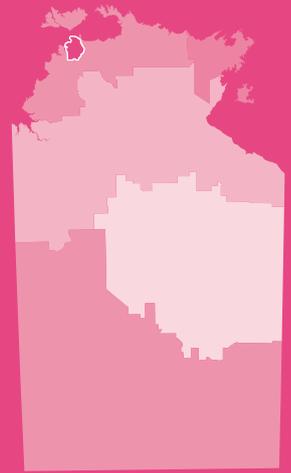


STORY OF OUR CHILDREN AND YOUNG PEOPLE

GREATER DARWIN 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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Disclaimer

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

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 Greater Darwin 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 Greater Darwin. 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, the addition of sub-regional data and 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, the 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. Measures for which trend data is available on the platform have this icon: 

The data presented in this Greater Darwin 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 2021 data with the 2019 Story for the Greater Darwin region as a whole, a number of indicators suggest change. For example, the retention of students from Year 7 to Year 12 has increased, and the number of apprehensions of females has decreased. In the community, the number of house break-ins has also decreased. For children, the number of notifications of child abuse or neglect has increased and the proportion of babies with low birthweight has increased. 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.

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 Greater Darwin 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:

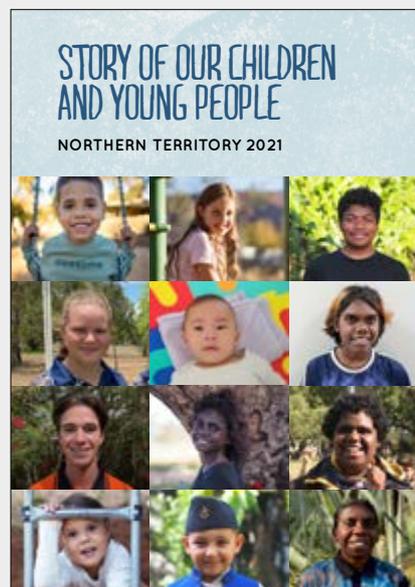
1. Information for Greater Darwin, including Darwin, Palmerston, Litchfield
2. Population information about families, education, employment, language and culture
3. Data for measures of child and youth wellbeing across the six domains outlined above
4. Case studies demonstrating positive change
5. Cultural 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.





People of Greater Darwin

The Greater Darwin region includes the City of Darwin, the City of Palmerston and Litchfield Shire. This region is home to the majority of the Northern Territory's population and has the highest population density of the six Northern Territory regions.

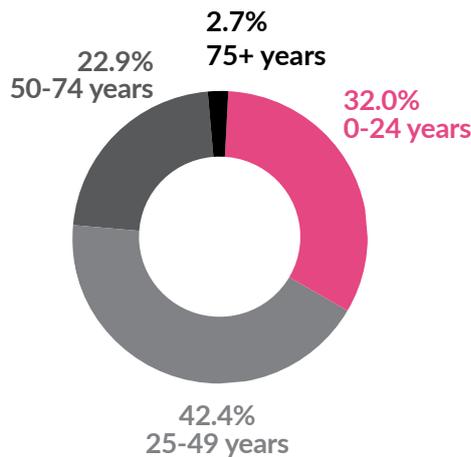


POPULATION



Greater Darwin has a population of 147,255 people. More than 1 in 10 people (12.0%) in the region identify as Aboriginal and about 1 in 4 people (25.6%) were born overseas. Greater Darwin has the most transient population of all the regions, with 1 in 6 people (16.2%) having lived interstate five years earlier. About 1 in 3 people (32.0%) are children and young people, aged 0-24.

Age distribution of population



	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
Total population	147,255	83,828	38,255	25,172
Aboriginal people ^a	12.0%	10.0%	14.6%	15.1%
Children and young people, aged 0-24	32.0%	30.0%	38.5%	28.6%
People who were born overseas ^b	25.6%	31.6%	20.3%	12.7%
People who lived interstate five years earlier ^b	16.2%	16.0%	18.2%	13.7%

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

FAMILIES



Almost 1 in 5 families, with children aged under 15 (18.4%), are single parent families. Almost 4 in 5 of these (76.9%) have a female as the head of the family.

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
Families with children aged under 15, who are single parent families	18.4%	17.7%	20.4%	16.5%
Single parent families, who have a female as the head of the family	76.9%	77.4%	79.7%	67.8%

EMPLOYMENT



More than 7 in 10 people, aged 15-64 (73.2%), participate in the workforce. Of these, less than 5 in 100 people (4.6%) are unemployed. The major employment industries in Greater Darwin are public administration and safety, construction, and health care and social assistance.^a

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
People, aged 15-64, who participate in the workforce (employed or actively looking for work)	73.2%	74.1%	76.2%	66.0%
People who are unemployed, of those who participate in the workforce	4.6%	4.6%	4.9%	3.8%

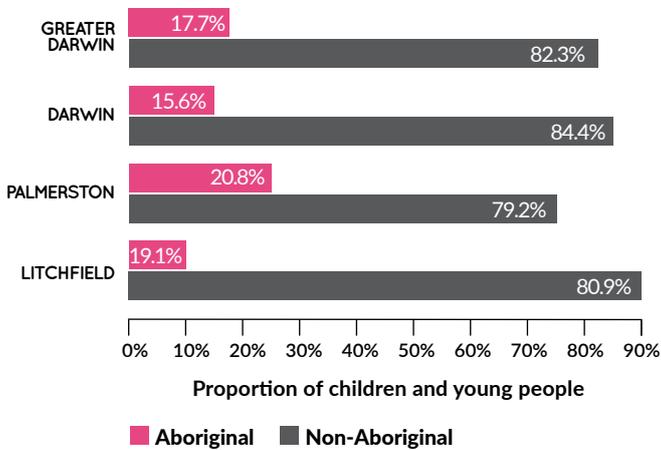
Data source and year: ABS Housing and Population Census, prepared by PHIDU (special table), 2016. ^a ABS Housing and Population Census, 2016.

CHILDREN AND YOUNG PEOPLE



There are 47,102 children and young people, aged 0-24, in the region, more than half of these (25,170) live in Darwin. Almost 1 in 5 children and young people (17.7%) are Aboriginal.

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



Number of children and young people

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
0-4 years	10,503	5,555	3,707	1,241
5-9 years	9,840	5,111	3,316	1,413
10-14 years	9,103	4,776	2,818	1,509
15-19 years	8,146	4,478	2,213	1,455
20-24 years	9,510	5,250	2,671	1,589
Total	47,102	25,170	14,725	7,207

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).

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

EDUCATION



Almost half of the population, aged 15 and over (47.2%), have a higher education qualification. For 1 in 7 people, aged 15 and over (14.2%), Year 12 is their highest level of education, and for another 1 in 7 people, aged 15 and over (14.1%), Year 10 is their highest level of education.

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
People, aged 15 and over, who have a higher education qualification (above Year 12 level)	47.2%	49.4%	46.6%	40.7%
People, aged 15 and over, for whom Year 12 is their highest level of education	14.2%	14.7%	15.4%	11.3%
People, aged 15 and over, for whom Year 10 or equivalent (including Year 11, Certificate I and II) is their highest level of education	14.1%	12.4%	17.4%	15.6%

LANGUAGE AND CULTURE



English is the main language spoken in Greater Darwin with almost 7 in 10 people (67.9%) speaking only English. About 2 in 10 people (20.3%) speak a language other than English at home. Less than 1% of the population speak an Aboriginal language at home.

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
People who speak only English	67.9%	62.4%	76.4%	74.6%
People who speak an Aboriginal language at home	<1%	1.0%	<1%	<1%
People who speak a language other than English at home (including Aboriginal languages)	20.3%	26.8%	15.0%	6.0%

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 number of case studies highlight 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 three case studies.

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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	2,033	1,084	777	172
	Proportion	6.0%	6.0%	7.5%	3.3%
Aboriginal	Number	1,299	750	487	62
	Proportion	20.9%	24.8%	21.4%	6.7%
Non-Aboriginal	Number	734	334	290	110
	Proportion	2.7%	2.2%	3.6%	2.5%

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 (SOF)



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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All		9,903	5,376	3,719	808
Aboriginal		5,900	3,501	2,100	299
Non-Aboriginal		4,003	1,875	1,619	509

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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	5,145	2,668	1,973	504
	Proportion	15.2%	14.7%	19.1%	9.6%
Aboriginal	Number	2,819	1,592	1,058	169
	Proportion	45.4%	52.7%	46.6%	18.3%
Non-Aboriginal	Number	2,326	1,076	915	335
	Proportion	8.4%	7.1%	11.3%	7.7%

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).

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	591	329	234	28
Aboriginal	402	234	151	17
Non-Aboriginal	189	95	83	11

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

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.

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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	579	323	228	28
	Proportion	1.7%	1.8%	2.2%	0.5%
Aboriginal	Number	396	232	147	17
	Proportion	6.4%	7.7%	6.5%	1.8%
Non-Aboriginal	Number	183	91	81	11
	Proportion	0.7%	0.6%	1.0%	0.3%

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).



visit the data platform for more information on these measures.
cmc.nt.gov.au/children



A COLLECTIVE VOICE FOR VALUE, SAFETY AND CONNECTEDNESS – UPDATE

The Student Voice Positive Choice (SVPC) initiative continues to focus on changing the narrative around young people in Palmerston, by providing opportunities for students to advocate for what is right, ensuring young people feel safe, connected and valued. SVPC now encompasses 11 Palmerston and rural schools, with school principals refining SVPC's direction to focus on three key areas – school, local and global. In 2020, students across the schools chose to work together to support children by raising money for the Starlight Children's Foundation. In 2021, students have implemented a recycling campaign designed to educate their peers. Students have also written a song, titled Stronger Together, which is a call to action, identifying that choices play a part in our future.

Image: SVPC participants from Palmerston schools



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

		GREATER DARWIN
All	Number	42
	Proportion	11.8%
Aboriginal	Number	35
	Proportion	15.4%
Non-Aboriginal	Number	7
	Proportion	5.5%

Data source and year: NT Department of Territory Families, Housing and Communities (special table extracted on 9 August 2021), 2019-20. Proportions calculated using numbers of children who were the subject of a substantiated investigation in 2019-20. Note: 1. This measure is not reportable by sub-region due to small numbers. 2. 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.

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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	519	269	197	53
	Proportion	1.5%	1.5%	1.9%	1.0%
Aboriginal	Number	441	227	170	44
	Proportion	7.1%	7.5%	7.5%	4.8%
Non-Aboriginal	Number	78	42	27	9
	Proportion	0.3%	0.3%	0.3%	0.2%

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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	303	192	92	19
	Rate	9.0	10.5	8.9	3.6
Aboriginal	Number	136	92	39	5
	Rate	21.9	30.5	17.2	5.4
Non-Aboriginal	Number	167	100	53	14
	Rate	6.1	6.6	6.6	3.2

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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	504	346	131	27
	Rate	37.0	45.4	35.3	11.7
Aboriginal	Number	266	174	86	6
	Rate	121.4	171.7	130.7	11.5
Non-Aboriginal	Number	238	172	45	21
	Rate	20.8	26.0	14.7	11.8

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: 1. Crimes are counted once for each incident. Victims may be counted more than once, for different incidents, in a year.



visit the data platform for more information on these measures.
cmc.nt.gov.au/children



CELEBRATING DIVERSITY AND INCLUSION

A committee of Darwin High School students are working to deliver the school's annual Pride Day. Since 2016, the school has hosted a Pride Day event (except for 2020 due to COVID-19) as part of their commitment to support LGBTQIA+ students and provide a safe and welcoming learning environment.

The event was initiated by a group of students who saw a need to support the wellbeing of LGBTQIA+ students and presented a proposal, referencing research findings and LGBTQIA+ wellbeing outcomes, to the school board. The event remains student-led with a committee of Year 10-12 students working together to organise the event. Committee member, Martina, speaks of the importance of representation and inclusion: "I want students who fear [being themselves], to be able to see they are not alone at school, they can be who they are and there is support for them."

Supported by the school's leadership, the committee submits a formal proposal to the school board with objectives, plans, income and expenditure for approval. While the school board funded the initial event, the committee has fundraised to cover all costs for future events. The committee partners with community organisations like Headspace to host stalls to provide students with information on available services. Giving back to the community is a part of the day with previous events raising over \$1,000 for organisations which support LGBTQIA+ youth such as Headspace and the Northern Territory AIDS and Hepatitis Council (NTAHC).

The Pride Day includes music from LGBTQIA+ artists, rainbow-themed food, games, educational resources on gender and sexuality, and prizes. It is an important part of demonstrating inclusivity and supporting students to feel welcome and safe at school and within their community. Josh reflecting on the day, said, "It is energetic and colourful, we are in it, not just watching performances but immersed in pride, [it] makes me feel less alone."

Photo: Committee members Risini, Jaymee and Martina setting up for Pride Day 2021

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 

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	492	355	113	24
	Rate	68.3	92.1	55.3	18.5
Aboriginal	Number	418	311	92	15
	Rate	304.4	441.0	199.4	72.7
Non-Aboriginal	Number	74	44	21	9
	Rate	14.1	15.0	15.3	9.5

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

		GREATER DARWIN
All	Number	103
	Rate	15.2
Aboriginal	Number	96
	Rate	71.0
Non-Aboriginal	Number	7
	Rate	1.4

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 females is not reportable by sub-region 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 



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.



visit the data platform for more information on these measures. cmc.nt.gov.au/children

1.2.5 Young people in detention

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

	GREATER DARWIN
All	11.8
Aboriginal	10.9
Non-Aboriginal	0.9

Data source and year: NT Department of Territory Families Housing and Communities (special table extracted on 19 August 2021), 2020-21. Note: 1. This measure is not available by sub-region. 2. 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

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
Men	All	90.7	35.4	11.4	43.7
	Aboriginal	74.3	28.8	7.5	38.0
	Non-Aboriginal	16.2	6.6	3.9	5.7
Women	All	6.1	2.2	1.1	2.8
	Aboriginal	5.4	2.0	1.1	2.3
	Non-Aboriginal	0.7	0.2	0	0.5

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



BOXING BOOT CAMP ENGAGING MALE STUDENTS – UPDATE

Taminmin College's boot camp program restarted in Term 2, 2021 after a brief pause. The program is being run by two teachers and the college chaplain. About 14 male students from Years 7-8 are currently engaged and each week they meet to participate in circuit-based physical exercises as well as team building activities. They work together to set personal goals and reflect on their progress as a group. A highlight of the program is a fishing trip at the end of term to celebrate their achievements.

Photo: Taminmin chaplain Aaron Ford running the morning circuit to start the session



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.

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 sub-region or Aboriginal status.

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



		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	483	350	28	108
	Rate	40.8	50.3	9.1	60.9
Aboriginal	Number	167	158	0	9
	Rate	162.4	302.5	0	63.8
Non-Aboriginal	Number	309	187	28	92
	Rate	29.3	29.8	10.4	57.8

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.



2.2.2 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 sub-region or Aboriginal status.

2.3 Communication and technology

2.3.1 Internet access

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	84.8%	85.0%	85.2%	83.3%
Aboriginal	71.9%	69.2%	72.0%	78.0%
Non-Aboriginal	86.3%	86.5%	87.3%	83.9%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	6.4%	5.7%	7.6%	6.5%
Aboriginal	17.9%	18.8%	18.8%	12.7%
Non-Aboriginal	4.2%	3.5%	4.8%	5.3%

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 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	5.3%	6.5%	4.2%	1.8%
Aboriginal	12.5%	15.8%	11.2%	3.5%
Non-Aboriginal	4.4%	5.6%	3.0%	1.6%

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 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)

CTG: (SOF)

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	92.4%	92.5%	91.8%	93.8%
Aboriginal	78.3%	79.7%	76.0%	80.0%
Non-Aboriginal	94.5%	94.3%	94.6%	94.9%

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

CTG: (SOF)

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	96.6%	96.5%	96.4%	97.6%
Aboriginal	88.0%	87.2%	89.4%	86.7%
Non-Aboriginal	97.8%	97.8%	97.6%	98.5%

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

(SOF)

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	2.0%	1.9%	nr	nr
Aboriginal	9.7%	10.4%	nr	nr
Non-Aboriginal	0.8%	0.7%	nr	nr

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.

3.1.4 Smoking during pregnancy

Proportion (%) of women who reported smoking during pregnancy

CTG: (SOF)

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	10.6%	8.8%	13.4%	10.9%
Aboriginal	41.9%	43.2%	nr	nr
Non-Aboriginal	5.9%	3.8%	nr	nr

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.

3.1.5 Alcohol consumption during pregnancy

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	2.8%	2.8%	2.8%	2.8%
Aboriginal	7.9%	9.7%	6.5%	0%
Non-Aboriginal	2.0%	1.7%	2.2%	3.0%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	0.7%	0.6%	nr	nr
Aboriginal	3.2%	nr	nr	nr
Non-Aboriginal	0.3%	nr	nr	nr

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) 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	10.2%	7.8%	12.5%	15.8%
Aboriginal	18.8%	14.3%	nr	nr
Non-Aboriginal	8.9%	6.9%	nr	nr

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.

3.2.2 Low birthweight

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	8.0%	7.3%	9.0%	8.8%
Aboriginal	14.8%	13.0%	nr	nr
Non-Aboriginal	7.0%	6.5%	nr	nr

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.

3.2.3 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 sub-region or Aboriginal status.

3.2.4 Breastfeeding

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



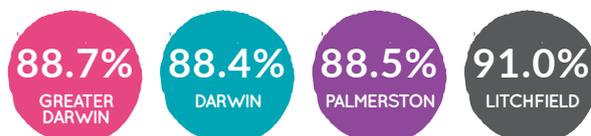
Data source and year: 2017-18 National Health Survey and 2018-2019 National Aboriginal and Torres Strait Islander Health Survey, ABS. Data extracted for non-Aboriginal and Aboriginal populations separately using ABS TableBuilder and combined, 9 August 2021 (special table).

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.



visit the data platform for more information on these measures.
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NWARAN, AN ASTROLOGICAL NAMING CEREMONY

“My name is Manju and I was born in Kathmandu, Nepal. I came to Australia in 2007 and my husband and I have two children. In Nepalese culture we hold an astrological naming ceremony, a ‘Nwaran’, on the 11th day after the birth of a baby. A priest visits the family for the ceremony and family and friends attend, it is quite big.

During the Nwaran, a Hom (meaning fire) is conducted to purify the baby, mother and house. We put ghee on a stick of wood and light it and the priest says a mantra. This is very auspicious and means the family and the house are purified. Bad spirits will be removed from the house.

Nepalese people have two names, their common name and an astrological name. As part of the Nwaran, the priest will look at the time of the birth of the baby and make an astrological horoscope. The China (pronounced ch – e – na), also known as Janma Kundali, is an astrological chart which is prepared based on the date, time and place of a baby’s birth. The chart determines the location of planets, the sun and the moon. This sets out the astrological aspects of a person.

When a child is unwell, the China can be used to determine what has caused the illness. If anything arises for health and wellbeing, for physical and mental health we can look to the astrological reading. If a child is unsettled, we believe there are bad shadows and the Astrologer can look to the China to see the cause and how it can be fixed. My children’s China is with my husband’s family in Nepal.”

Photo: Manju (right) with her mother Mohan (left) and children Nirran and Myra

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 

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	843	417	310	116
	Proportion	1.9%	1.7%	2.3%	1.6%
Aboriginal	Number	171	101	60	10
	Proportion	2.9%	3.5%	2.8%	1.1%
Non-Aboriginal	Number	654	314	231	109
	Proportion	1.9%	1.7%	2.3%	2.0%

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

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 

		GREATER DARWIN
All	Number	337
	Rate	183.9
Aboriginal	Number	128
	Rate	411.4
Non-Aboriginal	Number	209
	Rate	137.4

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 available by sub-region.

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.

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

		GREATER DARWIN
Chlamydia	Number	490
	Rate	2,674.1
Gonorrhoea	Number	67
	Rate	365.6

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: 1. Data are reported by NT health districts, which varies marginally from the geography used elsewhere in this Story. 2. This measure is not available by sub-region.

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 reportable by region or Aboriginal status due to small numbers.



visit the data platform for more information on these measures.
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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 and one case study.

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	86.1%	87.5%	85.2%	83.2%
Aboriginal	63.5%	59.9%	64.1%	76.5%
Non-Aboriginal	90.5%	92.0%	91.0%	84.1%

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

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



	GREATER DARWIN	DARWIN	PALMERSTON
Number of communities	4	3	1
Number of children	531	344	187
Average days for children	11.3	13.1	7.8

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 sub-region; data for the region may count a child more than once if they have attended a FaFT program in more than one sub-region in the year. 2. The average days is the average number of days each child attended over the reporting period. 3. A FaFT program does not operate in Litchfield.

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	92.9%	93.6%	91.6%	93.5%
Aboriginal	77.9%	75.5%	79.3%	82.4%
Non-Aboriginal	95.8%	96.5%	95.0%	95.0%

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 

	GREATER DARWIN
All	44.8%
Aboriginal	34.1%
Non-Aboriginal	46.8%

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.

Note: This measure is not available by sub-region.

4.2.2 Preschool attendance

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	94.0%	94.5%	93.3%	93.9%
Aboriginal	86.9%	83.7%	88.1%	96.2%
Non-Aboriginal	95.5%	96.4%	95.0%	93.6%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	84.0%	84.8%	81.9%	86.5%
Aboriginal	74.1%	73.8%	72.1%	84.0%
Non-Aboriginal	86.0%	86.6%	84.7%	86.9%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	51.4%	53.8%	51.6%	42.0%
Aboriginal	31.5%	32.1%	30.8%	32.3%
Non-Aboriginal	55.0%	57.1%	56.9%	43.3%

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.

4.3.2 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  

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	25.5%	23.2%	26.0%	32.6%
Aboriginal	46.6%	49.6%	43.9%	45.2%
Non-Aboriginal	21.7%	19.2%	21.4%	31.0%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	14.3%	12.8%	14.3%	19.6%
Aboriginal	31.5%	32.1%	30.1%	35.5%
Non-Aboriginal	11.1%	9.9%	10.2%	17.6%

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.

4.3.3 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 

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
Highly developed strengths	All	50.9%	54.4%	48.5%	43.5%
	Aboriginal	32.5%	33.6%	31.6%	32.3%
	Non-Aboriginal	54.2%	57.6%	52.9%	44.9%
Well developed strengths	All	22.8%	22.2%	23.3%	23.9%
	Aboriginal	20.3%	20.6%	20.3%	19.4%
	Non-Aboriginal	23.3%	22.4%	24.1%	24.5%
Emerging strengths	All	26.3%	23.4%	28.1%	32.6%
	Aboriginal	47.1%	45.8%	48.1%	48.4%
	Non-Aboriginal	22.5%	20.0%	22.9%	30.6%

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 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	89.8%	90.2%	88.5%	90.9%
Aboriginal	79.7%	79.2%	78.6%	85.5%
Non-Aboriginal	92.4%	92.4%	92.6%	91.9%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	91.5%	91.8%	90.9%	91.7%
Aboriginal	83.3%	81.8%	84.1%	86.0%
Non-Aboriginal	93.6%	93.9%	93.3%	93.1%

School attendance in Year 7, NT Government schools 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	87.5%	89.7%	82.5%	87.6%
Aboriginal	75.1%	76.3%	72.6%	78.9%
Non-Aboriginal	91.3%	92.9%	88.4%	89.6%

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

Note: 1. 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 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	76.2%	77.5%	72.2%	77.6%
Aboriginal	54.0%	55.5%	49.9%	58.0%
Non-Aboriginal	83.2%	83.9%	82.0%	82.1%

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 sub-region; data for the region may count a child more than once if they have attended a school site in more than one sub-region in the year.

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 

	GREATER DARWIN
All	96.0%
Aboriginal	95.1%
Non-Aboriginal	96.3%

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. 3. This measure is not available by sub-region.



visit the data platform for more information on these measures.
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A CIRCUS CURRICULUM

The circus program at Ludmilla Primary School was introduced after teachers recognised some students were not thriving in mainstream classes. The school wanted to find a way to strengthen their engagement and to involve students more positively in school. And so, in 2017, in partnership with Corrugated Iron Youth Arts, a circus program was developed.

The program started with circus skills being taught one day per week to students from Transition to Year 6. After seeing a positive impact on participating students, the school formalised the circus program's links with the health, physical education and arts curriculums. The development of a circus curriculum worked towards achieving learning outcomes across physical education and the performing arts as well as strengthening students' social and emotional wellbeing, skill development and connection to learning.

Ludmilla Primary School Principal Carol Putica said, "The children appreciate that persistence, cooperation, and a commitment to accuracy are central to the circus program. These qualities are helping all aspects of our students' learning. For some, it is the first time they've linked effort to results."

The program demonstrates an innovative approach to curriculum delivery. Over time, students have developed an enthusiasm for learning, also improving outcomes in other areas of their schooling – positive health, improvement to physical health and creative outcomes. Together, Corrugated Iron teaching artists and Ludmilla Primary School teachers have developed and documented an annual plan for the program which aims to build capacity of staff to become co-deliverers of the program.

Photo: Students participating in the circus program

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.

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	89.5%	89.9%	89.6%	87.4%
Aboriginal	76.6%	75.3%	82.1%	63.6%
Non-Aboriginal	92.7%	93.2%	92.1%	91.5%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	88.8%	88.5%	89.0%	89.4%
Aboriginal	73.6%	71.5%	74.1%	83.3%
Non-Aboriginal	92.4%	92.2%	93.8%	90.4%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	88.7%	91.5%	82.6%	87.1%
Aboriginal	72.0%	74.4%	67.2%	76.2%
Non-Aboriginal	93.6%	95.4%	90.5%	90.0%

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

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	89.2%	91.7%	82.7%	89.8%
Aboriginal	70.4%	72.5%	64.1%	80.6%
Non-Aboriginal	94.6%	96.1%	91.9%	91.9%

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  

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	61.7%	66.9%	58.0%	50.9%
Aboriginal	38.3%	44.8%	41.8%	20.9%
Non-Aboriginal	72.8%	78.8%	66.0%	63.4%

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 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	97.9%	98.5%	96.0%	nr
Aboriginal	100%	100%	100%	nr
Non-Aboriginal	97.5%	98.3%	94.7%	nr

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

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  

		GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	Number	8,327	4,279	2,307	1,741
	Rate	454.4	418.7	464.5	554.7
Aboriginal	Number	1,694	834	537	323
	Rate	544.5	552.8	571.2	487.6
Non-Aboriginal	Number	6,633	3,445	1,770	1,418
	Rate	436.0	395.5	439.6	572.7

Data source and year: NCVET 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 and one case study.

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) (M)

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	79.5%	79.4%	79.6%	77.0%
Aboriginal	68.2%	69.3%	73.4%	50.9%
Non-Aboriginal	91.2%	91.6%	89.5%	92.3%

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) (M)

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	9.6%	9.6%	11.5%	6.4%
Aboriginal	16.6%	18.7%	18.2%	6.0%
Non-Aboriginal	8.0%	8.0%	9.3%	5.9%

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



A SAFE PLACE TO GO – UPDATE

The Youth Drop In Sports program, delivered by Palmerston and Regional Basketball Association (PaRBA) and the City of Palmerston, has been running since 2017.

In 2020, during the COVID-19 lockdown, the Youth Drop In Sports program started an outreach project to deliver hot meals and hygiene products and assist with internet access to young people. Following positive feedback, Friday Family Feeds continued to provide an opportunity for families to connect over food.

The 2021 Palmerston Youth Activity Grant Funding Evaluation Report considered the Youth Drop In Sports program. It found PaRBA have become an important part of youth engagement in Palmerston, with practice built on evidence and a strong theory of change.

Photo: Young people playing at the Youth Drop In Sports program

5.1.3 Community Development Program participation

There is no measure for this indicator for Greater Darwin as the CDP program does not operate in the region.

5.2 Participation in the community

5.2.1 Young people volunteering

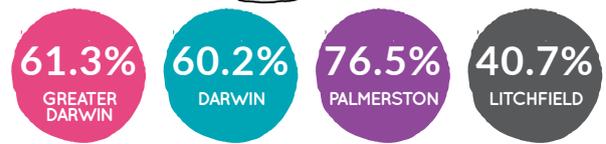
Proportion (%) of young people, aged 15-24, who spent time doing voluntary work **(SOF)** 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD
All	14.9%	15.7%	13.8%	14.1%
Aboriginal	8.5%	8.0%	9.1%	8.8%
Non-Aboriginal	17.4%	18.1%	15.8%	17.5%

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 **(SOF)**



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.

 visit the data platform for more information on these measures. cmc.nt.gov.au/children





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 and one cultural story of wellness.

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 

	GREATER DARWIN	DARWIN	PALMERSTON	LITCHFIELD	
All	69.5%	62.3%	78.3%	79.6%	
English	Aboriginal	76.2%	74.4%	90.6%	57.5%
	Non-Aboriginal	76.9%	68.0%	84.8%	94.0%
All Aboriginal languages	1.2%	1.6%	0.8%	0.4%	
Mandarin	1.1%	na	na	na	
Greek	2.1%	na	na	na	
Filipino	1.1%	na	na	na	
Indonesian	1.1%	na	na	na	

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. 3. (na) not available.

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. This measure is not available by sub-region. 2. Data include permanent, temporary, contract and casual employees. 3. Data does not include Batchelor Institute of Indigenous Tertiary Education and NT Legal Aid.



visit the data platform for more information on these measures.
cmc.nt.gov.au/children

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: 1. 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. 2. This measure is not available by sub-region.

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.

6.2.2 Connection to a faith tradition

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

	Greater Darwin	Darwin	Palmerston	Litchfield
All	46.4%	49.3%	45.3%	38.9%
Aboriginal	40.8%	43.8%	46.3%	24.0%
Non-Aboriginal	53.4%	56.5%	50.1%	48.0%

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.





UMA LULIK, THE SACRED HOUSE

“My name is Egas Alves and I am Timorese. My father is from Dili and my mother is from Bacau. I grew up in Dili and came to Australia in 1995. I have three children, the eldest was born in Timor.

In Timorese culture, the kinship and marriage system form an important basis of the social structure. The core concepts of kinship are formed through the idea of a group of people connected through blood-relations who make up a lineage or extended family. This group is identified through an ‘Uma Lulik’ or ‘Sacred House’.

Every family has an Uma Lulik. It is a physical place where clan members meet to recite their stories and for the recital of spiritual offerings. It is only used on special occasions such as ritual celebrations, marriage, birth or death ceremonies, the blessing of the harvesting season or rebuilding the Uma Lulik itself.

We keep items including betel nut, heirlooms, sacred items of the ancestors such as spear, sword, or machete, traditional cloths ‘tais’, and antiques at the Uma Lulik. We use these items for protection and strength. For example, if your children are sick you can use the betel nut, chewing it to make a paste and then rubbing it on the child’s forehead or tummy. It is used as a medicine, to protect the child in the spirit. You can also keep the betel nut from the Uma Lulik with you. We believe this kind of item from Uma Lulik will act as a protection from other bad things, giving you strength.

We believe in this tradition. My children, even though they grew up in Australia, still respect this.”

Photo: Egas with his wife Filomena and their children, from left to right, Bertinho, Decideria and Vario at the Uma Lulik at Holy Family Church in Karama

DATA CONSIDERATIONS

This Greater Darwin Story provides more extensive information than presented in the Story of Our Children and Young People, Northern Territory 2021. The data presented in this Greater Darwin 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 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 Greater Darwin Story:

- In the Northern Territory 2021 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 Greater Darwin 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 sub-region and 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 Greater Darwin 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.

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.

