 km, mostly on an unsealed road; allow between 1 and 2 hours, depending on road Conditions.
Murrupurtiyanuwu Catholic Primary School And Xavier Catholic College (Bathurst Island)	Both on Bathurst Island – no road access from mainland Australia.
Our Lady of the Sacred Heart Thamarrurr Catholic College (Wadeye)	A 400km road trip from Darwin, via Adelaide River during the Dry season – allow 6.5hrs. The road is generally closed during the Wet Season.
St Francis Xavier Catholic School (Daly River)	A 220km road trip from Darwin, via Adelaide River – allow 3 hours. The road could be closed for some time during the Wet Season.

For road condition reports, visit the NT Department of Transport website – <https://dipl.nt.gov.au/transport>

Bus services are available between southern states and the NT (e.g. Greyhound) – <https://www.greyhound.com.au/>

Catholic Education Northern Territory expects all staff to follow the directions of the police and the Department of Transport. If the road is closed, it is expected that staff will not attempt to drive into or out of the community.

30. BEFORE YOU LEAVE HOME

i. BANKING

It is a good idea to set yourself up with internet banking prior to going to your new community. Your pay can go direct to your account and you will need a credit card to arrange grocery shopping through Woolworths/ Coles. All community stores do have EFTPOS and an ATM, but none have full banking facilities.

ii. VISIT THE DENTIST

Doctors are usually more accessible than dentists in remote locations. A pre-departure visit may avoid unnecessary pain and expense.

iii. VACCINATIONS

For protection from Hepatitis B, vaccinations are strongly recommended. Keep your receipt as the school will reimburse you for the cost. If you wish to have other vaccinations they will be at your own cost and you may wish to have them before you leave your current location.

iv. MAIL

Communication with family and friends is made much simpler if they have your address complete with postcode and you redirect mail through Australia Post. Be aware that NT postcodes start with '0' (zero). Full school addresses are listed under appendix B of this manual.

v. ELECTORAL ROLL

Visit the Australian Electoral Commission website - <https://www.aec.gov.au/index.htm>
Or visit your local AEC office to change your enrolment details.

vi. TEACHING RESOURCES

Schools are well-resourced. Your curriculum coordinator will provide direction in planning and programming.

31. IMMEDIATELY ON ARRIVAL IN THE NT (USUALLY DARWIN/ ALICE SPRINGS)

A suggested list of things to do –

- Make a courtesy telephone call to your Principal to let them know that you've arrived, call home as well;
- Call and visit the Catholic Education Office in Berrimah;
- Go to the local Visitor Information Centre for maps, brochures and other information;
- Visit this website for current information about local sites - <https://www.tourismnt.com.au/>
- Transfer your vehicle registration from your home state to the NT. Go to the Department of Transport web page and navigate to the section about licensing. Change your license to a

NT driver's license. This website also has advice on road conditions and other matters - <https://dipl.nt.gov.au/>

- Check progress on your applications for Teacher Registration and the Working with Children Clearance. Provide a copy to the Catholic Education Office and your Principal;
- Get familiar with grocery outlets and how ordering works;
- Make sure you have all the information you need about Orientation.

32. FURTHER INFORMATION

i. APPENDIX A – ACRONYMS

A

- AC: Australian Curriculum
- ACARA: Australian Curriculum, Assessment and Reporting Authority
- ACCS: Aboriginal Catholic Community Schools
- ACECQA: Australian Children's Education and Care Quality Authority
- ACPPA: Australian Catholic Primary Principals' Association
- AE: Australian English
- AEC: Australian Electoral Commission
- AG DoE: Australian Government Department of Education
- AGM: Annual General Meeting – School Board
- AIEW: Aboriginal and Islander Education Worker
- AISS: Advisor: Inclusion Support Services
- AITSL: Australian Institute for Teaching and School Leadership
- APPA: Australian Primary Principals' Association
- APST: Australian Professional Standards for Teacher
- APRE: Assistant Principal Religious Education
- AR: Annual Report
- ASIP: Annual School Improvement Plan
- AST: Advanced Skilled Teacher
- ATSI: Aboriginal and Torres Strait Islander
- AT: Assistant Teacher

B

- BBS: Building Better Schools
- BGA: Block Grant Authority

C

- C&C: Community and Culture
- CALT: Catholic Aboriginal Leadership Team
- CAPS: Catholic Placement Schools
- CaSPA: Catholic Secondary Principals Australia
- CC: Catholic College/ Curriculum Coordinator
- CCI: Catholic Church Insurance
- CDU: Charles Darwin University
- CEA: Collective Enterprise Agreement (also known as EBA)

- CEC: Catholic Education Council
- CENet: Name of Catholic Education Northern Territory online platform/ website
- CENT: Catholic Education Northern Territory
- CEO: Catholic Education Office
- CI: Catholic Identity
- COL: Community Of Learners
- CPS: Catholic Primary School
- CS: Catholic School
- CSF: Catholic Super Fund
- CSM: Catholic Schools Manual
- CT: Classroom Teacher

D

- DDA: Disability Discrimination Act
- DDF: Diocesan Development Fund
- DIP: Data Informed Practitioner
- DoE: Department of Education
- DSE: Disability Standards for Education

E

- EA: Enterprise Agreement
- EAL/D: English as an Additional Language/ Dialect
- EAP: Educational Adjustment Plan
- EBA: Enterprise Bargaining Act (see CEA)
- EEO: Equal Employment Opportunity
- ELC: Early Learning Centre
- EO: Education Officer
- ESL: English as a Second Language
- EV: External Validation
- EYLF: Early Years Learning Framework

F

- FF&R: Finance, Facilities and Resources
- FLC: Flexible Learning Centre
- FO: Finance Officer
- FOIL: Fares Out of Isolated Locations
- FR: Formation Review
- FTE: Full Time Equivalent
- FWC: Fair Work Commission

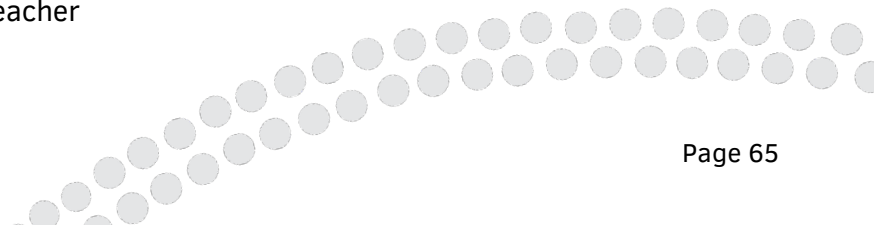
G

- GM: General Manager
- GOO: Growing Our Own

H

- HALT: Highly Accomplished Lead Teacher

I



- IBP: Individual Behaviour Plan
- ICSEA: Index of Community Socio-Educational Advantage
- ICT: Information and Communications Technology
- IEP: Individual Education Plan
- IEU - QNT: Independent Education Union – Queensland and Northern Territory
- IEW: Indigenous Education Worker
- INSPIRE: System data collection reporting tool for Inclusion Support
- ISA: Inclusion Support Advisor
- ISC: Inclusion Support Coordinator
- ISP: Inclusion Support Practitioner

J

- JIF: Journey In Faith

L

- LACS: Ltyentye Apurte Catholic Primary School
- LISS: Leader of Inclusion Support Services
- LSL: Long Service Leave
- LWOP: Leave Without Pay

M

- MACS: Motor Accidents Compensation Scheme
- MCPS: Murrupurtiyanuwu Catholic Primary School
- MITIOG: Made In The Image Of God
- MJR: Making Jesus Real
- MSC: Missionaries of the Sacred Heart

N

- NAIDOC: National Aborigines and Islanders Day Observance Committee
- NAP: National Assessment Program
- NAPLAN: National Assessment Program Literacy & Numeracy
- NARIS: National Alliance for Remote Indigenous Schools
- NCCD: National Consistent Collection of Data
- NCEC: National Catholic Education Council
- NES: National Employment Standards
- NQS: National Quality Framework
- NSSF: National Safe School Framework
- NTBOS: Northern Territory Board of Studies
- NTCET: Northern Territory Certificate of Education and Training
- NTCPA: Northern Territory Catholic Principals Association
- NT DoE: Northern Territory Department of Education
- NTG: Northern Territory Government
- NTEOC: Northern Territory Open Education Centre
- NTRAI: Northern Territory Remote Aboriginal Investment
- NTSDE: Northern Territory School of Distance Education

O

- OLSH: Our Lady of the Sacred Heart
- OLSHTCC: Our Lady of the Sacred Heart Thamarrurr Catholic College
- OSHC: Outside School Hours Care

P

- P&F: Parents and Friends
- PAC: Planning and Collaboration
- PCWB: Pastoral Care and Wellbeing
- PD: Professional Development
- PIP: Performance Improvement Plan
- PL: Professional Learning
- PLC: Professional Learning Community
- PLP: Professional Learning Plan
- POR: Position Of Responsibility

Q

- QDTP: Quality Differentiated Teaching Program
- QECNT: Quality Education and Care Northern Territory
- QIP: Quality Improvement Plan

R

- RAP: Reconciliation Action Plan
- RE: Religious Education
- REC: Religious Education Coordinator
- RTO: Registered Training Organisation

S

- SACE: South Australian Certificate of Education
- SAE: Standard Australian English
- SAO: Senior Administrative Office
- SAPI: Student Adjustment Profiling Instrument
- SAR: School Annual Report
- SFXCS: St Francis Xavier Catholic School
- SIP: Study Incentive Program
- SIRF: School Improvement and Renewal Framework
- SNPI: Student Needs Profiling Instrument
- SPT: School Planning Team
- SSP: School Strategic Plan
- SWIN: Students With Inclusion Needs

T

- T: Transition (year before year 1 in Primary school)
- TA: Teacher Assistant
- TAE: Training and Assessment
- TIO: Territory Insurance Office
- TRB NT: Teacher Registration Board of Northern Territory

V

- VETiS: Vocational Education and Training in Schools

W

- WHS: Workplace Health and Safety

X

- XCC: Xavier Catholic College

ii. APPENDIX B – KEY CONTACTS

Catholic Education Office	
Website:	https://www.ceont.catholic.edu.au/
Address:	17 Beaton Road, Berrimah NT 0828 PO Box 219 Berrimah NT 0828
Phone:	08 8984 1400
Email:	admin.ceo@nt.catholic.edu.au recruitment@nt.catholic.edu.au
Ltyentye Apurte Catholic School	
Website:	http://www.lacecnt.catholic.edu.au/
Address:	Church Street, Santa Teresa PMB 221 Santa Teresa, via Alice Springs NT 0872
Phone:	08 8956 0937
Murrupurtiyanuwu Catholic Primary School	
Website:	http://www.mcsnt.catholic.edu.au/
Address:	Kerinaia Highway, Wurrumiyanga PO Box 45, Wurrumiyanga PO, Bathurst Island NT 0822
Phone:	08 8978 3986
Our Lady of the Sacred Heart Thamarrurr Catholic College	
Website:	http://www.olshtnt.catholic.edu.au/
Address:	1 Perdjert Street, Wadeye PMB 144 via Winnellie NT 0822
Phone:	08 8978 2477
St Francis Xavier Catholic School	
Website:	http://www.sfxnt.catholic.edu.au/
Address:	CMB 28 Nauiyu Community, Daly River NT 0822
Phone:	08 8978 2427
Xavier Catholic College	
Website:	http://www.xcecnt.catholic.edu.au/
Address:	Lot 854 Kerinaia Highway PMB 139, Winnellie NT 0822
Phone:	08 8978 3970

Faith in their future

December 2020