

FW: Stronger Futures in the NT inquiry - questions on notice

Dear Ms Regan

Please find attached the responses to the questions on notice arising from the evidence provided to the Stronger Futures in the Northern Territory Bill inquiry.

1.

Senator SCULLION: Who made the decision? Was it the Northern Territory Department of Education and Training?

Mr South: I have seen an email on it and it was from the Northern Territory government.

Senator SCULLION: Would you be able to provide us with that email on notice?

Document attached – Education Provisions Policy and Education Provision Guidelines

2. We would like to get something from you specifically on your issues about what could happen under Stronger Futures for your community. Perhaps you could give us that. Ms Kelly, particularly from the financial perspective it would be nice to have that detail so we can ask questions about it.

Documents attached – Impact of Stronger Futures on Robinson River Community and references

3. We would very much like that, and if we could get a copy on record of the photographs you have shown it would make it very much more graphic when we take it back to the parliament.

Copy of the Presentation. The presentation is a large file and will be posted on the next weekly mail plane – **please provide the postal address.**

4. We touched on education issues, which you did not want to discuss in public, which is fair enough. Perhaps you could provide us with in-confidence material. Could you provide us with a bit more in confidence?
Information contained in the School Attendance Section of the Impact of Stronger Futures on Robinson River Community.

Regards

Kirsty Kelly (B.Comm. Dip. F.P. ASA)

Accountant /Executive Officer

Mungoorbada Aboriginal Corporation

PMB 80

Robinson River Community

via KATHERINE NT 0852

POLICY

EDUCATION PROVISION

Responsibility of: School Operations
Effective Date: March 2011
Next Review Date: September 2012
Actual Date Reviewed

DET File: 2010/0956
DOC2011/01705

VERSION NUMBER: 1

1 POLICY

The Department of Education and Training is committed to ensuring that all young people in the Northern Territory have access to quality education.

The guiding principle for the provision of education services in the Northern Territory is that all students are entitled to have access to learning appropriate to their needs. Pedagogy is the determining factor in making learning accessible and on-site face-to-face is the preferred mode of delivery.

Education services will be designed in consultation with each community with respect to the following:

- Where practicable, students attend their nearest school
- Face-to-face delivery may be blended with virtual learning particularly where there are small cohorts of students within a stage of schooling
- All students access government education through enrolment in a gazetted school, but may access their learning at a site supported by that school
- Engagement and partnership with parents and the local community will be essential in the development and delivery of appropriate education services
- Provision of infrastructure and other resourcing will be negotiated taking into consideration the context and circumstances of each community, including current and projected numbers of students.

Schools will be approved to deliver specific stages of schooling. In remote and isolated communities, students enrolled in a gazetted Northern Territory Government distance school are entitled to support from their local Northern Territory Government school, to the end of their middle years irrespective of the approved stages of schooling at that school. The level of this support will be negotiated with the principal.

2 BUSINESS NEED

The Education Act ('the Act') provides that the Minister shall establish and maintain education services in the Northern Territory [section 6(2) of the Act]. The Act [section 6 (4) (a)] further provides that the Minister may establish and maintain –

- (i) such government schools or institutions for the provision of primary and secondary education
- (ii) such preschools, correspondence schools and schools of the air; and
- (iii) such colleges, as he considers necessary or desirable.

The Act requires that a parent of a child of compulsory school age must enrol that child in a government school or in a registered non-Government school, or may, with the approval of the Chief Executive, provide education for the child, which is efficient and suitable (through an approved Home Education program – section 21 of the Act refers).

3 DEFINITIONS

Face-to-face

Education programs are delivered to students in person by a registered teacher.

Supported site

A site managed by a gazetted government school for the purpose of providing education services.

Further information about the features of education services delivery by supported sites is available in the *Education Provision Guidelines*.

School

A school as established under the *Education Act*.

Further information about the features of government schools is available in the *Education Provision Guidelines*.

Boarding School / Living Away From Home

Students may access education services by attending a boarding school or by making other arrangements to live away from their home community to attend a different school. This may be necessary for students to access a wider range of services to address their particular needs.

Home Education

Parents may apply to the Chief Executive to provide suitable education for their child from home, in accordance with section 21 (1) (b) of the Act. This parental choice is premised on the principle that home education best meets the needs of the child, and is not determined by the inability of the child to attend school because of geography or disability.

Learning by Distance

The process by which education occurs for students not physically in the place where teaching occurs. Access to the instructor is gained through technology such as the Internet, interactive videoconferencing and satellite.'

Stages of Schooling

The stages of schooling approved by the Chief Executive of DET are as follows.¹

- | | |
|----------------|---|
| Early Years: | <ul style="list-style-type: none">• Preschool and transition are non-compulsory first stages of the Early Years• Preschool to Year 3 inclusive |
| Primary Years: | <ul style="list-style-type: none">• Years 4 to 6 inclusive |
| Middle Years: | <ul style="list-style-type: none">• Years 7 to 9 inclusive |
| Senior Years: | <ul style="list-style-type: none">• Years 10 to 12 inclusive |

Child of compulsory school age

A child is of compulsory school age if the child is of or above the age of 6 years and below the minimum school leaving age.

The minimum school leaving age is the earlier of the following:

- (a) the age when the child completes year 10 of secondary education;
- (b) the age of 17 years.

However, a child who completes year 10 of secondary education and is below the age of 17 years is of compulsory school age unless the child participates on a full-time basis (25 hours per week) in one of the following eligible options:

- (i) approved education or training;
- (ii) if the child is of or above the age of 15 years – paid employment or a combination of approved education or training and paid employment.

Parent/Guardian

Includes the person who has actual custody of a child and the person with whom a child resides.

4 RESPONSIBILITIES

Chief Executive

Approves variations to service delivery models and endorses the establishment or closure of a school subject to Ministerial approval.

Executive Directors Schools

Responsible for developing business cases for variations to government service provision, including stages of schooling, taking into consideration resourcing implications, legislative requirements, transitional arrangements and other relevant factors.

Responsible for maintaining a register of approved stages of schooling and education provision at each Northern Territory Government school site within their region/s, including gazetted schools and the sites they support.

Directors School Performance

Provide support for government school principals to meet their responsibilities in identifying and facilitating access to appropriate education services.

¹ Not all stages of schooling may be provided at every site.

Principals

Identify and facilitate access to the type and level of services that will allow all students enrolled with their school to have access to learning appropriate to their needs, including those students located at supported sites.

Where variations to government service provision are required, the principal, in consultation with their Executive Director, Director School Performance and the school community develop and implement a transition plan as described in the *Education Provision Guidelines*.

Director ICT for Learning

Provide virtual learning and to support principals to meet their responsibilities to facilitate access for students to learning appropriate to their needs, including students learning by distance.

5 RELATED POLICIES AND GUIDELINES

Education Provision Guidelines

Provision in the Senior Years

Enrolment/Priority Enrolment

School Hours and Term Dates (under development)

Northern Territory Government Outstations/homelands policy

Northern Territory Open Education Centre - eligibility to enrol

Northern Territory Open Education Centre - students based in other schools

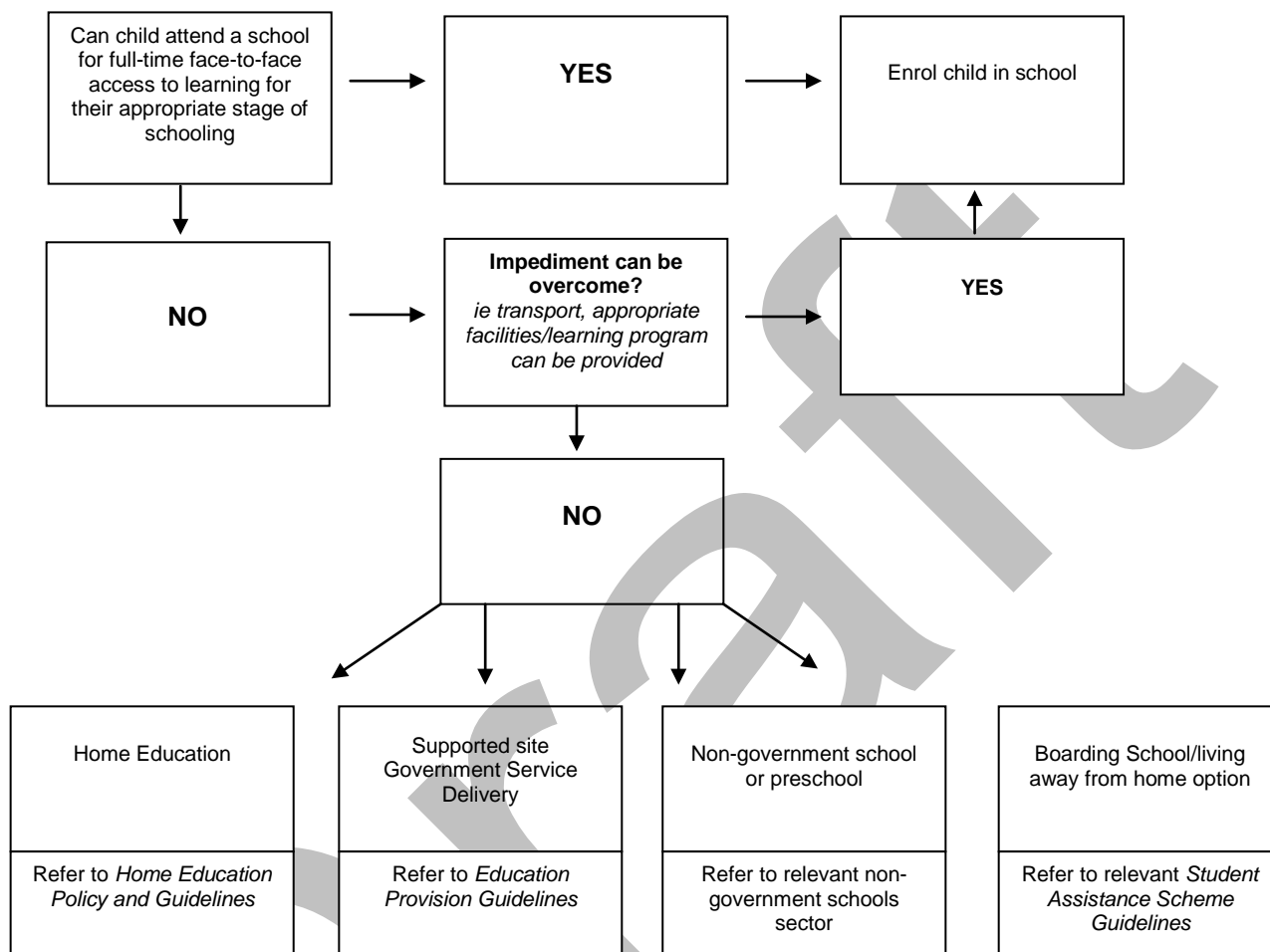
Student Assistance Scheme Guidelines

Home Education Policy

Universal Access to Preschool (under development)

6 GUIDELINES/PROCEDURES

The following process will be used to determine how access to education will be provided to students in the Northern Territory:



GUIDELINES

EDUCATION PROVISION

Responsibility of: School Operations
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INTRODUCTION

These guidelines must be read in conjunction with the principles contained in the *Education Provision Policy*. As outlined in the policy, decisions regarding the delivery model for government education provision is based on a number of principles. Factors of remoteness, language, culture and society are challenges in the provision of education and as such design and delivery of services will take into consideration the needs of learners in particular contexts.

A student cohort of sufficient size and stability is an important factor for consideration when determining the appropriate delivery model for government education services, however it is not the only factor for consideration.

To ensure equitable provision of quality government education across the Northern Territory, the delivery model for those services must be viable. In addition to student numbers, other factors that must also be considered when determining the viability of an education delivery model include:

- where practicable, students attend their nearest school
- projected population growth and stability
- availability of permanent housing and essential services
- level of service provision by other government agencies
- availability of safe working and living environment for staff and contract workers
- land title
- infrastructure investment dependent on budget process.

Where full time face-to-face services are not available, the department will assist students across all stages of schooling to access services via virtual or boarding school, mobile or outreach services as appropriate to the age and circumstance of the child. Assistance is primarily provided through the Northern Territory Government Student Assistance Schemes, which help meet the education expenses of eligible students who are disadvantaged by distance or isolation.

EDUCATION DELIVERY MODELS

Early and Primary Years

The following models will guide the determination of the appropriate delivery model for early and primary years students:

1. Education services are delivered under the auspice of another government school at a local facility or a home-base. Resourcing is allocated and provided via the auspice school in line with approved staffing and funding policy. The allocation of these resources is determined by the Principal in line with the service provision negotiated with the local community. Capital investment is not

generally a feature, however provision of ICT infrastructure will be negotiated via the school. This model includes services delivered via:

- visiting registered teachers (including preschool teachers) and/or; virtual learning and/or; correspondence
 - trained local support staff facilitating day-to-day delivery (including a preschool education program)
 - away from base or block programs
 - targeted programs at other sites for groups of students that may be unable to access learning appropriate to their needs in a school.
2. Full-time face-to-face education services are delivered at a site supported by another school. Capital investment is negotiated via the auspice school. Access to full-time face-to-face delivery of learning programs is tailored to the needs of the student cohort and includes:
- full-time face-to-face delivery by registered teacher which may be augmented with virtual learning
 - facility appropriate for face-to-face teaching
 - teacher/s may visit or live in local community
 - resourcing allocated and provided via school in line with approved staffing and funding policy.
3. Education services are delivered by a gazetted school providing full-time face-to-face learning program tailored to the needs of the student cohort. Features include:
- full-time face-to-face delivery by registered teachers, which may be augmented with virtual delivery
 - established governance structures in compliance with the *Education Act*
 - school leadership structure including Principal (schools with a Teaching Principal will be provided with negotiated administrative support)
 - formal accountability and performance improvement obligations, including those for supported sites
 - capital investment negotiated through capital works and repairs and maintenance programs
 - resourcing allocated and provided in line with approved staffing and funding policy
 - provision of support for middle years students in remote and isolated communities where student numbers do not attract full-time face-to-face service.

Middle Years

The following models will guide the determination of the appropriate delivery model for middle years students. Education services for middle years students will be provided taking into consideration existing early and primary years provision.

1. Education services are delivered under the auspice of another government school at a local facility (which may include the local primary school) or a home-base. Resourcing is allocated and provided via the auspice school in line with approved staffing and funding policy. The allocation of these resources is determined by the Principal in line with the service provision negotiated with the local community. Capital investment is not generally a feature, however provision of ICT infrastructure will be negotiated via the school. This model includes services delivered via:
- visiting registered teachers and/or; virtual schooling and/or; correspondence

DET Guidelines *Education Provision*

- trained local support staff facilitating day-to-day delivery
 - away from base or block programs
 - targeted programs at other sites for groups of students that may be unable to access learning appropriate to their needs in a school.
2. Education services are delivered by expanding the stages of schooling at an existing school or establishing a middle school. Establishment of a middle school or a middle years stage of schooling will be negotiated through a transition plan. Resourcing is allocated and provided via the gazetted school in line with approved staffing and funding policy. Capital investment is subject to budget processes.

Senior Years

Education provision for the senior years will be provided as outlined in the *Provision in the Senior Years* policy and guidelines. Resourcing allocated and provided via a school in line with approved staffing and funding policy. Capital investment is subject to budget processes.

BUSINESS CASE AND TRANSITION PLAN

Where a change to the existing education provision is required, a business case must be prepared, that seeks formal endorsement from the Chief Executive to develop a plan, in consultation with the local community, to transition to a different service delivery arrangement. The transition plan details the agreed steps that will need to be undertaken to achieve the new model.

This process should be used in situations where it is necessary to expand a service as well as where the existing service delivery model is considered no longer viable. The purpose of the business case and transition plan process is to ensure the provision of the most efficient and effective service delivery model.

Changes to arrangements for supported schools

The business case/transition plan process should also be used (as appropriate) to seek endorsement and plan for changes to arrangements for supported schools – e.g. small schools moving from a group school arrangement to a stand-alone small school.

Business case

The business case is prepared by the Executive Director and seeks endorsement from the Chief Executive to commence a transition plan/process. The business case should provide the Chief Executive with sufficient information (including enrolment and attendance trends) to determine the viability of the service delivery model proposed and the potential budget impact. The business case should be prepared in consultation with relevant business areas of the department and should consider implications for:

- Human resources
- Finance
- Infrastructure
- Information communication technology
- Governance
- Stages of schooling/curriculum program.

Transition plan

The transition process is led by the Executive Director and involves the Director School Performance, the school Principal and representatives from the school and local community. Once a business case is approved the transition process can commence with the preparation of a transition plan. Representatives from other government agencies and business areas from within the department will be co-opted by the Executive Director to assist with the development of the transition plan as required.

The transition planning process will involve the following elements (as applicable):

- formal review and analysis of student numbers with consideration given to projected growth or decline within the community. Where appropriate, with the approval of the Chief Executive, special arrangements may be made to support student transition between stages of schooling. This may include supported delivery of a Year 7 program through a primary school and supported delivery of a Year 10 program through a middle school
- identification of infrastructure impact including consideration of the logistical and practical arrangements such as land tenure and ownership, all-weather access, essential services, telecommunications, potential for teacher accommodation, required capital investment
- establishment of the expectations and limitations of the service delivery and the articulated timeframes and milestones, and interim arrangements that will apply to the transition process
- establishment of the roles and responsibilities of both government and the community in the transition process and the future
- assessment of the financial and human resource implications of the service delivery – including the availability and suitability of potential local recruits.

Information for Questions on Notice to Mungoorbada Aboriginal Corporation

Senate Community Affairs Legislation Committee

Stronger Futures in the NT enquiry

Impact of Stronger Futures on Robinson River Community

Jobs

Mungoorbada Model

The Mungoorbada Aboriginal Corporation policy of “doing it ourselves, where possible” is strongly aligned to the Stronger Futures proposal to provide regular jobs for Aboriginal people in their communities. The implementation of MAC’s policy achieves the desired result by providing local employment for our building team, civil construction team and store personnel. The profits generated from the contracts attained by MAC are directly invested into the Pastoral Enterprise with \$900,000 to date being invested in the cattle business therefore generating employment, supporting regional economic growth and developing businesses for local Traditional Land Owners.

Stronger Futures Impact

The Stronger Futures Package offers no significant support to the creation of jobs or the development of enterprise in the Robinson River Community, specifically:

- The Mungoorbada Aboriginal Corporation does not receive funding for the 50 new ranger positions as that is facilitated by Northern Land Council and MAC currently utilizes its own employees and funds to manage invasive species. The Corporation has applied for Caring For Our Country and Biodiversity funding to address this critical environmental and cultural issue.
- The utilization of Indigenous Traineeships are extremely challenging to implement due to the requirement for accredited training to be aligned to the vocational experience. Firstly the issue of literacy and numeracy needs to be addressed to provide the basic level of LLN that will enable successful completion of accredited training; and secondly the formation of a group of 15 students to receive training in a relevant field is required to attract Registered Training Organizations to the small and remote community.
- The Robinson River Community does not benefit from the job opportunities for students who complete Year 12 as it is not a Growth Town and does not provide education services to Year 12.
- Mungoorbada has a poor record of service by Job Brokers due to their lack of regular visitation and the subsequent haste in delivering services for the time they are in the

Community. The Job Brokers have not supported MAC in connecting our local residents with jobs and, under the current contract, it is not envisaged that this will improve.

- Micro Enterprise Support in the form of IBA funding to two additional communities does not address the identified business opportunities for the development of the Pastoral Enterprise that offers the greatest opportunity for broad scale enterprise development and local jobs. The MAC model is developing a co-operative style business model whereby the Traditional Land Owners develop their own cattle breeding business with the financial, administrative and logistical support of Mungoorbada through whom the cattle are sold to external markets.

Improving School Attendance and Enrolment

Further details provided by Bill South

At the enquiry we stated that attendance was only one problem. The kids have to be at school to be taught. The problem is that in many cases the children who are good attendees are not learning. Justification as follows:

1. In Finke in June 1994 I discovered that many of the kids couldn't even write their name. I investigated the situation and found out that most of the kids were good attendees but the husband and wife teaching team were doing very little teaching and the kids were spending most of their time at school watching videos. It took until the end of the year until they were removed. The replacement Principal was a young man called Phillip Russell who was supported by a much older teacher. Both teachers worked very hard and the change was incredible. Visits to the classrooms over the next 5 years showed industrious students eager to display their much improved academic skills.
2. In 2002 Dennis Aistrope, the Borroloola School principal tackled and overcame the attendance problems by working with the Borroloola Community Government Council where I was CEO. He then introduced school policy that would make the teachers responsible for student's poor performances. This upset a number of teachers and one in particular. Out of the blue Dennis and two other teachers that supported him were removed. Later it was alleged that the President of the School Council, Dr Peter Fitzpatrick, who was also heavily involved in the local branch of the ALP, was the person responsible for having Dennis and the other two teachers moved. In the two years following this, the grade 2/3 class at Borroloola School had 9 teachers. Dr Fitzpatrick and the main teacher causing the problems left the Community. The Borroloola School has never recovered.
3. In 2008 Lynette Simon sat down with her son Saig and nephew Javin to listen to Javin (10 years old and in grade 5) read a story from a school library book. Javin was unable to read the book so Saig (6 years old and in grade 1) read it for him. Javin had been a good attendee so Lynette confronted me the next morning. Further investigation showed that Javin was not alone and most of the kids had difficulty reading. The problem was raised with NT DET and the Principal, who was teaching Javin, took leave and eventually left the school.
4. Recently, Saig (Lynette's 6 year old but now in grade 4) was refusing to do the work set by his teacher (new this year). Saig, as a punishment, was sent to Sandy the

preschool/transition teacher who taught him in grade 1. Sandy discovered that the work he was supposed to do (and was having trouble with) was work that she had done with Saig in Grade 1. When reminded how to do the work Saig was able to complete the task and did so happily. In preschool, transition and grade 1 Saig was a good student and at the end of grade 1 was reading above his chronological age.

5. Nadiene Davey is a 16 year old girl who was, up until recently, boarding at Yirrara College and attending the Centralian Senior College in Alice Springs. She was expelled for threatening her House Mother. She is now working on our CDEP programme. The CDEP supervisor brought to my attention the fact that Nadiene couldn't multiply or divide. When I questioned her she told me "she had never been taught that and was only taught adding up and taking away. Nadiene had been in Grade 11.
6. The twenty three middle school students currently at Robinson River School are far below middle school level. Their teacher has told me that the best would be only at grade 4 level and the worst don't know letter sounds. Most of these students have been good attendees throughout primary school at Robinson River.
7. Debbie-Anne Godfrey is a young mother who attended Robinson River School for her primary school education, then Yirrara College in Alice Springs for three years secondary schooling. Debbie-Anne works CDEP hours at the crèche but cannot read a book designed for three year olds. We investigated further and found that many of the young mothers are at the same level.
8. We recently looked at the NAPLAN results for NT schools. We were amazed to see that Robinson River School is leading or close to the top for the primary grades. This would indicate that attendance is obviously a major factor but teaching also has to be addressed. (see attached NAPLAN results)
9. Robinson River currently has real discipline problems. A minority of children are disrupting the whole class. The inter clan distrust/dislikes/rivalry flows from home into the school and often all it takes is for one child to look at another and both come out punching in the classroom. Chairs and tables can be used as weapons. Young and inexperienced teachers often have trouble coping with such problems. Teachers turn over frequently so there is little continuity.

This statement was prepared by Bill South in consultation with Robinson River School staff and parents.

Food Security

Mungoorbada Model

The MAC store policy is to provide goods to the Community at the lowest sustainable price possible. This is achieved by the following:

- There is NO FREIGHT allocated to the pricing of healthy food items including fruit & vegetables, meat, dairy, nuts and dried fruit. The cost of freight services via external contract from Darwin to Borroloola and MAC's own store truck from Borroloola to Robinson River is met by Mungoorbada. The Corporation also meets the cost of flying in the fresh produce on a weekly basis over the Wet Season costing \$1,080 per week for up to 4 months of the year.

- The Mark Up on the healthy lines is set at 20% with other grocery lines being 50% in the main. This achieves healthy food prices that are on par with Darwin and encourages healthy food choices within the Community. All visitors to the store make comment on the quality and price of the fresh fruit and vegetables and the general health of the residents of the Community.
- As evidence to the effectiveness of the Healthy Food pricing policy, Robinson River continuously achieves the highest consumption per capita of fresh fruit & vegetables across the ALPA Community Stores. (see attached list)
- The store margins are continually reviewed to ensure MAC is delivering on the pricing policy. This resulted in the most recent review in September 2011 seeing further margin reductions across most items in the store and the addition of KMART range to the store as a means to accessing low cost, quality goods. The Robinson River Store results are monitored weekly and the result of the recent price review has seen the Community support for the store increase to a point where Sales have increased and Gross Profit levels have been retained despite reduced margins.
- The provision of cleaning and hygiene goods by MAC allows the residents to spend their limited income on food and clothing while still meeting hygiene levels that support the overall health of the Community.
- In our model the whole of the Traditional Owner Clan Group benefits by the lower prices in the store and healthy food.

Stronger Futures Impact

The proposed Stronger Futures legislation towards Food Security has no positive impact on the Robinson River Store that is owned by Mungoorbada Aboriginal Corporation, nor the people in the Community. The policies that are implemented by MAC were in place prior to the intervention and are all driven by the MAC Board and Community Support. While the Store Licensing is effective to ensure standards are being met, the legislation does nothing that MAC is not already implementing to ensure food access and affordability.

The proposed legislation focuses on Food Access in Communities but does not address the affordability issues that are critical in achieving good health and are so effectively addressed by the MAC store pricing policy.

The Housing and Land Reform issues that are detailed below identify the impact that the Stronger Futures will have on the viability of the Robinson River store due to lease payments eroding the store profitability and the rental payment funds leaving the community that will reduce the Store turnover. The impact of this will result in the need to increase prices in the store given the finely tuned policy currently achieved will be immediately eroded.

The freight costs that are absorbed by MAC will not be able to continue due to the funds flowing from the Corporation to meet lease payments on the Store and other premises. This is exacerbated by the fact that the Mungoorbada Store Truck is operating well past its effective life and MAC does not have the capacity to meet the \$200,000 cost of replacement. The Corporation has sought funding from McArthur River Mine Community Benefits Trust and the FaHCSIA Community Stores to no avail. Despite the store model being so successful in achieving food

access and affordability to the residents of this remote Community, there is no acknowledgement or support for its continuation. If there is no financial support to acquire a store truck by the next Dry Season (May 2012), the Corporation will have to implement one of the following options:

1. Acquire a new store truck via external financing (needs to be 4WD as there are numerous creek and river crossings) costing \$200,000 with the servicing of the finance being met via higher prices in the store.
2. Outsource all transport into the Community (therefore reducing employment for local truck driver) at the minimum cost of \$2,000 per week during the dry season and \$8,100 per week during the Wet Season.

Regardless of the scenario that unfolds, the Mungoorbada Model that is currently assuring food access and affordability will be diminished and prices will increase considerably to compensate for the compounding impacts described above. A successful step towards Closing The Gap will be eliminated.

Robinson River Store is now operating an effective and sustainable model and does not want to entertain the idea of going back to the situation of a decade ago. In the recent renewal of the Store Management Agreement with ALPA we were reminded by the ALPA CEO's comments on the past being that "When we took on management of the store more than a decade ago there was literally one can of backed beans on show... well over \$100,000 in creditors. We traded out of this and then the store paid the MAC significant debts." The remoteness of the store and its reliance on MAC support and the Community's micro-economy could lead to a return to the days of the past under the Stronger Futures Legislation.

Housing and Land Reform

Robinson River Community is one of the 63 Prescribed Communities over which FaHCSIA currently holds a 5 year lease over the Township. The Robinson River Community is not part of a Shire Council with the Mungoorbada Aboriginal Corporation managing the Commercial Properties and Community Housing.

Community Housing

Mungoorbada Model

The Mungoorbada Aboriginal Corporation represents the people living on the Garawa Land Trust (including Robinson River Community) and the outstations comprising a population of approximately 310. The Corporation has a Mission Statement to 'improve the lives of the Aboriginal people living on the Garawa Land' and all of its objectives have this mission in mind.

MAC manages and maintains the community housing in Robinson River and the Outstation Housing via funding from NTG. Each adult tenant pays \$30 per fortnight to MAC which covers the provision of the following items to each household:

- Weekly toilet roll and soap supply
- Monthly cleaning goods supply
- Provision of Fridge, Freezer, Washing Machine, Electric Stove
- Housing Maintenance and Improvements
- Building and Contents Insurance

These items are provided, in conjunction with a long term health and hygiene program, to avert the incidence of infectious diseases and prevent the long term effects of systemic illness. It is simple, relatively cost effective and results in the Robinson River Community having no incidence of Scabies and a community driven routine to eradicate should the need arise. The \$40,000 per annum required to deliver this program by MAC is insignificant in light of the cost of medical treatment that results from immediate and long term health issues.

MAC has not paid lease payments to Traditional Owners (NLC) in the past so that the rental revenue can benefit the entire community comprising, almost entirely, Traditional Owners Clan Group.

Stronger Futures Impact

Based upon legal advice, it is anticipated that either of the following scenarios will occur under the Stronger Futures Housing Reforms:

1. If MAC secures tenure over Community Housing, the lease payments are likely to be \$3,380 per annum for each dwelling.
 - Rent will increase to approximately \$45 per fortnight to directly meet the lease costs resulting in \$115,000 leaving the community.
 - MAC will not have the funds to provide the existing health and hygiene program that is making the most significant step towards closing the gap in indigenous health and towards reducing the public funding of medical expenses.
 - Residents will need to buy their own cleaning goods from their fixed income sources – given the choice people will chose to buy food over cleaning when they cannot afford both
 - Plumbing maintenance costs will rise due to the sewer blockages that are caused by the lack of use of toilet paper.
 - Residents will need to buy their own white goods – they cannot afford \$800 for a fridge, \$600 for a washing machine – again hygiene will suffer and illness will result.

2. If Northern Territory Government secures the lease over the 34 Community Houses and the housing is managed by Territory Housing:
 - MAC will not have the rental revenue to continue the health and hygiene program in the community with the infectious diseases and subsequent illness arising
 - Rent will be charged by Territory Housing to a head tenant at approximately \$250 per fortnight resulting in \$221,000 leaving the community.
 - The head tenant will be burdened with this cost and have to seek support from the other tenants to share the costs adding financial and social pressures to the family
 - Maintenance costs will need to be met by the Tenant – recent financial support of \$3,000 by MAC to a Garawa lady living in Borroloola evidenced the significant costs that arise in maintaining the home (\$140 to change a toilet roll holder, \$180 to change a towel rail)
 - Local Employment will be impacted due to the loss of Property Management and potentially, Property Maintenance.

Commercial Premises

Mungoorbada Model

The Commercial Premises are managed and maintained by MAC with leases to external parties for Health and Education Housing providing revenue to the Corporation. There are currently no lease payments by MAC to the NLC which enables the rental revenue to be utilized for the healthy homes program and undertaking projects such as the building of permanent accommodation for school teachers, literacy teacher and the visiting Carey Grammar School teachers that bring valuable human resources to the community and provide employment to the local residents.

Stronger Futures Impact

Based upon legal advice, it is anticipated that either of the following scenarios will occur under the Stronger Futures Housing Reforms:

If MAC secures tenure over Commercial Premises, the lease payments are likely to be \$2,000 per month for each property under a 5 x 2 Lease arrangement – this being an example of one of the arrangements that has been executed with NLC to date. The impact of this is:

- Lease Payments over the Commercial Premises will equate to an estimated \$384,000 based upon \$2,000pm for 16 Commercial lots.
- The prices in the store will need to rise to enable the store to continue to trade in a commercially viable manner. The current store policy is to provide goods to the community at the lowest price possible while still remaining viable. The imposition of lease payments that may be up to \$80,000 will need to be directly passed to the consumer via higher prices. MAC currently absorbs the entire freight cost and has a 20% mark up on healthy lines with a maximum 50% mark up across other lines.
- The reduced money circulating through this tightly held economy of Robinson River (via rental payments leaving the community) will impact on the store sales thereby further increasing the prices in the store.
- The 2 Education and 3 Health properties that are each currently leased to the NTG for \$23,464pa will not be viable to renew with MAC paying \$24,000pa to the NLC.
- The properties from which no revenue is generated will not continue to provide the community services that are delivered from the CDEP Resource Centre, Council Office, Creche, School Nutrition Kitchen, Mechanic Workshop, Welding Workshop, Housing and Equipment Storage Sheds, Fitness Centre, Chicken Yard, Horse Stables. Anticipated lease payments of \$384,000 will result in the Mungoorbada Aboriginal Corporation ceasing to be economically viable.
- The Northern Land Council approach to executing agreements of 5 years with a 5 year option are not addressing the long term tenure and home ownership ideals that the proposed legislation is purporting to commit to.

Summary

The model that is so effectively implemented by Mungoorbada Aboriginal Corporation to ensure an ‘improvement in the lives of the residents of Robinson River and Outstations’ cannot be viewed in isolation as each component interrelates to support the economic, social and health benefits achieved by individuals. The compounding effects of the Stronger Futures Legislation on the Robinson River Community will be evidenced as each relevant component of the legislation is implemented.

Fruit and Vegetable Targets December 2011

Store	% Total fruit & Veg	% Fresh Fruit and Veg
Robinson River	12.7%	10.6%
Palumpa	12.2%	10.5%
Malandari	11.9%	10.3%
Pirlangimpi	10.3%	8.0%
Gunbalunya	10.2%	8.9%
Ajurumu	9.4%	7.5%
Milingimbi	8.9%	7.7%
Kalkaringi	8.6%	6.8%
Alawa	8.6%	7.5%
Gapuwiyak	8.0%	6.4%
Elcho Is	7.6%	6.3%
Ramingining	5.9%	4.5%
Croker Is	5.8%	4.6%
Numbulwar	5.4%	3.7%
Umbakumba	5.3%	3.0%

Fruit and Vegetable Targets: F&V out of Total Food Sales.

Store	Sept	Oct	Nov	Average
Robinson River	14.7%	13.2%	13.1%	13.6%
Malandari	12.9%	12.7%	11.9%	12.5%
Palumpa	11.8%	10.7%	12.6%	11.7%
Numbulwar	9.7%	9.7%	10.6%	10.0%
Pirlangimpi	10.6%	9.4%	9.8%	9.9%
Elcho Is	8.8%	9.5%	9.8%	9.4%
Croker Is	9.8%	8.5%	9.3%	9.2%
Kalkaringi	7.5%	9.3%	10.1%	9.0%
Milingimbi	8.1%	7.8%	8.5%	8.1%
Lake Evella	8.1%	8.6%	6.9%	7.9%
Alawa	7.7%	7.8%	7.2%	7.5%
Umbakumba	6.5%	7.7%	7.0%	7.0%
Ajurumu	6.1%	6.0%	8.7%	6.9%
Ramingining	4.8%	5.4%	5.6%	5.3%
Gunbalunya	5.3%	4.3%	5.9%	5.2%

How did your children's

Assisi School 480; Nhulunby PS 479; Jingili PS 478; Moil PS 477; St Paul's PS 477; Larrakeyah PS 474; Jabiru Area School 474; Holy Spirit PS 472; St Andrew Lutheran School 470; Bees Creeks PS 469; Marrara Christian School 466; Larapinta PS 464; Holy Family PS 463; Bees Creek PS 461; Leanyer PS 459; Good Shepherd Lutheran College 458; Rosebery PS 457; Howard Springs PS 457; Woodroffe PS 456; Girraween PS 455; Sacred Heart PS 455; Wanguni PS 454; Alawa PS 453; Durack PS 451; Katherine South PS 449; Alyangula Area School 447; Katherine School of the Air 447; Wagaman PS 446; Malak PS 442; Palmerston Christian School 441; Casuarina Street PS 440; Bradshaw PS 439; Wulagi PS 437; St Joseph's College 436; Driver PS 431; Karama PS 429; Clyde Fenton PS 428; Ludmilla PS 427; Humpty Doo PS 427; Anula PS 425; Gray PS 424; Alice Springs School of the Air 419; Moulden PS 414; Manunda Terrace PS 411; Sadadeen PS 405; Milner PS 402; Gillen PS 394; Ti Tree School 391; Maningrida School 391; Woolianna School 389; Brainting PS 388; Batchelor Area School 382; Murrupurtiyanuwo Catholic School 368; MacFarlane PS 364; Milikapiti School 363; Robinson River School 362; Barkly College 358; Borroloola School 345; Mamaruni School 344; Utopia School 344; Ntaria School 343; Harts Range School 339; Urupunga School 339; Canteen Creek School 338; Mynyri School 338; Jilkminggan School 338; Willowra School 338; Peppinerni School 337; Ngukurr School 334; Timber Creek School 332; Alpururulam School 327; Barunga School 326; Alekareng School 324; Ltyentye Apurte CEC (Santa Teresa) 318; Wugularr School 317; Barkly College (Tennant Creek Primary) 316; Nganmariyanga School 313; Bulla Camp School 303; Manyallaluk School 295; Elliott School 291; Warruwi School 274; Walunguru School 267; Mount Allan School 267; Yipirinya School 263; Angurugu School 245; Ramingining School 238; Amplatwatja School 231; Yarralin School 230; West Arnhem College (Gumbalanyia Campus) 227; Kalkaringi School 220; Our Lady of the Sacred Heart Thamarurr Catholic School 212; Gapuwiyak School 209; Milimgimbi School 197; Yuendumu School 192; Arlparra High School

188; Yirrkala School 182; Shepherson College 179; Numbulwar School 172; Papunya School 168; Yirrkala Homelands School 165; Umbakumba School 112; Lajamanu School 106

Year 5 writing (national average 483)
The Essington School 515; Litchfield Christian School 500; Nakara PS 493; Nightcliff PS 492; Parap PS 488; Nhulunby PS 484; Bakewell PS 482; The Alice Springs Steiner School 481; Living Waters Lutheran PS 478; Our Lady of the Sacred Heart College 477; Nhulunby Christian School 475; Holy Family PS 475; Stuart Park PS 473; Moil PS 466; Araluen Christian School 465; Ross Park PS 464; Saint Francis of Assisi School 464; Leanyer PS 464; Milkwood Steiner School 463; Holy Spirit PS 461; Woodroffe PS 461; St Paul's PS 459; Bradshaw PS 458; Larrakeyah PS 458; Howard Springs PS 454; Marrara Christian School 453; Sacred Heart PS 453; Wanguni PS 453; Wagaman PS 452; Bees Creek PS 448; Girraween PS 448; Driver PS 448; Durack PS 445; St Mary's PS 445; Alawa PS 445; Wulagi PS 444; Good Shepherd Lutheran College 443; Rosebery PS 440; Gray PS 439; Larapinta PS 436; Palmerston Christian School 435; Jingili PS 434; Jabiru Area School 434; Alyangula Area School 433; St Joseph's College 431; Ludmilla PS 431; Anula PS 431; Bees Springs PS 430; Malak PS 424; Milner PS 424; Humpty Doo PS 423; Moulden PS 423; Katherine South PS 420; St Andrew Lutheran School 416; Alice Springs School of the Air 415; Casuarina Street PS 402; Sacred Heart PS 402; Gillen PS 399; Clyde Fenton PS 394; Urupunga School 390; Karama PS 378; Manunda Terrace PS 375; Katherine School of the Air 365; Manyallaluk School 363; Woolianna School 356; Batchelor Area School 355; Brainting PS 351; MacFarlane PS 348; Barkly College (Tennant Creek Primary) 345; Ti Tree School 343; Ntaria School 344; Milikapiti School 333; Alpururulam School 321; Robinson River School 320; Nganmariyanga School 318; Canteen Creek School 312; Timber Creek School 303; Utopia School 293; West Arnhem College (Gumbalanyia Campus) 294; Mount Allan School 294; Ramingining School 291; Mynyri School 276; Warruwi School 274; Peppinerni School 273; Wugularr School 271; Docker River

School 265; Bulman School 258; Papunya School 256; Harts Range School 255; Borroloola School 254; Umbakumba School 254; Ltyentye Apurte CEC (Santa Teresa) 249; Ngukurr School 249; Barunga School 239; Mamaruni School 238; Alekareng School 237; Milimgimbi School 237; Yarralin School 236; Murrupurtiyanuwo Catholic School 231; Shepherson College 231; Maningrida School 228; Yuendumu School 228; Kalkaringi School 222; Jilkminggan School 220; Gapuwiyak School 220; Yirrkala School 218; Amplatwatja School 212; Our Lady of the Sacred Heart Thamarurr Catholic School 207; Yipirinya School 204; Walunguru School 195; Angurugu School 195; West Arnhem College (Gumbalanyia Campus) 187; Lajamanu School 159; Yirrkala Homelands School 156

Year 5 spelling (national average 484)
The Essington School 507; Araluen Christian School 503; Holy Spirit PS 492; Nakara PS 484; Stuart Park PS 484; Living Waters Lutheran PS 483; Parap PS 480; Our Lady of the Sacred Heart College 479; Saint Francis of Assisi School 477; Nightcliff PS 476; The Alice Springs Steiner School 476; Nhulunby PS 475; Leanyer PS 475; Larrakeyah PS 474; Litchfield Christian School 473; Nhulunby Lutheran Christian School 473; Moil PS 473; Ross Park PS 473; Milkwood Steiner School 472; St Paul's PS 468; St Mary's PS 467; Bakewell PS 460; Sacred Heart PS 459; Wanguni PS 459; Holy Family PS 457; Alyangula Area School 457; Durack PS 457; Wulagi PS 456; Larapinta PS 455; Wagaman PS 454; Howard Springs PS 452; Jingili PS 452; Jabiru Area School 451; Marrara Christian School 449; Alice Springs School of the Air 448; Anula PS 445; Rosebery PS 442; Driver PS 441; Bees Creek PS 440; Wulagi PS 440; Girraween PS 439; Good Shepherd Lutheran College 438; Woodroffe PS 435; Bradshaw PS 435; Casuarina Street PS 435; Alawa PS 432; Moulden PS 432; Malak PS 431; Manunda Terrace PS 430; St Andrew Lutheran School 428; Katherine School of the Air 428; Ludmilla PS 424; Katherine South PS 423; St Joseph's College 422; Gray PS 421; Milner PS 421; Clyde Fenton PS 419; Humpty Doo PS 418; Palmerston Christian School 416; Brainting PS 404; Sadadeen PS 397; Gillen PS 397; Karama PS 394; Manyallaluk School

392; Timber Creek School 379; Batchelor Area School 375; Maningrida School 374; MacFarlane PS 368; Woolianna School 366; Barkly College (Tennant Creek Primary) 363; Alpururulam School 361; Ti Tree School 352; Robinson River School 351; Mount Allan School 351; Urupunga School 350; Milikapiti School 350; Ntaria School 343; Docker River School 340; Canteen Creek School 339; Ngukurr School 338; Numbulwar School 332; Jilkminggan School 332; Wugularr School 330; Mamaruni School 330; Yipirinya School 329; Mynyri School 329; Arlparra High School 321; Bulla Camp School 321; Alekareng School 321; Murrupurtiyanuwo Catholic School 321; Yuendumu School 319; Ramingining School 315; Harts Range School 314; Amplatwatja School 314; Barunga School 311; West Arnhem College (Gumbalanyia Campus) 311; Shepherson School 310; Angurugu School 310; Lajamanu School 310; Bulman School 308; Ltyentye Apurte CEC (Santa Teresa) 308; Yarralin School 308; Nganmariyanga School 307; Warruwi School 307; Yirrkala School 307; Peppinerni School 306; Borroloola School 306; Kalkaringi School 306; Milimgimbi School 304; Yirrkala Homelands School 304; Litchfield Christian School 303; Utopia School 306; Murrupurtiyanuwo Catholic School 306; Wugularr School 302; Gapuwiyak School 302; Our Lady of the Sacred Heart Thamarurr Catholic School 302; Walunguru School 302

Year 5 grammar & punctuation (national average 499)
Araluen Christian School 534; The Alice Springs Steiner School 528; Nakara PS 527; The Essington School 522; Litchfield Christian School 516; Parap PS 511; Living Waters Lutheran PS 510; Nhulunby Christian School 509; Stuart Park PS 504; Nightcliff PS 497; Saint Francis of Assisi School 495; Milkwood Steiner School 492; St Paul's PS 491; Ross Park PS 490; Holy Spirit PS 488; Larrakeyah PS 486; Our Lady of the Sacred Heart College 484; Nhulunby PS 484; St Mary's PS 484; Bakewell PS 483; Leanyer PS 482; Bees Springs PS 479; Moil PS 475; Wagaman PS 473; Marrara Christian School 470; Durack PS 469; Bees Creek PS 469; Good Shepherd Lutheran College 468; Holy Family PS 465; Wanguni PS 460; Howard Springs PS 460; Jingili PS 460; Woodroffe

PS 460; Sacred Heart PS 459; Alyangula Area School 453; Rosebery PS 453; Bradshaw PS 450; Larapinta PS 449; Girraween PS 449; Alawa PS 445; Katherine South PS 445; St Andrew Lutheran School 444; Wulagi PS 443; Casuarina Street PS 437; Palmerston Christian School 436; Ludmilla PS 435; Anula PS 434; Driver PS 431; Humpty Doo PS 431; Alice Springs School of the Air 422; Malak PS 422; Milner PS 422; Moulden PS 420; Katherine School of the Air 419; Gray PS 409; Jabiru Area School 406; Mount Allan School 406; Manunda Terrace PS 405; St Joseph's College 405; Clyde Fenton PS 403; Gillen PS 395; Sadadeen PS 391; Batchelor Area School 369; Brainting PS 368; Woolianna School 368; Ti Tree School 363; MacFarlane PS 359; Maningrida School 355; Alpururulam School 355; Elliott School 349; Timber Creek School 341; Robinson River School 336; Urupunga School 335; Ramingining School 331; Canteen Creek School 329; Utopia School 328; Bulla Camp School 323; Borroloola School 319; Ntaria School 318; Arlparra High School 317; Manyallaluk School 314; Docker River School 310; Bulman School 310; Amplatwatja School 308; Ngukurr School 308; Murrupurtiyanuwo Catholic School 306; Wugularr School 302; Jilkminggan School 298; Barkly College (Tennant Creek Primary) 297; Milikapiti School 296; Mamaruni School 295; Mynyri School 291; Alekareng School 289; Peppinerni School 289; Papunya School 288; Barunga School 284; Ltyentye Apurte CEC (Santa Teresa) 268; Walunguru School 260; Gapuwiyak School 258; Warruwi School 256; Angurugu School 241; Harts Range School 228; West Arnhem College (Gumbalanyia Campus) 202; Yarralin School 189; Kalkaringi School 171; Yipirinya School 167; Yirrkala Homelands School 153; Yuendumu School 150; Lajamanu School 149; Shepherson College 147; Milimgimbi School 146; Yirrkala School 143; Umbakumba School 143; Numbulwar School 131; Our Lady of the Sacred Heart Thamarurr Catholic School 111

PS 493; Litchfield Christian School 490; Araluen Christian School 486; Moil PS 486; Stuart Park PS 485; Adelaide River School 483; Parap PS 481; Nightcliff PS 480; Nhulunby Christian School 479; Howard Springs PS 479; Bees Springs PS 477; St Mary's PS 474; Marrara Christian School 473; Jabiru Area School 473; Holy Spirit PS 472; Leanyer PS 472; Our Lady of the Sacred Heart College 471; Holy Family PS 470; Larrakeyah PS 469; Nhulunby PS 468; Ross Park PS 467; Bakewell PS 465; Saint Francis of Assisi School 464; Wanguni PS 463; Good Shepherd Lutheran College 461; Jingili PS 461; Alawa PS 461; St Andrew Lutheran School 460; St Paul's PS 459; Wagaman PS 457; Bees Creek PS 456; Woodroffe PS 456; Katherine South PS 455; Bradshaw PS 454; Sacred Heart PS 449; Durack PS 447; Rosebery PS 447; Palmerston Christian School 446; Katherine School of the Air 446; Anula PS 445; Larapinta PS 444; Girraween PS 444; Kalkaringi School 444; Casuarina Street PS 442; Mount Allan School 441; Clyde Fenton PS 440; Driver PS 439; Alyangula Area School 438; Humpty Doo PS 431; Milner PS 430; Ti Tree School 428; Malak PS 426; St Joseph's College 426; Wulagi PS 425; Manunda Terrace PS 424; Moulden PS 423; Karama PS 423; Brainting PS 423; Ludmilla PS 421; Gray PS 412; Woolianna School 418; Docker River School 417; Sadadeen PS 413; Gillen PS 408; Batchelor Area School 404; MacFarlane PS 392; Maningrida School 382; Barunga School 391; Ltyentye Apurte CEC (Santa Teresa) 380; Robinson River School 378; Ntaria School 371; Papunya School 371; Milikapiti School 370; Canteen Creek School 367; Barkly College (Tennant Creek Primary) 366; Peppinerni School 365; Urupunga School 364; Utopia School 363; Arlparra High School 363; Manyallaluk School 362; Murrupurtiyanuwo Catholic School 362; Elliott School 361; Nganmariyanga School 360; Harts Range School 360; Bulla Camp School 357; Yuendumu School 355; Mamaruni School 354; Mynyri School 354; West Arnhem College (Gumbalanyia Campus) 354; Ngukurr School 353; Yarralin School 353; Alpururulam School 350; Timber Creek School 350; Jilkminggan School 350; Umbakumba School 350; Borroloola School 349; Wugularr School 341;

Warruwi School 341; Amplatwatja School 339; Bulman School 335; Ramingining School 332; Yipirinya School 326; Gapuwiyak School 323; Angurugu School 314; Our Lady of the Sacred Heart Thamarurr Catholic School 314; Walunguru School 303; Yirrkala School 302; Shepherson College 292; Yirrkala Homelands School 291; Milimgimbi School 284; Numbulwar School 247; Lajamanu School 238

Year 7 reading (national average 540)
Nhulunby Christian School 599; The Essington School 589; St Phillip's School 563; Marrara Christian School 543; Palmerston Christian School 542; Darwin Middle School 542; Korlinda College 541; O'Lozhlin College 536; Good Shepherd Lutheran College 530; Our Lady of the Sacred Heart College 528; Litchfield Christian School 526; Dipstone Middle School 520; Nhulunby High School 519; Katherine School of the Air 510; Rosebery Middle School 507; Taminin College 500; Alyangula Area School 499; St Joseph's College 499; St John's College 498; Araluen Christian School 497; Nightcliff Middle School 491; Sanderson Middle School 481; Katherine High School 472; Centralian Middle School 469; Batchelor Area School 453; Jilkminggan School 440; Tiwi College (Pickertaramoor, Melville Is) 439; Woolianna School 437; Canteen Creek School 435; Timber Creek School 436; Jabiru Area School 435; Laramba School 430; Nyanga Lajarrak College (Yulara) 430; Nganmariyanga School 426; West Arnhem College (Gumbalanyia Campus) 426; Mamaruni School 418; Kalkaringi School 417; Alpururulam School 417; Mynyri School 414; Peppinerni School 412; Angurugu School 409; Xavier CEC 407; Our Lady of the Sacred Heart Thamarurr Catholic School 404; Harts Range School 400; Barkly College (Tennant Creek High) 400; Ltyentye Apurte CEC (Santa Teresa) 399; Ntaria School 395; Gapuwiyak School 395; Amplatwatja School 392; Alekareng School 382; Maningrida School 374; Ngukurr School 368; Borroloola School 364; Numbulwar School 359; Arlparra High School 358; Yirara College 359; Ramingining School 341; Shepherson College 315; Woolianna Homelands Christian College 303;

