



LEGISLATIVE ASSEMBLY OF THE NORTHERN TERRITORY

No. 285

WRITTEN QUESTION

J Davis to the Minister for Education and Training, Hon Jo-Anne Hersey MLA:

Flexible Learning and Youth Justice Education

1. What senior teaching or education expertise is embedded within corporate structures specifically to support:
 - a. students intersecting with the youth justice system;
 - b. attendance and engagement strategies for vulnerable cohorts; and
 - c. trauma-informed practice, including FASD and complex needs?
2. How many students in the following categories are currently on reduced timetables across NT schools:
 - a. students with disability;
 - b. Aboriginal students; and
 - c. students with youth justice involvement?
 - d. Where a figure for an individual category is too small to report, please provide the Territory-wide total for students on reduced timetables.
 - e. If reduced timetables are not centrally recorded, in which system or record are they held, and in what format?
3. How is “soft exclusion” through reduced attendance tracked and reported?
 - a. If soft exclusion through reduced attendance is not tracked, what record would show a student attending on a reduced timetable, and in which system is it held?
4. Are schools funded on full enrolment or actual attendance for these students?

5. What safeguards ensure families are not subsequently subject to compliance action when disengagement escalates?
6. For the Top End School of Flexible Learning, please provide:
 - a. total enrolments at each campus — Tivendale, Malak and Palmerston;
 - b. the proportion of students attending more than 40 per cent of the time; and
 - c. the number of enrolled students not attending at all.
7. Given the increasing number of children in youth detention or on remand attending the Tivendale campus, is funding allocated according to this shift in demand?
 - a. If attendance at Tivendale is increasing relative to other campuses, are funding and staffing being rebalanced accordingly?
8. What consideration has been given to establishing the Tivendale campus as a standalone school, with dedicated funding reflecting its role in supporting remanded and high-complexity students?
9. What formal joint funding or coordination exists between the Department of Education, the Department of Corrections and the Department of Health to:
 - a. deliver rehabilitative education programs for children on remand;
 - b. support trauma-informed education and health responses; and
 - c. ensure continuity of learning and reintegration into community schooling pathways?
10. Budget Paper No. 3 for 2026–27 reports students attaining a Northern Territory Certificate of Education and Training in the non-government sector at 421 non-Aboriginal and 75 Aboriginal students for 2025–26, with 2026–27 targets of 491 and 80 respectively.
 - a. What were the equivalent figures for the government school sector in each of the three years to 2025–26, by Aboriginal status?
 - b. How many students were enrolled in year 12 in each sector in 2025–26, and what proportion attained the certificate, by Aboriginal status?

- c. How many students in flexible learning programs or in youth detention were enrolled in a certificate pathway in 2025–26, and how many attained a certificate or a vocational qualification?
- d. If certificate attainment is not recorded against enrolment in a flexible learning program or in detention, in which system is each recorded and what would linking them require?