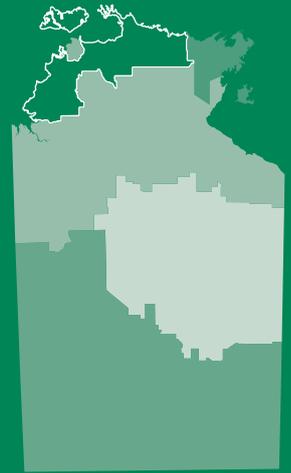


# STORY OF OUR CHILDREN AND YOUNG PEOPLE

TOP END 2021



## Acknowledgements

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

We wish to thank the many individuals who have contributed to the development of the featured stories. We also thank the data custodians who have assisted with preparation and release of the datasets, John Glover and Sarah McDonald at the Population Health Information Development Unit (PHIDU) at Torrens University and Fiona Shalley at the Northern Institute at Charles Darwin University who prepared some of the data tables.

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The data platform is available at [cmc.nt.gov.au](http://cmc.nt.gov.au).

## Disclaimer

This Story is for information purposes only. Whilst every effort has been made to ensure the information is accurate, the Northern Territory Government and Menzies School of Health Research will not accept any liability for any loss or damage which may be incurred by any person acting in reliance upon the information.

Cover photos: The cover celebrates the rich cultural make-up of the children and young people of the Top End.

Printed on 100% recycled paper.



# Introduction

**The Story of Our Children and Young People (the Story) addresses the demand for information about the wellbeing of children and young people. This Top End Story is an abridged version of the Northern Territory 2021 edition. It is a resource for people working for and with children and young people in the Top End. It provides an evidence-base to support actions to improve outcomes.**

This 2021 Story builds on the 2019 edition with updated data for many of the measures and the addition of data by Aboriginal status. A number of measures have been added to address the identified data gaps from 2019. Updates are also provided for many of the case studies presented in the 2019 Story.

There have been changes to the policy environment since the 2019 Story including revision of the National Agreement on Closing the Gap and the development of a Northern Territory Social Outcomes Framework. There has also been the disruption created by the COVID-19 pandemic including its implications to service delivery. The data measures and case studies in this Story have been considered in the context of this changing policy environment, with links to Closing the Gap and the Social Outcomes Framework highlighted alongside data measures using these icons:  

Much of the available data is service-based and commonly reports deficits rather than positive outcomes. The Editorial Committee investigated strength-based measures in the development of the Story and there will be continued effort in the preparation of the 2023 Story. A number of case studies highlight the positive work happening throughout the region.

## DATA PLATFORM

The most significant addition to the Story is an interactive data platform to complement the data available in this Story. It allows users to explore measures in comparison with Australia, Northern Territory and its other regions. Trend data for select measures is also included to consider changes over time. Use the platform at [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children). Measures for which trend data is available on the platform have this icon: 

The data presented in this Top End Story is drawn from the data platform and may vary slightly from the data presented in the Northern Territory 2021 edition of the Story. Technical commentary on the data is detailed on page 29 and also in Appendix I on page 128 of the Northern Territory 2021 edition.

## CHANGE FROM 2019 TO 2021

When comparing data from this 2021 Story with the 2019 Story, a number of indicators suggest change. For example, the proportion of babies exposed to alcohol in the third trimester of pregnancy has decreased. In the community, the number of house break-in offences has decreased by more than half. The number of children with notifications of child abuse or neglect has increased and school attendance in Year 3 and 7 has decreased. For young people, the daily average of young men in prison has decreased and the proportion of young people enrolled to vote has decreased. Caution is required when making comparison using only two data points and over a short period. Trend data using multiple data points provides a more reliable assessment of change.

## THE NEST FRAMEWORK

The Story is underpinned by the national research of the Australian Research Alliance for Children and Youth (ARACY) and the Nest outcomes framework. Through ARACY's research it was determined that for children and young people to thrive, they need to be valued, loved and safe; have material basics; be healthy; learning; participating and have a positive sense of identity and culture.

## HOW TO USE THIS STORY

You can use this Story in many ways, including:

- For community planning and local conversations
- As a tool to better understand indicators of wellbeing
- In service and organisational planning
- To support understanding of an outcomes-based approach
- As a reference when developing communication tools for community members and/or children and young people
- For the induction and training of staff
- To track progress against key indicators of wellbeing
- In the writing of grant applications
- When advocating for children and young people

Tell us how you are using the Story by visiting [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children).

# ABORIGINAL FRAMEWORK

While the Story is underpinned by the national research of ARACY, it acknowledges the ancient authority and traditions of Aboriginal people by using a local framework, developed in 2019, which applies cultural metaphors. The Aboriginal Framework was updated in 2021 with blue dots around the upper half of the framework to depict the waters of the northern parts of the Territory, with the ochre dots around the lower half of the framework depicting the deserts of the southern regions.



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

- a** Child or young person in the centre, with their family
- b** Children and young people form the inner circle
- c** They are surrounded by a second circle of parents, uncles, aunts and those within the family across that generation. This circle also includes local service providers such as schools and clinics, and other people working with families
- d** The third circle represents grandparents, elders and those within the family across that generation. It also includes cultural authority groups, government, policy makers and decision makers
- e** Around the circles of people, are four groups of people talking and working together
- f** Everything is connected by travel lines which illustrate movement and flow, as everything co-exists. The movement is in all directions as people have responsibilities to each other. Through the kinship system, everything and everyone is connected including to the sun, moon, stars and universe. It is important for everyone to be working together and communicating with each other
- g** The dots around the outside hold the framework together, demonstrating a wholeness. The dots also allow for movement in and out of the framework.

# METAPHORS AND THE NEST DOMAINS

The metaphors used for the Aboriginal Framework were selected to be readily interpreted using the six domains of the Nest. These six areas of wellbeing for children and young people are the pillars around which this Story is written.

The stories of the children and young people from the Top End are told through these six domains.

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

**Having material basics – Tree** – Trees can provide essential items such as wood and bark for housing, tools for hunting and a source of bush food and medicine.

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

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

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

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

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

## CONTENTS

In this Story, you will find:

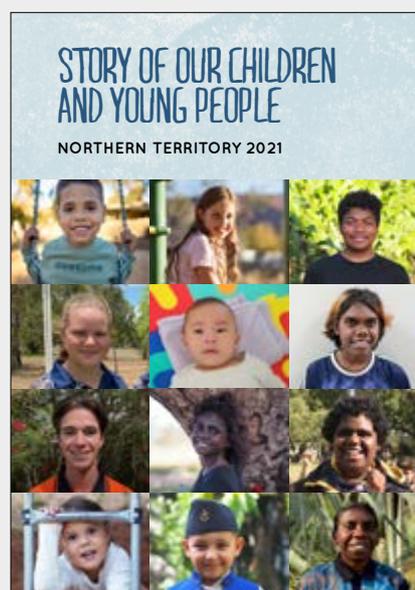
1. Information for the Top End region
2. Population information about families, education, employment, language and culture
3. Data for measures of child and youth wellbeing across the six domains outlined above
4. Case studies demonstrating positive change
5. Cultural stories of wellness
6. Links to the data platform containing further information

While the data highlight many stories, the Story uses a simple and direct approach in the presentation of measures. The Story deliberately refrains from providing interpretation or opinion. Definition of measures are included in the Northern Territory edition of the Story.

## GLOSSARY

Aboriginal	Aboriginal people, including Torres Strait Islanders and also to mean First Nations peoples
Child/children	Usually aged 0-9, statistically and legally aged 0-17
Children and young people	Children and young people, aged 0-24
Community	Inclusive of all forms of community: local community, schools, sporting clubs, arts and music clubs, faith communities and others
Domain	An essential outcome area of wellbeing which encompasses indicators related to a central subject
Early Childhood/early years	Refers to early development years of children, aged 0-5
Indicator	A broad and measurable concept that can indicate change
Family	Inclusive of related families, caregivers, guardians, kinship carers, foster or adoptive families and any other arrangements where children are in the official care of adults
Measure	A specific and quantifiable variable which addresses an indicator
Outcome	A goal or aspiration for the wellbeing of children and young people
Youth/young people	Young people, aged 10-17
Young adults/people	Young adults, aged 18-24

Further information about the development of the Story with context for each measure, referencing, data sources and appendices, can be found in the Northern Territory edition of the 2021 Story online, [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children).





# People of Top End

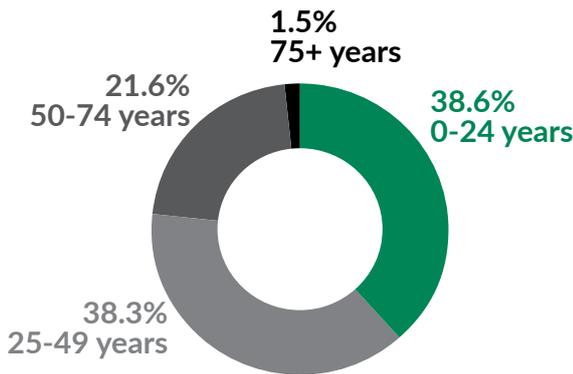


The Top End region covers north and north-west sections of the Territory, including the Tiwi Islands. There are six townships in the region, including Batchelor, Jabiru and Adelaide River, with 17 communities, four town camps and 138 outstations.

## POPULATION

The Top End has a population of 17,231 people. Of all the Northern Territory regions, Top End has the highest proportion of Aboriginal people with 3 in 4 people (74.5%) identifying as Aboriginal. About 5 in 100 people were born overseas (5.3%) and lived interstate five years earlier (5.4%). Almost 4 in 10 people (38.6%) are children and young people, aged 0-24.

### Age distribution of population



	TOP END
Total population	17,231
Aboriginal people <sup>a</sup>	74.5%
Children and young people, aged 0-24	38.6%
People who were born overseas <sup>b</sup>	5.3%
People who lived interstate five years earlier <sup>b</sup>	5.4%

Data source and year: ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2019; <sup>a</sup> ABS Estimates of Aboriginal and Torres Strait Islander Australians, prepared by PHIDU (special table), 2016; <sup>b</sup> ABS Housing and Population Census, prepared by PHIDU (special table), 2016.

## FAMILIES

Almost 3 in 10 families, with children aged under 15 (28.4%), are single parent families. Of these, 8 in 10 (82.7%) have a female as the head of the family.

	TOP END
Families with children aged under 15, who are single parent families	28.4%
Single parent families, who have a female as the head of the family	82.7%

Data source and year: ABS Housing and Population Census, prepared by PHIDU (special table), 2016. <sup>a</sup> ABS Housing and Population Census, 2016.

## EMPLOYMENT

More than 4 in 10 people, aged 15-64 (43.3%), participate in the workforce. Of these, about 1 in 5 people (22.4%) are unemployed. The major employment industries in the Top End are education and training, public administration and safety, and health care and social assistance.<sup>a</sup>

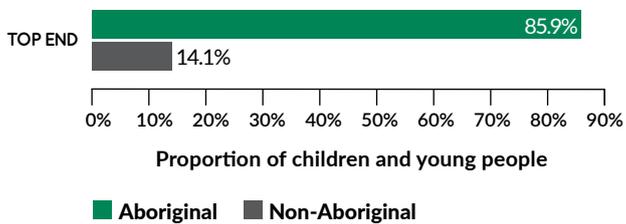
	TOP END
People, aged 15-64, who participate in the workforce (employed or actively looking for work)	43.3%
People who are unemployed, of those who participate in the workforce	22.4%

# CHILDREN AND YOUNG PEOPLE



There are 6,645 children and young people, aged 0-24, in the region. More than 8 in 10 children and young people (85.9%) are Aboriginal, the highest proportion of all the regions.

## Proportion of children and young people, aged 0-24, by Aboriginal status



Data source and year: Modelled based on SA2, IARE and IREG 2016 ERP and the ABS Census of Population and Housing, August 2016, prepared by PHIDU (special table).

## Number of children and young people

	TOP END
0-4 years	1,152
5-9 years	1,536
10-14 years	1,436
15-19 years	1,281
20-24 years	1,238
<b>Total</b>	<b>6,645</b>

Data source and year: ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2019.

# EDUCATION



Almost 2 in 10 people, aged 15 and over (17.9%), have a higher education qualification. For about 1 in 10 people (10.4%), Year 12 is their highest level of education. And for almost 3 in 10 people (27.9%), Year 10 or equivalent is their highest level of education.

	TOP END
People, aged 15 and over, who have a higher education qualification (above Year 12 level)	17.9%
People, aged 15 and over, for whom Year 12 is their highest level of education	10.4%
People, aged 15 and over, for whom Year 10 or equivalent (including Year 11, Certificate I and II) is their highest level of education	27.9%

# LANGUAGE AND CULTURE



Across the Top End, almost 3 in 10 people (27.8%) speak only English. More than half of people (56.0%) speak an Aboriginal language at home and almost 6 in 10 people (59.2%) speak a language other than English at home, including Aboriginal languages.

	TOP END
People who speak only English	27.8%
People who speak an Aboriginal language at home	56.0%
People who speak a language other than English at home (including Aboriginal languages)	59.2%

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



# Domain 1

## Being valued, loved and safe

Children and young people should be valued, loved and safe in the environment they grow up in, both in the family and the broader community. This need includes having loving family relationships, positive connections with their peers and other adults, and personal and community safety. These factors are critical for children and young people's healthy development and their ability to socialise, to understand society and to shape their future. When children are valued, loved and safe, they are more confident, resilient and have a stronger sense of identity.

The available data for this domain is service-based and commonly reports deficits rather than positive outcomes. The Editorial Committee investigated strength-based measures and there will be continued effort in the preparation of the 2023 Story. A case study highlights the positive work being done to ensure children and young people are valued, loved and safe.

There is the addition of one measure in this domain for the number of young people in detention. This new measure responds to a data gap identified in the 2019 Story.

In this domain, the two outcomes of safe families and safe communities are explored through eight indicators and one case study.

## 1.1 Safe families

### 1.1.1 Domestic and family violence

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

		TOP END
All	Number	760
	Proportion	14.2%
Aboriginal	Number	739
	Proportion	16.2%
Non-Aboriginal	Number	21
	Proportion	2.7%

Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2020-21. Proportions calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table).

Number of domestic and family violence offences where children, aged 0-17, were subject to violence or heard/saw the incident 

**155**  
TOP END

Data source and year: NT Police, Fire and Emergency Services (special table extracted on 4 August 2021), 2020-21.

Note: This measure is not available by Aboriginal status.

### 1.1.2 Child abuse or neglect

Child abuse and neglect refers to behaviour or treatment that either harms or has the potential to harm a child or young person, including physical abuse, emotional abuse, exposure to domestic and family violence, sexual abuse and neglect.

Number of notifications of child abuse or neglect

	TOP END
All	2,652
Aboriginal	2,588
Non-Aboriginal	64

Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2020-21.

Note: Children can be reported on more than one occasion in a year.

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

		TOP END
All	Number	1,449
	Proportion	27.1%
Aboriginal	Number	1,401
	Proportion	30.7%
Non-Aboriginal	Number	48
	Proportion	6.1%

Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2020-21. Proportions calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table).



## STRENGTHENING OUR YOUNG MEN

**Established in 2000, the Clontarf Foundation operates Australia wide in 131 Academies, 19 of which are in the Northern Territory at various middle and high schools, including Gunbalanya and Jabiru in the Top End.**

The aims of the Clontarf programs are to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and equip them with the skills to participate and contribute to society. Through the use of supportive relationships and a safe environment, the boys develop improved self-esteem and confidence which enables them to positively participate in education, employment and in society.

Liam, aged 14, was nervous when he first went to middle school. After joining the Clontarf Academy he felt valued and more confident in himself, "If you're not having a good day or you're not feeling well, you can come and talk to the boys and they try and help you."

Clontarf's Northern Territory Zone Manager Liam Toner said, "We aim to make school a very attractive option for the young men. When they wake up each morning, we want them to be excited to come to school. To do this we create an environment that is engaging and where they feel like they truly belong. Challenges are met every day by the young men in the program who consistently display a level of resilience and commitment."

In 2021, 36 Clontarf Academy participants were enrolled in Term 1 at Gunbalanya, with an average of 75% attendance. At the Jabiru Academy, 27 participants were enrolled with an average of 73% attendance.

An evaluation of the national expansion of the program was conducted in 2017 by Synergistiq. It looked at fifteen Clontarf Academies throughout WA, NSW and QLD. It found that as a result of participating in the Clontarf Academy the majority of students surveyed reported feeling proud of themselves, good about school and more confident when talking with teachers and other adults. The evaluation found of the students surveyed, the majority reported improvements in self-discipline, through attending school more often and trying harder while at school.

Photo: Kristian and Joseph, Clontarf boys from the Jabiru Academy

Substantiated cases of child abuse or neglect are those in which an investigation of a notification has confirmed there was reasonable cause to believe the child had been, or was likely to be harmed.

### Number of substantiated investigations for children, aged 0-17



Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2020-21.  
 Note: 1. In July 2018 the NT Government introduced the One Child One Case policy to improve the way in which the Department of Territory Families, Housing and Communities responds to subsequent notifications for children who have a current open case. As a result, fewer investigations have been commenced. 2. This measure is not reportable by Aboriginal status due to small numbers.

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



Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2020-21. Proportions calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table).  
 Note: This measure is not reportable by Aboriginal status due to small numbers.

Resubstantiation refers to the circumstance when children who were the subject of a substantiated episode of child abuse and neglect are the subject of another substantiation within 12 months.

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

		TOP END
All	Number	15
	Proportion	13.5%
Aboriginal	Number	15
	Proportion	13.7%
Non-Aboriginal	Number	0
	Proportion	0%

Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2020-21. Proportions calculated using numbers of children who were the subject of a substantiated investigation in 2019-20.  
 Note: In July 2018 the NT Government introduced the One Child One Case policy to improve the way in which the Department of Territory Families, Housing and Communities responds to subsequent notifications for children who have a current open case. As a result, fewer investigations have been commenced.

visit the data platform for more information on these measures. [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)

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



		TOP END
All	Number	45
	Proportion	0.8%
Aboriginal	Number	45
	Proportion	1.0%
Non-Aboriginal	Number	0
	Proportion	0%

Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2020-21. Proportions calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table).  
 Note: 1. Numbers are estimated as at 1 July 2021. 2. Geography is where children are placed and not where they are from.

## 1.2 Safe communities

### 1.2.1 House break-ins

The number of reported house break-in offences for houses with children is not available, however there is data on all house break-in offences. This was chosen as one measure of community safety as it relates to a child's sense of safety in their community and at home.

#### Number of house break-in offences



Data source and year: NT Department of Attorney General and Justice (special table extracted on 11 August 2021), 2020-21.

### 1.2.2 Children and young people as victims of crime

Offences against the person are crimes that involve physical harm or force, such as physical assault.

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

		TOP END
All	Number	87
	Rate	16.3
Aboriginal	Number	82
	Rate	18.0
Non-Aboriginal	Number	5
	Rate	6.4

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

		TOP END
All	Number	188
	Rate	97.0
Aboriginal	Number	180
	Rate	106.4
Non-Aboriginal	Number	8
	Rate	32.6

Data source and year: NT Department of Attorney General and Justice (special table extracted on 11 August 2021), 2020-21. Rates calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table). Note: Crimes are counted once for each incident. Victims may be counted more than once, for different incidents, in a year.

## 1.2.3 Young people involved in crime

An apprehension is any offence where a young person was arrested, issued a summons or notice to appear before court, or referred for youth diversion.

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



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

		TOP END
All	Number	11
	Rate	10.8
Aboriginal	Number	11
	Rate	11.5
Non-Aboriginal	Number	0
	Rate	0

Data source and year: NT Department of Attorney General and Justice (special table extracted on 17 August 2021), 2020-21. Rates calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table). Note: 1. Number and rate of apprehensions of males is not reportable by Aboriginal status due to small numbers. 2. Apprehensions are calculated as one event for a person for one date. 3. In July 2020 the NT Department of Attorney General and Justice changed their standard counting rules to include where a young person received a 'Youth Diversion Assessment' as they are alleged to have committed an offence(s).

## 1.2.4 Youth diversion

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

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

(SOF)



Data source and year: NT Department of Police, Fire and Emergency Services (special table extracted on 9 August 2021), 2020-21. Note: This measure is not available by Aboriginal status.

## 1.2.5 Young people in detention

Daily average number of young people, aged 10-17, in a youth detention centre  (SOF)

	TOP END
All	2.1
Aboriginal	2.1
Non-Aboriginal	0

Data source and year: NT Department of Territory Families Housing and Communities (special table extracted on 19 August 2021), 2020-21. Note: This measure reports where the young person was located at the time of the offence.

## 1.2.6 Young people in prison

Daily average number of young men and women, aged 18-24, in Northern Territory prisons

		TOP END
Men	All	26.3
	Aboriginal	26.3
	Non-Aboriginal	0
Women	All	0.1
	Aboriginal	0.1
	Non-Aboriginal	0

Data source and year: NT Department of Attorney General and Justice (special table extracted on 9 August 2021), 2020-21.



## Domain 2

# Having material basics

Material basics are the foundational elements that children and young people need in life. These include a safe house to live in, adequate and nutritious food, clean water and appropriate clothing. Income is crucial for a family to pay for basic living expenses. Children who experience poverty early in life are more likely to experience ongoing disadvantage.

The majority of the measures in this domain are reported from the 2016 Census and so there are no changes since the 2019 Story. A measure specific to children, aged 14 and under, has been added to the indicator of internet access. Mobile phone use remains a data gap.

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

## 2.1 Financial stability

### 2.1.1 Socioeconomic disadvantage

The measure of Index of Relative Socio-Economic Disadvantage is a score for relative socioeconomic disadvantage, with scores below 1,000 indicating relative disadvantage, and scores above 1,000 indicating relative advantage.

Scores for relative socioeconomic disadvantage



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

### 2.1.2 Family income

Department of Social Services classify households with children aged 15 and under, earning under \$36,515 per annum in receipt of the Family Tax Benefit Part A as "low income" households.

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



Data source and year: Department of Social Services, prepared by PHIDU (special table), June 2017.

Note: 1. Households are private dwellings only. 2. This measure is not available by Aboriginal status.



### PARTICIPANT TO EMPLOYEE – UPDATE

Maggie Kerinaia continues to work for Play to Connect, co-facilitating and co-developing content for the program and supporting Tiwi families. Maggie has also progressed to work for Relationships Australia, co-facilitating the Bringing Up Great Kids program. Working across the two jobs has provided Maggie with an increased sense of confidence and financial steadiness. Maggie says, "My favourite thing about working with children and their families is that we learn from each other about everything and anything."

Photo - Maggie at a Play to Connect planning day

## 2.2 Adequate housing

### 2.2.1 Severely crowded households

The ABS defines households as severely crowded when four or more extra bedrooms would be needed to accommodate the number of people usually living there. Information on overcrowding is not available for families, children or young people. This measure is based on people of any age.

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

CTG: (SOP)



Data source and year: ABS Housing and Population Census, prepared by PHIDU (special table), 2016.  
Note: 1. Rates are expressed as number per 10,000 population of usual residents.  
2. This measure is not reportable by Aboriginal status due to small numbers.

### 2.2.2 Children and young people who are homeless

The ABS defines homelessness as the condition when a person's current living arrangement is in a dwelling that is inadequate; has no secure tenure; or does not allow them to have control of, and access to space for social relations. This includes people living in temporary arrangements, boarding houses, tents or sleep out and in severely overcrowded dwellings.

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



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

Note: This measure is not available by Aboriginal status.



visit the data platform for more information on these measures.  
[cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)





## HEALTHY HOMES HEALTHY FAMILIES – UPDATE

Thamarrurr Development Corporation's Healthy Homes program continues to support the Wadeye community to look after their homes to improve the health and wellbeing of families. House assessments highlighted a problem with pests and so two local staff were trained to become licensed pest technicians. Since then, the team have noticed a big improvement in the households they have treated for pests.

A key priority of the Healthy Homes program is increasing coordination across services. The team are working on developing a shared database to be used by all service providers to better understand the needs of families. In 2020, the team pivoted to focus on keeping families safe from COVID-19, working with the clinic to educate the community about the risks. Together with the Women's Centre, Healthy Homes staff delivered hygiene packs to every household in Wadeye.

Photo – Moses, Tom and Xavier, the Healthy Homes team

## 2.3 Communication and technology

### 2.3.1 Internet access

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

	TOP END
All	59.2%
Aboriginal	49.7%
Non-Aboriginal	71.1%

Proportion (%) of children, aged 14 and under, living in dwellings from which internet was not accessed

	TOP END
All	43.1%
Aboriginal	48.6%
Non-Aboriginal	11.7%

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

## 2.4 Access to transport

### 2.4.1 Household access to a vehicle

Proportion (%) of dwellings with no motor vehicle

	TOP END
All	33.8%
Aboriginal	55.8%
Non-Aboriginal	6.7%

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





# Domain 3

## Being healthy

It is essential to take good care of the health and wellbeing of children and young people to ensure good health and opportunity into adulthood. Health is impacted by many factors including individual physiology, lifestyle, environmental and cultural influences and access to appropriate health care and support services. Children are particularly vulnerable in their early years and dependent on parents and caregivers for their physical and emotional needs.

There have been a number of developments in the measures used to indicate the health of children and young people from the 2019 Story. A measure of pre-term births has been added and three indicators of the health of young people have been added to address data gaps identified in 2019 – smoking prevalence, being mentally healthy and incidence of sexually transmissible infections.

In this domain, three outcomes of healthy before birth, healthy in the first year and growing up healthy are explored through 16 indicators, one case study and one cultural story of wellness.

### 3.1 Healthy before birth

#### 3.1.1 Early antenatal visits

Antenatal care is the care received from health professionals during pregnancy to support the health of both the pregnant woman and the unborn child.

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

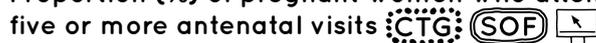


	TOP END
All	75.0%
Aboriginal	70.7%
Non-Aboriginal	96.9%

Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2019.

#### 3.1.2 Regular antenatal visits

Proportion (%) of pregnant women who attended five or more antenatal visits



	TOP END
All	93.4%
Aboriginal	92.1%
Non-Aboriginal	100%

Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2019..

#### 3.1.3 Teenage mothers

Proportion (%) of births to women aged under 20

	TOP END
All	13.3%
Aboriginal	15.9%
Non-Aboriginal	0%

Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2019.

#### 3.1.4 Smoking during pregnancy

Proportion (%) of women who reported smoking during pregnancy



Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2019.

Note: This measure is not reportable by Aboriginal status due to small numbers.

visit the data platform for more information on these measures. [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)

## 3.1.5 Alcohol consumption during pregnancy

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

	TOP END
All	7.7%
Aboriginal	9.1%
Non-Aboriginal	0%

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



Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2019.  
Note: (nr) not reportable due to small numbers.

## 3.2 Healthy in the first year

### 3.2.1 Pre-term births

Pre-term birth is associated with increased risks including long-term neurological disability, re-admission to hospital in the first year of life and perinatal death.

Proportion (%) of pre-term births (less than 37 weeks)  



Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2019.  
Note: This measure is not reportable by Aboriginal status due to small numbers.

### 3.2.2 Low birthweight

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



Data source and year: NT Perinatal Data Collection, prepared by NT Department of Health (special table), 2019.  
Note: This measure is not reportable by Aboriginal status due to small numbers.

### 3.2.3 Infant mortality

Infant mortality rate (per 1,000 live births)  



Data source and year: Australian Coordinating Registry, Cause of Death Unit Record Files, prepared by PHIDU (special table), 2014-18.  
Note: This measure is not available by Aboriginal status.

## 3.2.4 Breastfeeding

Proportion (%) of babies exclusively breastfed to 6 months of age 



Data source and year: 2017-18 National Health Survey and 2018-2019 National Aboriginal and Torres Strait Islander Health Survey, ABS. Data extracted for non-Aboriginal and Aboriginal populations separately using ABS TableBuilder and combined, 9 August 2021 (special table).  
Note: 1. Survey results for children aged 6 months to 3 years at time of data collection. 2. The 2019 Story reported exclusive breastfeeding to 3 months of age. 3. This measure is not available by region or Aboriginal status.

## 3.3 Growing up healthy

### 3.3.1 Child immunisation

Proportion (%) of children fully immunised at age two 



Data source and year: Australian Immunisation Register, prepared by PHIDU (special table), 2018.  
Note: This measure is not available by Aboriginal status.

### 3.3.2 Bodyweight for children and young people

Proportion (%) of children and young people, aged 2-19 who were overweight or obese  



Data source and year: 2017-18 National Health Survey and 2018-2019 National Aboriginal and Torres Strait Islander Health Survey, ABS. Data extracted for non-Aboriginal and Aboriginal populations separately using ABS TableBuilder and combined, 9 August 2021 (special table).  
Note: This measure is not available by region or Aboriginal status.

### 3.3.3 Children and young people with a disability

Number and proportion (%) of children and young people, aged 0-24, who have need for assistance with core activities 

		TOP END
All	Number	38
	Proportion	0.6%
Aboriginal	Number	24
	Proportion	0.5%
Non-Aboriginal	Number	7
	Proportion	0.9%

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



## OUR BUSH MEDICINE

**“We have all this bush medicine all around us. In the past, we had lots of old people with us. They told stories about bush medicine. It makes us get well.**

Jimijinga (milky plum) is a small tree with long green leaves. It helps with coughs and chest infection. We use it for babies, children, old and middle aged. We crush the leaves, put them in water and boil them up over the fire until the water goes green. We cool the water, remove the leaves and we drink it. The baby drinks it when it is sick and it helps with the coughing. It also helps the baby sleep. Sometimes we grab the leaves and chew it, to extract the juices. This is the one we use all the time.

When a child has scabies or sores, we go down to the beach to get Tarrpilima. The long seed of the mangrove. You see them hanging from the tree and also collect along the beach. We use it to help with children sores. We boil this over the fire and make it soft in the water. The water turns orange. When it is a little bit warm, we bath the babies in the water, from head to toe to remove the infection. This is like a medicine. It works. One or two weeks later they feel better.

When the younger ones need help they come to us old people and we tell them about the Jimijinga and Tarrpilima. They need to know about our way of culture, it is very important. We pass that story to them. It’s from the past, and up to us now, who are living.”

Jacinta Tipungwuti with Regina Kantilla,  
Wurrumiyanga, Bathurst Island

Photos: Jacinta with the Jimijinga plant and  
collecting Tarrpilima on the beach



### 3.3.4 Mentally healthy

Mental health-related conditions are common and only a small proportion of individuals with these conditions are ever admitted to hospital. However, hospital admission records provide a consistent and reliable measure for mental health.

Number and rate (per 10,000 population) of hospital admissions for mental health-related conditions for young people, aged 15-24 



Data source and year: NT Department of Health (special table), 2020. Rates calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table).  
Note: This measure is not reportable by Aboriginal status due to small numbers.

### 3.3.5 Smoking prevalence among young people

Proportion (%) of young men and women, aged 15-24, who are current smokers 

	NORTHERN TERRITORY
Men	46.3%
Women	24.5%

Data source and year: 2017-18 National Health Survey and 2018-2019 National Aboriginal and Torres Strait Islander Health Survey, ABS. Data extracted for non-Aboriginal and Aboriginal populations separately using ABS TableBuilder and combined, 9 August 2021 (special table).  
Note: This measure is not available by region or Aboriginal status.



visit the data platform for more information on these measures. [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)

### 3.3.6 Sexually transmissible infections

Data is not available for all sexually transmissible infections (STIs). This Story reports the rates of two common diseases, chlamydia and gonorrhoea.

Number and rate (per 100,000 population) of chlamydia and gonorrhoea notifications among young people, aged 15-24

		TOP END
Chlamydia	Number	102
	Rate	3,779.2
Gonorrhoea	Number	22
	Rate	815.1

Data source and year: NT Department of Health (special table), 2020. Rates calculated using ABS Census 2016 data, prepared by NT Department of Health (special table).  
Note: Data are reported by NT health districts, which varies marginally from the geography used elsewhere in this Story for all regions.

### 3.3.7 Death of children and young people

Death rate (per 100,000 population) for children, aged 1-14, and young people, aged 15-24 

	NORTHERN TERRITORY
Children	32.5
Young people	119.0

Data source and year: ABS 3303.0 Causes of Death, 2019.  
Note: 1. ABS rates are based on preliminary death data and are subject to revision.  
2. This measure is not available by region or Aboriginal status due to small numbers.





## HEALING ON COUNTRY

**Ava, aged 9, has grown up in Kakadu and West Arnhem Land. While Ava has spent most of her life living in Kakadu, her grandmother's country is Marlkawo, a remote part of West Arnhem.**

Early this year, Ava was struggling when living in town. She was experiencing emotional, behavioural and physical health challenges. Ava was living in an overcrowded house, had skin sores and showed signs of hypervigilance. She was struggling to focus on her learning.

Ava and her family decided she should return to Marlkawo to be with her grandmother Annie. In Marlkawo, Ava is learning from Annie to ensure she has strong cultural knowledge and understands her responsibilities to family and country. Ava is calm and respectful to her ancestors and demonstrates her care for country.

Annie says, "I was teaching Ava in culture way since she was three years old. We started with bush tucker, picking green plum and billy goat plum. When she came here she could start learning pandanus [for weaving]. And she's got it now! Next, she will learn to collect colour [for dyeing]."

Ava says, "It's very kind of beautiful. It's very comfy and healthy. It helps your body to build relationships with country and look after your country."

Annie is a Senior Leader and Cultural Educator at Children's Ground with family working alongside western-trained staff in learning and health promotion. Ava is learning to have responsibility for her own health and is engaging in cultural and western learning – to be strong in both ways.

Ava has been learning mindfulness strategies and techniques to self-regulate during learning sessions. She particularly enjoys the glitter jars, "Glitter jars are really good. When we shake it, is very beautiful, then we lay down and relax. The glitter goes down and helps your brain get strong."

Within four weeks of arriving in Marlkawo, Ava's skin sores were healing, she was calmer and thriving in her cultural and western learning. Annie shares, "Something has changed, and she is learning. Ava and the other girls help to collect pandanus in the old way."

**Photo: Ava and Annie on country at Marlkawo**



# Domain 4

## Learning

Children and young people are constantly learning as they grow and develop. Learning takes place in many ways, at home with family, through interaction with the wider community and in formal settings, like schools.

There are a number of developments, from the 2019 Story, in this domain. A measure of developmentally on track has been added as an additional indicator for transitioning to school. There has been a change in the measure for preschool attendance to report the proportion of children attending a preschool program for 15 hours or more per week, to be consistent with national reporting. A measure of vocational education and training participation has also been added.

In this domain, six outcomes of parent engagement in learning, early childhood learning, transitioning into school, school attendance, school progress and vocational learning are explored through 15 indicators.

### 4.1 Parent engagement in learning

#### 4.1.1 Reading at home

The Australian Early Development Census (AEDC) is a nationwide survey of how young children are developing and their readiness for formal schooling as they begin their first year of full-time school. Teachers complete a questionnaire based on their knowledge and observation of the children in their class.

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

	TOP END
All	41.6%
Aboriginal	31.8%
Non-Aboriginal	100%

Data source and year: Australian Early Development Census, prepared by Australian Department of Education, Skills and Employment (special table extracted on 6 October 2021), 2018.

Note: Results include teachers' responses of 'Somewhat true' or 'Very true'.

### 4.1.2 Participation in Families as First Teachers as First Teachers

There are a number of early childhood and family support programs, Families as First Teachers (FaFT) being one of them. The aim of FaFT is to improve developmental outcomes for children by working with families and children, aged 0-4, prior to school entry. Data is not available to measure Territory-wide participation in similar programs.

#### Participation in Families as First Teachers program



	TOP END
Number of communities	12
Number of children	431
Average days for children	18.9

Data source and year: Families as First Teachers (FaFT) program, prepared by NT Department of Education (special table) 2020.

Note: 1. Children can attend multiple FaFT program sites during the year; each child is counted once in a region. 2. The average days is the average number of days each child attended over the reporting period.



## 4.1.3 Parent engagement with school

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

	TOP END
All	69.8%
Aboriginal	64.7%
Non-Aboriginal	100%

Data source and year: Australian Early Development Census, prepared by Australian Department of Education, Skills and Employment (special table extracted on 6 October 2021), 2018.

Note: Results include teachers' responses of 'Somewhat true' or 'Very true'.

## 4.2 Early childhood learning

### 4.2.1 Child care attendance

Proportion (%) of children, aged 0-5, attending approved child care (SOF) 

	TOP END
All	5.2%
Aboriginal	3.1%
Non-Aboriginal	15.8%

Data source and year: Australian Government Department of Education, Skills and Employment (special table), December quarter 2020. Proportions calculated using ABS 3235.0 Population by Age and Sex, Regions of Australia, prepared by PHIDU (special table), 2016.

### 4.2.2 Preschool attendance

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

	TOP END
All	70.1%
Aboriginal	65.6%
Non-Aboriginal	93.3%

Proportion (%) of children, aged 4, attending a preschool program for 15 hours or more per week

	TOP END
All	44.2%
Aboriginal	32.7%
Non-Aboriginal	85.7%

Data source and year: Age Grade Census, prepared by NT Department of Education (special table), 2020. Proportions calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table). Note: Data include NT Government and Catholic schools only and does not include preschool programs provided at centre-based care by a qualified worker.

## 4.3 Transitioning into school

### 4.3.1 Developmentally on track

The AEDC measures the early development of children aged 5 across five key domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge. Children are considered 'developmentally on track' if they score in the top 75% of the scores for the reference population in a domain.

Proportion (%) of children assessed as developmentally on track in all five domains (CTG) (SOF) 

	TOP END
All	12.8%
Aboriginal	4.8%
Non-Aboriginal	60.7%

Data source and year: Australian Early Development Census, prepared by Australian Department of Education, Skills and Employment (special table extracted on 6 October 2021), 2018.



visit the data platform for more information on these measures. [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)



## 4.3.2 Developmental vulnerability

Children are considered 'developmentally vulnerable' if they score in the lowest 10% of the scores for the reference population in a domain.

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

	TOP END
All	70.3%
Aboriginal	79.0%
Non-Aboriginal	17.9%

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



Data source and year: Australian Early Development Census, prepared by Australian Department of Education, Skills and Employment (special table extracted on 6 October 2021), 2018.

Note: Proportion of children assessed as developmentally vulnerable in two or more domains is not reportable by Aboriginal status due to small numbers.

## 4.3.3 Developmental strengths

The Multiple Strengths Indicator (MSI) was developed in 2017 to complement the existing AEDC measures of vulnerability with a strength-based view of early childhood development. The MSI uses the same Early Development Instrument used in the AEDC and has 39 items.

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

		TOP END
Highly developed strengths	All	14.5%
	Aboriginal	7.9%
	Non-Aboriginal	53.6%
Well developed strengths	All	18.1%
	Aboriginal	16.4%
	Non-Aboriginal	28.6%
Emerging strengths	All	67.9%
	Aboriginal	76.4%
	Non-Aboriginal	17.9%

Data source and year: Australian Early Development Census, prepared by Australian Department of Education, Skills and Employment (special table extracted on 6 October 2021), 2018.

## 4.3.4 Transition attendance

School attendance in Transition, NT Government Schools  

	TOP END
All	53.4%
Aboriginal	46.5%
Non-Aboriginal	82.8%

Data source and year: Enrolment and Attendance data, prepared by NT Department of Education (special table), 2020.

Note: Data reporting period covers weeks 1 to 4 and weeks 5 to 8 of each term in a calendar year.

## 4.4 School attendance

### 4.4.1 School attendance

School attendance in Year 3, NT Government schools  

	TOP END
All	56.1%
Aboriginal	51.3%
Non-Aboriginal	86.7%

School attendance in Year 7, NT Government schools   

	TOP END
All	45.3%
Aboriginal	40.8%
Non-Aboriginal	87.6%

Data source and year: Enrolment and Attendance data, prepared by the NT Department of Education (special table), 2020.

Note: Data reporting period covers weeks 1 to 4 and weeks 5 to 8 of each term in a calendar year.

Proportion (%) of all Preschool to Year 12 students, with more than 80% school attendance, NT Government schools  

	TOP END
All	20.4%
Aboriginal	13.7%
Non-Aboriginal	73.7%

Data source and year: Enrolment and Attendance data, prepared by the NT Department of Education (special table), 2020.

Note: 1. Students who are passive at the end of the reporting period are excluded. 2. Students can attend multiple school sites during the year; each student is counted once in a region.

## 4.4.2 Continuation to Year 12

This measure is the proportion of students enrolled in Year 12, out of all students enrolled in the corresponding cohort in Year 7, for Northern Territory Government and Catholic schools. The rate may not accurately reflect all students who have completed Year 12 as students may travel to attend school in other regions or interstate..

### Apparent retention from Year 7 to Year 12



	TOP END
All	24.8%
Aboriginal	23.6%
Non-Aboriginal	42.9%

Data source and year: Age Grade Census data, prepared by NT Department of Education (special table), 2020.

Note: 1. Data include NT Government and Catholic schools only.

2. Data is an underestimate due to interstate movement of students between Years 7 and 12 to complete school. Similarly results for regions may under or overestimate apparent retention as a result of movement of students between regions. This is most common with students from remote areas going to Greater Darwin and to Alice Springs to complete school.

## 4.5 School progress

### 4.5.1 Literacy and numeracy skills

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a nationwide annual assessment for students. The test assesses skills considered essential to progress through school in the domains of reading and writing, language conventions and numeracy. Due to the disruptions to education caused by the COVID-19 pandemic, NAPLAN assessments were not completed in 2020.



visit the data platform for more information on these measures.  
[cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)

### Proportion (%) of students in Year 3 reaching the minimum national standard in literacy

	TOP END
All	46.1%
Aboriginal	39.6%
Non-Aboriginal	80.8%

### Proportion (%) of students in Year 3 reaching the minimum national standard in numeracy

	TOP END
All	43.9%
Aboriginal	36.2%
Non-Aboriginal	81.5%

### Proportion (%) of students in Year 7 reaching the minimum national standard in literacy

	TOP END
All	33.0%
Aboriginal	28.0%
Non-Aboriginal	100%

### Proportion (%) of students in Year 7 reaching the minimum national standard in numeracy

	TOP END
All	31.8%
Aboriginal	25.9%
Non-Aboriginal	100%

Data source and year: NT Department of Education (special table), 2019.  
 Note: Data include NT Government and Catholic schools only.



## 4.5.2 Year 12 or equivalent completion

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

	TOP END
All	25.1%
Aboriginal	20.8%
Non-Aboriginal	69.9%

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

## 4.5.3 NTCET completion

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

Proportion (%) of enrolled students who completed NTCET **SOF**

	TOP END
All	100%
Aboriginal	100%
Non-Aboriginal	nr

Data source and year: NT Department of Education (special table), 2020.  
Note: 1. Data include NT Government and Catholic schools only. 2. (nr) not reportable due to small numbers.

## 4.6 Vocational learning

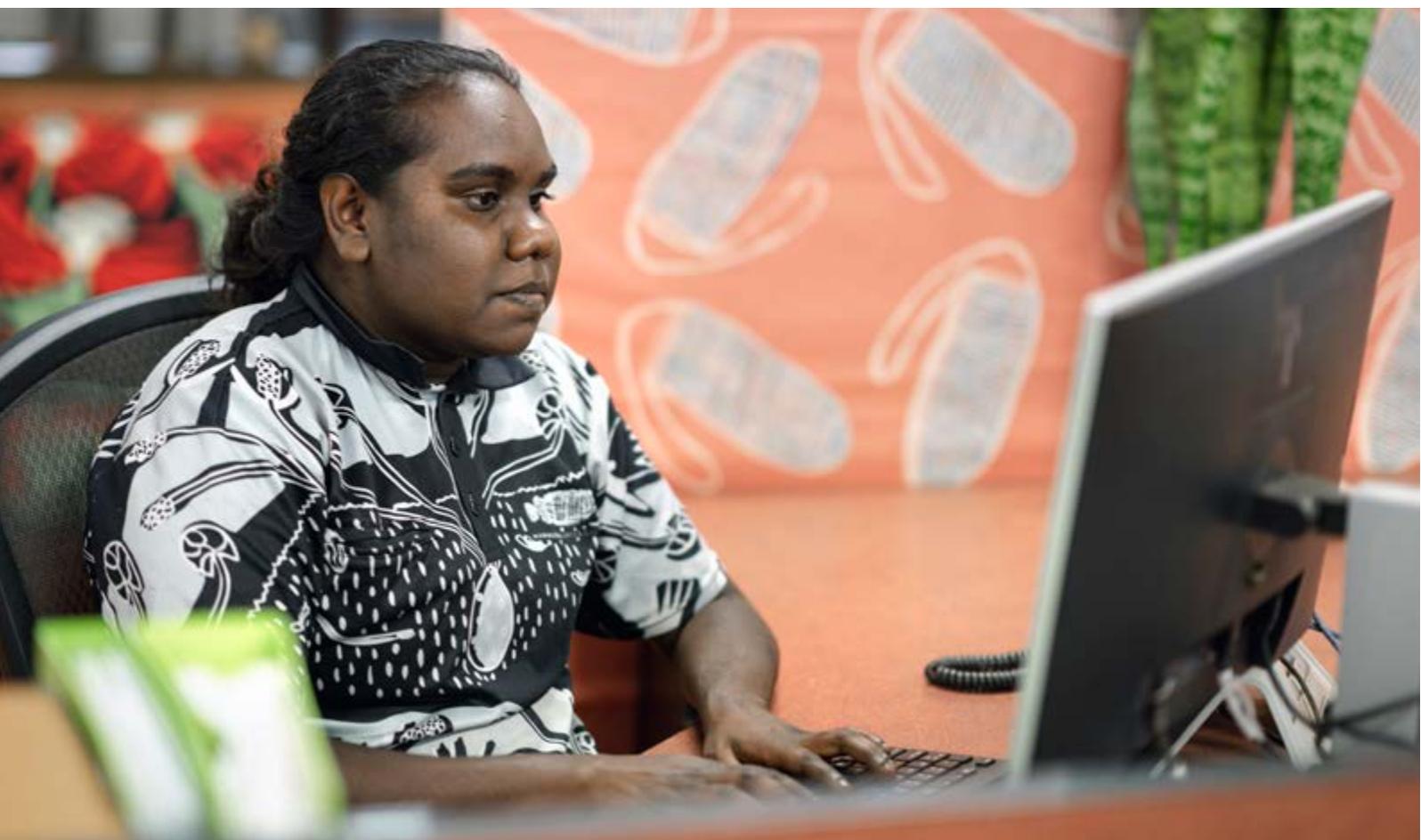
### 4.6.1 Vocational education and training participation

This measure reports young people, aged 15-24, who participated in both government subsidised and fee for service vocational education and training (VET) enrolments in 2019, regardless of the year they commenced. It includes school students engaged in VET.

Number and rate (per 1,000 population) of young people, aged 15-24, who participate in vocational education and training **CTG** **SOF**

		TOP END
All	Number	466
	Rate	172.7
Aboriginal	Number	329
	Rate	138.5
Non-Aboriginal	Number	137
	Rate	424.0

Data source and year: NCVER Total VET Activity prepared by NT Department of Industry, Tourism and Trade (special table), 2019. Rates calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table).





# Domain 5

## Participating

It is important for the wellbeing of children and young people that they actively participate with their peers and within the community. Participation can take many forms – it can include children and young people being involved in sport, recreational or social activities, or volunteering with community groups. A key element of participation is children and young people being listened to and supported to have a say on issues affecting their lives and their community.

Measures in this domain focus on young people, aged 15 and above, as there is a lack of reliable information for participation among younger age groups other than formal education. Most measures in this domain use census data. As the latest census was in 2016, the data in these measures has not changed since the 2019 Story (except for some minor adjustments for changed regional boundaries).

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

### 5.1 Participation in employment or education

#### 5.1.1 Young people earning or learning

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

	TOP END
All	35.9%
Aboriginal	32.1%
Non-Aboriginal	84.6%

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

#### 5.1.2 Unemployment among young people

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

	TOP END
All	44.9%
Aboriginal	56.1%
Non-Aboriginal	9.7%

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



visit the data platform for more information on these measures. [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)



## 5.1.3 Community Development Program participation

The Community Development Program (CDP) is an Australian Government employment program operated in remote areas. The program aims to improve job seekers' skills and improve their employability, as well as benefiting the local community.

Proportion (%) of young people, aged 15-24, participating in the CDP

	TOP END
All	4.6%
Aboriginal	5.0%
Non-Aboriginal	na

Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.  
Note: (na) not available.



visit the data platform for more information on these measures.  
[cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)

## 5.2 Participation in the community

### 5.2.1 Young people volunteering

Proportion (%) of young people, aged 15-24, who spent time doing voluntary work (SOP)

	TOP END
All	7.9%
Aboriginal	6.4%
Non-Aboriginal	20.3%

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

### 5.2.2 Young people enrolled to vote

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



Data source and year: NT Electoral Commission, 31 March 2021. Proportions calculated using 2016 ERP based on the ABS Census of Population and Housing, prepared by PHIDU (special table).

Note: 1. Proportions are calculated using estimated resident populations, with no adjustment for residents not eligible to vote. 2. This measure is not available by Aboriginal status.





## Domain 6

# Positive sense of identity and culture

Having a positive sense of identity and culture is fundamental to a child or young person's wellbeing. Identity and culture are broad topics which are complex to define. Identity is generally understood to be a person's sense of self, their understanding of who they are, both individually and within their social context. Culture can be described as a shared approach and understanding of people's existence in relation to other people and their environment. Culture encompasses intangible concepts such as religion or spirituality, value systems and norms of behaviour as well as tangible or material items such as food, clothing, art and literature.

Many of the measures in this domain are reported from the 2016 Census with no update to the data available. In this Story there are a number of developments in the measures. The language spoken at home measure has been expanded to include the proportion of young people who speak Aboriginal languages. There are two additional measures presenting

information on language and culture in schools and Aboriginal employment in the Northern Territory Government.

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

### 6.1 Connection to culture

#### 6.1.1 Language spoken at home

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

		TOP END
English	All	16.7%
	Aboriginal	8.8%
	Non-Aboriginal	91.4%
All Aboriginal languages		75.2%
Arnhem Land and Daly River Region Languages		63.2%
Yolngu Matha		1.1%
Other Australian Indigenous Languages		9.6%

Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.  
 Note: 1. Languages spoken at home by less than 1% of the population are not included in this table. 2. When English is recorded it indicates only English is spoken at home.

#### 6.1.2 Connection to Aboriginal culture

Connection to Aboriginal culture is complex and varied, often stemming from practices in the family, in ceremonies and on country which differ across nations and language groups. There is not a measure to adequately represent this connection.

#### 6.1.3 Aboriginal culture in the workplace

Proportion (%) of employees of the Northern Territory Government who identify as Aboriginal 



Data source and year: NT Office of the Commissioner for Public Employment (special table), June 2021.  
 Note: 1. Data include permanent, temporary, contract and casual employees. 2. Data does not include Batchelor Institute of Indigenous Tertiary Education and NT Legal Aid.

#### 6.1.4 Language and culture in schools

Proportion (%) of classroom teachers in Northern Territory Government schools who identify as Aboriginal 



Data source and year: PIPS pay data, prepared by NT Department of Education (special table), 24 June 2020.  
 Note: Data exclude other teaching staff (assistant or senior teachers and teaching principals) and school council employees.

## 6.1.5 Organisations promoting culture

Number of registered organisations promoting culture and the arts 



Data source and year: Register of Cultural Organisations – Australian Government, 5 March 2021.  
Note: Numbers reflect Registered Cultural Organisations (organisations that can receive tax deductible donations and which promote cultural arts and language diversity). For a full list go to: [www.arts.gov.au](http://www.arts.gov.au).

## 6.2 Spirituality

### 6.2.1 Connection to Aboriginal spirituality

Aboriginal spirituality is broad and holistic and can be understood as a framework that guides all aspects of life including relationships with family, community, environment, animals, plants and the land. While this is an important indicator of wellbeing for Aboriginal children and young people there is no quantitative measure of spirituality for Aboriginal children and young people.



visit the data platform for more information on these measures.  
[cmc.nt.gov.au/children](http://cmc.nt.gov.au/children)

## 6.2.2 Connection to a faith tradition

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

	TOP END
All	69.5%
Aboriginal	75.1%
Non-Aboriginal	48.1%

Data source and year: ABS Census of Population and Housing, prepared by PHIDU (special table), 2016.  
Note: Religion does not include secular or other spiritual beliefs.

## 6.3 Cultural diversity

### 6.3.1 Overseas-born

Proportion (%) of children and young people, aged 0-24, born overseas 



Proportion (%) of Australian-born children and young people, aged 0-24, who have both parents born overseas 



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



## DATA CONSIDERATIONS

This Top End Story provides more extensive information than presented in the Story of Our Children and Young People, Northern Territory 2021. The data presented in this Top End Story is drawn from the data platform which may result in minor differences to the data presented in the Northern Territory 2021 edition.

The main reason for this variation is there are some records with missing data for Aboriginal status, location or gender (when reported). Missing data is treated differently between the Northern Territory 2021 edition and this Top End Story:

- In the Northern Territory edition, records with missing data are included at the level for which data is available with a note reporting missing data for other levels of reporting. For example, if a record does not have location data for a region, the item will be reported for the Northern Territory but excluded in the regional data.
- This Top End Story and the operation of the data platform requires consistency of data between levels of reporting. This requires exclusion of the small number of records with missing data for location, Aboriginal status or gender at all levels of reporting. For example, if a measure presents data by Aboriginal status then records with missing data for Aboriginal status are excluded from all levels of reporting for that measure.

A separate technical consideration is the need for care when publishing data with small counts due to the risk of confidentiality. Data with a count of less than 5 have been suppressed. It is also necessary to suppress related data which allow the calculation of the small number. The suppression of data with small counts has resulted in some items being 'not reportable'. The presentation of information by Aboriginal status has resulted in an increase in the amount of data that are 'not reportable'.

For further technical commentary on the data, read Appendix I on page 128 of the Story of Our Children and Young People, Northern Territory 2021.

## ACRONYMS

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
AEDC	Australian Early Development Census
AIHW	Australian Institute of Health and Welfare
ARACY	Australian Research Alliance for Children and Youth
CDP	Community Development Program
CFCA	Child Friendly Community Australia
FaFT	Families as First Teachers
FASD	Fetal Alcohol Spectrum Disorder
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex and Asexual
MSI	Multiple Strength Indicator
NAIDOC	National Aboriginal and Islander Day of Celebration
NAPLAN	National Assessment Program – Literacy and Numeracy
NT	Northern Territory
NTCET	Northern Territory Certificate of Education
PHIDU	Public Health Information Development Unit
SEIFA	Socio-Economic Indexes for Areas
WHO	World Health Organisation



# Where to from here?

For our children and young people of the Top End Story to flourish and reach their potential, there are basic human needs which must be met. While many of our children and young people are flourishing, there are too many who face substantial challenges. The data in this Story highlight both indications of positive change and areas where considerable improvement is needed.

Further information is available for all measures in this Story on the data platform, allowing comparison with Australia, Northern Territory and its other regions. Trend data for select measures is also included to consider changes over time. Use the platform at [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children).

## Process towards the next Story



This is the second Story, a biennial commitment by the Northern Territory Government to track progress over time across key indicators of wellbeing for children and young people. In 2023, progress will again be reviewed through both data measures and stories of positive change. Attention will once more be given to meeting identified data gaps and there will be continued effort to report relevant local indicators.

Further information about the development of the Story and its indicators, with referencing, data sources and appendices, can be found in the Northern Territory edition of the 2021 Story at [cmc.nt.gov.au/children](http://cmc.nt.gov.au/children).

