

Registered Training Organisation STRATEGIC PLAN 2022–26



Acknowledgement of Country

Northern Territory Department of Education Registered Training Organisation operates on Larrakia country. We acknowledge the Larrakia people as the Traditional Owners of the Darwin region and pay our respects to Larrakia elders past and present.

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WARNING: This report may contain images and stories of deceased persons.

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Introduction

The Northern Territory Department of Education Registered Training Organisation (RTO) is a modern, agile provider that is culturally informed and accommodates students' diverse learning needs.

Through this Strategic Plan, the RTO will strengthen its partnerships with parents, carers and guardians, schools, employers, Indigenous leaders, other stakeholders and most importantly industry. It will make full use of digital technologies and work with schools, to embed vocational training with other aspects of the curriculum, and provide a seamless education experience for secondary students.

The RTO delivers where it is not economical for other providers and/or they don't have the capacity. This Strategic Plan outlines how the RTO will build on its strengths to deliver high quality and accessible training over the next five years.

The Department of Education RTO was established in 2012 as a registered training provider with the Australian Skills Quality Authority (ASQA), providing vocational training at the Australian Qualifications Framework levels I, II and III that is recognised both by industry, and other educational institutions throughout Australia.

The RTO delivers quality, flexible and innovative vocational education and training programs to students attending government and non-government schools in urban, rural and remote locations. The scope of this RTO's registration comprises 15 qualifications and one accredited course (Developing Independence).

The RTO has delivered accredited training and courses across a range of industry sectors, including:

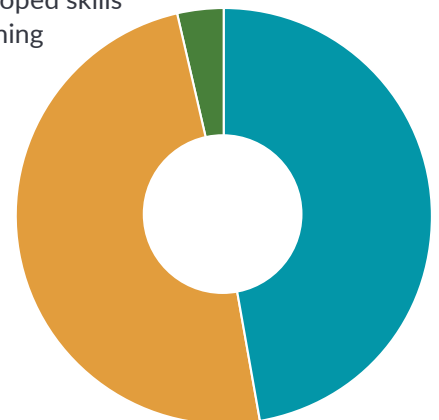
- Conservation and Land Management
- Construction
- Business
- Agriculture
- Hospitality
- Engineering
- Manufacturing
- Automotive
- Animal Care
- Horse Care

Our students see their enrolment in a VET course with our RTO as an opportunity to gain a range of relevant skills and experiences to equip them for the workplace. Our survey data indicates that on completion of the course, students are feeling confident that they have achieved what they expected to.

STUDENT COMMENCEMENT SURVEY DATA 2021

You feel that you developed skills expected from the training

- Strongly agree
- Agree
- Neither
- Disagree
- Strongly disagree



Industry connections and partnerships

The RTO has established connections with a number of industry partners, including those from emerging industries, offering new job opportunities for school leavers.

The RTO uses reference groups to maintain its ties and close working relationships with the industry.

Industry representatives and organisations partner with our training hubs to provide essential services like PPE and materials, they sponsor awards at our graduations and they join our training rooms for industry engagement sessions that include updates to policies for young workers, new legislations, equipment and employment opportunities. We

hold Pathway Expos, attend external forums and events like Try a Trade and BBQ information sessions for parents and students.

Our Trainer Assessors and Training Managers engage with a range of Industry groups, attend professional forums and utilise industry release to stay current and connected.



"I am engaged with an engineering company up here where I volunteer to retain my currency"

– Trainer Assessor

"I came from industry earlier this year, so am current myself and have an idea of what industry is like"

– Trainer Assessor

"Completed industry consultation and maintained relationships with local industry"

– Trainer Assessor

"The Trainees engaged with local organisations who were interested in purchasing product, to ascertain what, how much and when produce was needed. The Trainees attended the Food Futures Conference and gained much insight and knowledge into the agricultural industry"

– Trainer Assessor

"Returning to the workforce for industry release. Also discussing with industry connections what their expectations are for the certification"

– Trainer Assessor

Our journey

Inspired by the opportunity to do things differently the RTO continues to be flexible, adaptive and transformative in the way we do business.

During what has been a difficult time with the pandemic, lock out and lock ins we have continued to deliver a high quality and adaptive service to our urban, remote and very remote centres.

This RTO delivers its training predominantly through hubs at Tennant Creek (Juno Training Centre), Alice Springs (Arid Zone Research Centre), and Nightcliff (Nightcliff Middle Years Training Centre).

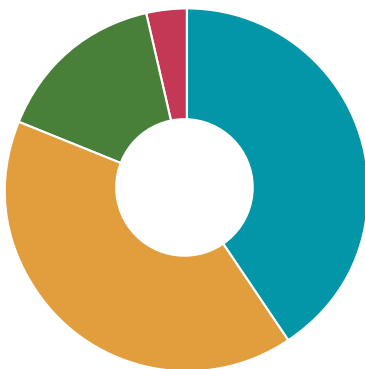
These hubs are separate from training provided directly to schools in remote communities and through the RTO's auspicing arrangements.

Our students, upon completion of our courses, strongly agree that they would consider another VET program and that the training suited their needs and was well delivered.

STUDENT COMPLETION SURVEY DATA 2021

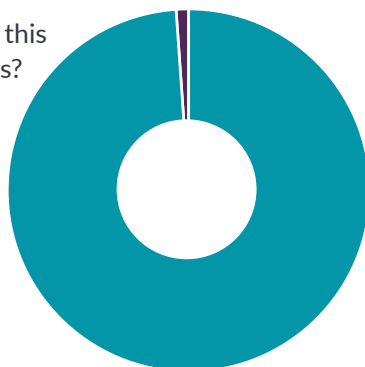
Would you consider another VET program?

- Strongly agree
- Agree
- Neither
- Disagree
- Strongly disagree



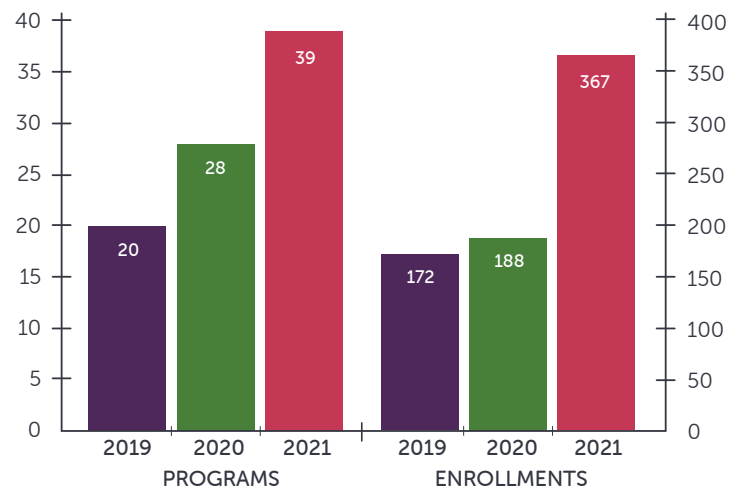
Would you recommend this course to other students?

- Would recommend
- Would not recommend



In 2019-2021, we continued to see a significant improvement in results and outcomes for our students and a significant increase in the number of enrolments in the programs offered.

PROGRAMS AND ENROLMENT DATA



DARWIN REGION

DARWIN Palmerston

Milingimbi

Nhulunbuy

Gapuwiyak

TOP END

EAST ARNHEM

KATHERINE

Numbulwar

Ngukurr

Jilkminggan

Minyerri

BIG RIVERS

Borroloola

BARKLY

TENNANT CREEK

ALICE SPRINGS

Ntaria

CENTRAL

Stakeholder consultation

A broad consultation process was undertaken to support the development of this Strategic Plan. Consultations were held with 25 people from Alice Springs, Tennant Creek, Katherine and Darwin.

Stakeholder consultation includes school principals and vocational, education and training (VET) coordinators, RTO trainers and assessors, VET training managers and the VET quality auditor. The consultations provided an understanding of the RTO's strengths, what sets it aside from other RTOs, the current challenges facing this RTO, and the opportunities to enhance performance and build on its achievements. The stakeholder consultations identified the following themes that have guided development of this Strategic Plan:

- The benefits of closer collaboration through the use of embedded trainers in schools - achieving a stronger synergy between vocational training and the mainstream school curriculum.
- The RTO's strength in being able to deliver high quality vocational training that complies with the Australian Quality Standards Training that provides purposeful learning for students, and complements other areas of their academic studies. Particularly for remote schools in the Northern Territory by offering vocational training where commercial providers are unable to deliver.
- The benefits of trainers and assessors who develop a professional community of practice that is abreast of changing industry workforce skills and training needs, is able to work closely with teachers, and can align training to the school's pedagogy in its theory and practice of learning.

Industry stakeholders such as employers are critical for the RTO to ensure training and assessment is aligned to current methods, technology, products and performance including expectations for the workplace tasks specified in the VET Industry. Industry experts like Central Land Council, Benchmark Diesel, Hastings Deering Darwin, Industry Training Hub, ISAC NT and Voyages were consulted to acquire knowledge on current industry practices and processes aligned to our delivery strategies including strategic plan.

Engaging with the Industry is a priority for the RTO to ensure our training and assessment practices, along with resources, continue to meet the needs of the industry.

The RTO's proven track record of involving industry and preparing students for the future world of work, by supporting greater career pathways planning that makes vocational training engaging and meaningful.

"Embedding VET in schools through supporting our own trainers fits in well with our school timetables. The Dept. of Education's greatest strength are in its quality assurance processes."

– Auspice partner

"Our students love the training. They gain enough skills and work experience, with the VET training providing a steppingstone for our students to be employed in Kokoda Industries (commercial fabrication workshop providing training and supported employment for people with disabilities)."

– VET coordinator

"The course has given me enough skills and knowledge that's needed in whatever job."

– Student voice

"Success was celebrated at our open days, in our newsletters and rewards nights."

– Student voice

Our vision

Offering school students their best chance to achieve VET qualifications and experience which enable them to enter current and future employment opportunities of the Northern Territory

We will achieve our vision by delivering high quality, innovative and responsive vocational training that forms part of a comprehensive and inclusive secondary education system in the Northern Territory, which is valued by students, parents and employers while empowering young people as the leaders of tomorrow.



Our shared values

Our shared values support a culture that is committed to providing the highest quality of vocational training as part of a culturally responsive and well-rounded educational experience.

Leadership



We acknowledge the critical importance of leadership in driving system improvements and learning outcomes in vocational training for secondary students in the Northern Territory. We nurture strong leadership qualities by providing career pathways for our staff and supporting continuous improvement throughout the design and delivery of our training. We work with our trainers and assessors to develop their leadership capacity for driving innovation in course design and delivery, and exploring new pedagogical approaches to providing effective training and assessment services. We engage with Indigenous educators and leaders to work alongside us to develop culturally responsive and meaningful training that is engaging for Indigenous students. We draw on their skills and lived experiences to inform our engagement with remote schools and to respond to their particular needs.

One education



We care about delivering vocational training that is integrated with other aspects of students' learning, to provide a content-rich and contextualised curriculum at school. We take into consideration all aspects of students' development, to nurture their passion for learning as the key foundation block for academic success.

Quality



We are committed to providing nationally accredited vocational training, assessment and support services that meet VET Quality Framework to satisfy the highest standards in course design, delivery, industry currency, trainer knowledge and skills. We acknowledge the challenges facing our staff and the importance of having a healthy, adept and resilient workforce through developing their capabilities, knowledge and sense of wellbeing.

Informed decision making



We make the best use of available career and labour market data, and provide information on courses, programs and other learning opportunities available at school, to allow our students to select the right training that best suits their needs and aspirations.

Access



We design our training facilities, services and products so they are accessible by students with the widest range of abilities. We make full use of assistive technologies, and support our trainers to provide students with disabilities the same opportunities as their peers. We value the contribution of disability groups and experts in helping us design inclusive vocational training, that is responsive to the needs of students with a disability.

Flexibility and choice



We prepare our students for a lifetime of learning. We offer diverse training options that maximise student choice and deliver a rich, experiential journey of self-discovery and personal growth.

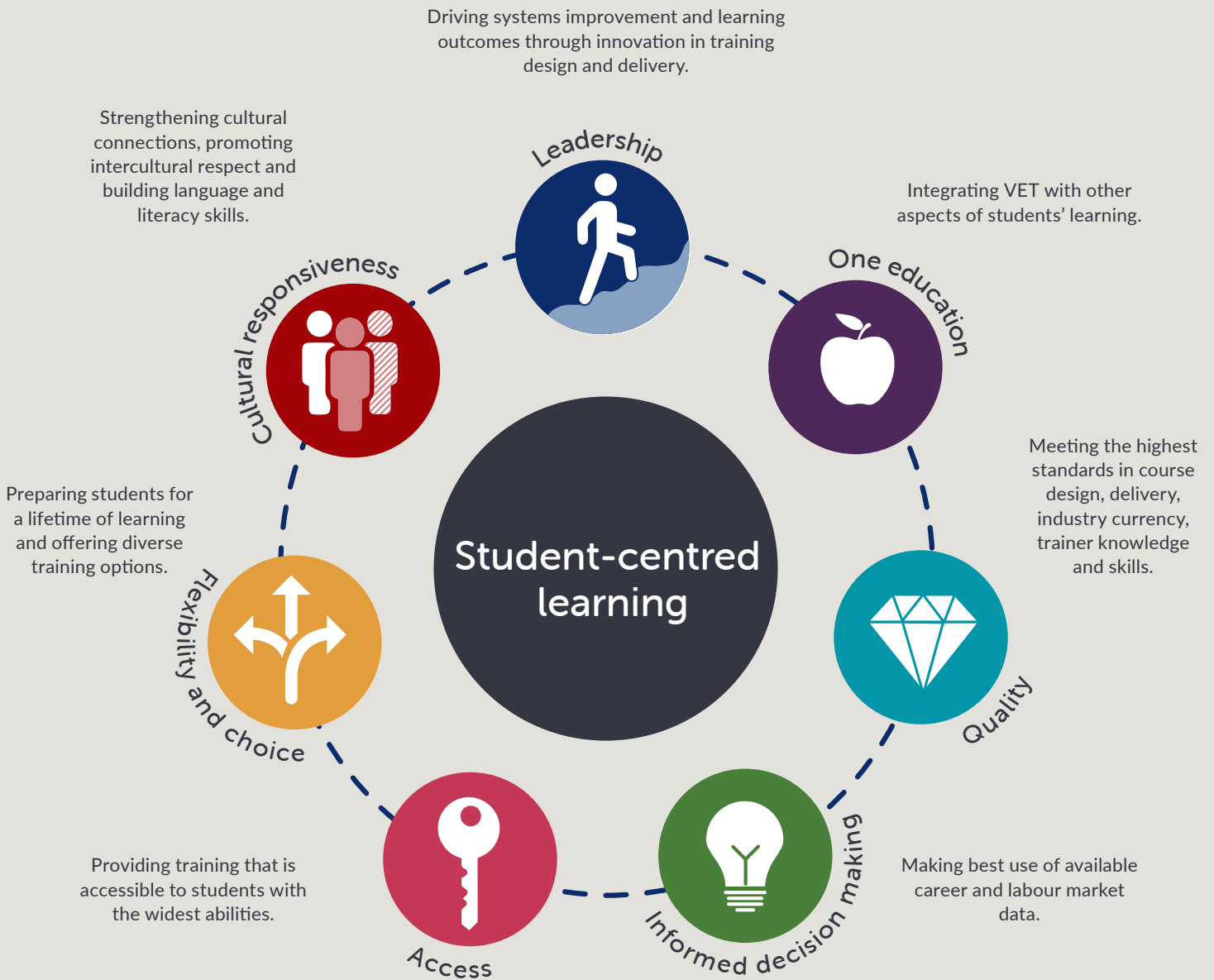
Cultural diversity



We celebrate Indigenous languages that connect people to Country, culture and ancestors. We strive to be an industry leader in delivering vocational training and education that meets the needs of all students, especially those whose first language is not English. We strengthen cultural connections, promote intercultural respect and understanding, and build English language, literacy and numeracy skills to enable our students to fully participate in and get the most out of their training.

Our seven organisation priorities

Offering students their best chance to finish school and go on to achieve successful and fulfilling lives.



Strategic Plan 2022-2026

Providing students with an environment most conducive to positive outcomes and meaningful learning.

Goal 1: Our students

Actions	Implementation strategies
<ul style="list-style-type: none"> - Promote a seamless learning environment. - Offer flexible learning pathways. - Maximise student participation and success. - Maintain strong engagement with parents, carers and guardians. 	<ul style="list-style-type: none"> - Deliver VET as part of a whole of school approach. - Provide learning pathways that are easy to navigate by parents, students and teachers. - Complement our training with careers education. - Extend and enhance our training with courses for jobs requiring university pathways. - Make sure our training gives emphasis to Indigenous languages and culture. - Improve attendance, motivation and outcomes for students with disability, disengaged, at-risk and vulnerable students. - Work with parents, carers and guardians to increase their understanding of VET and support for their child's participation.

Goal 3: Our products and services

Actions	Implementation strategies
<ul style="list-style-type: none"> - Develop our digital platform for online teaching and learning and design new digital skills training courses. - Strengthen our credentials as a provider of choice for remote schools. - Tailor training and improve the participation of Indigenous and overseas born students whose first language is not English, and students with disability. 	<ul style="list-style-type: none"> - Implement digital systems to streamline our operations. - Design and run new courses to meet the growing importance of digital technologies in the workplace. - Maintain a strong presence in servicing remote schools and incorporate Indigenous knowledge and practices in course content and delivery. - Build the language and literacy of students whose first language is not English. - Design and run courses targeting the language industries. - Reduce the barriers to learning and provide inclusive vocational training for students with disability.

Goal 2: Our people

Actions	Implementation strategies
<ul style="list-style-type: none"> - Maintain the highest standards of excellence in our workforce. - Build our workforce capacity to deliver a seamless education experience in the classroom. - Increase the involvement of Aboriginal educators 	<ul style="list-style-type: none"> - Ensure training and assessments are applied consistently, meet industry needs and training package requirements. - Strengthen the leadership capabilities of our staff. - Develop a Wellbeing Strategy. - Improve communication and the timetabling and scheduling of VET with other classes at school. - Support staff to blend VET with other curriculum subjects and activities at school. - Develop course templates, guidelines and other materials to improve integration of VET with the mainstream curriculum. - Provide Aboriginal Assistant Teachers with professional training and development, and support them to become VET qualified trainers and assessors. - Improve attendance, motivation and outcomes for students with disability, disengaged, at-risk and vulnerable students. - Work with parents, carers and guardians to increase their understanding of VET and support for their child's participation.

Goal 4: Our partners

Actions	Implementation strategies
<ul style="list-style-type: none"> - Increase our collaboration with employers and industry. - Work with Indigenous leaders, Land Councils and other key stakeholders. - Continue to develop and strengthen our partnership and collaboration with schools. 	<ul style="list-style-type: none"> - Hold strategic engagements with employers and industry. - Work with employers and industry to co-design work exposure, work exploration and work experience activities. - Maximise Indigenous involvement in VET and hold regular consultation and planning meetings in community. - Work with schools on student enrolments and all aspects involving the design and delivery of VET. - Continue to auspice VET for schools and collaborate on blending VET with the mainstream curriculum.

Timelines

2023

2022

ACTIONS

Auspice VET delivery by schools and continue to be a provider of choice for remote schools.

Hold engagement events with parents, carers and guardians.

Develop staff Wellbeing Strategy.

Strengthen communication at schools and improve VET timetabling and scheduling with other classes.

Implement digital systems to improve efficiencies and operations.

Develop online teaching and learning programs and resources.

Increase Indigenous stakeholder involvement in the design and delivery of VET and ensure training programs give appropriate emphasis to Indigenous languages, culture and connections to country.

Contextualise language and literacy course content for students whose first language is not English or have English as a second language.

Walk alongside Aboriginal Assistant Teachers to support VET delivery in class.

IMPLEMENTATION STRATEGIES

Align our programs with industry and hold career engagement events each year with parents, carers and guardians.

Fully transition to an online platform, with all teaching, learning and assessment materials and resources digitally available by the end of 2022.

Data quality and integrity enhanced through improved digital systems, online data storage and reporting.

Wellbeing Strategy is finalised and ready for implementation.

Run a number of consultation and planning meetings with Indigenous stakeholders in community on course content, design and delivery.

Training services and products are contextualised to reflect Indigenous language, culture and histories.

Additional course units to build students' English literacy, work and life skills.

Continue engagement events with parents, carers and guardians.

2024

2025

2026

Complement VET with career information and education.

Hold strategic engagements with employers and industry groups.

Work in collaboration with work immersion, exploration and work experience activities with employers and industry and including access for students with special needs.

Pilot work immersion, exploration and experience activities aligned with industry.

A number of employer and industry engagement events are held.

Students extend their learning through career information, education and workplace activities.

Aboriginal Assistant Teachers support student learning in VET.

Co-design tailored educational programs with teachers that blend VET content with mainstream curriculum subjects.

Plan peer development and in-service programs for trainers and teachers to share knowledge and build professional practice.

Review training facilities, content, delivery and assessments to cater for students with special needs.

Additional course units to build students' English literacy, work and life skills.

Continue engagement with parents, carers and guardians, industry partners and consultation/planning with Indigenous leaders, employers and industry groups in community.

Online digital audio and visual materials are developed to embed Indigenous languages, culture and connections to country within VET, co-designed with Indigenous stakeholder involvement.

New qualifications, skillsets and micro-credential courses are developed to build skills in applying digital technologies in the workplace.

Further professional development opportunities are provided to Aboriginal Assistant Teachers to become VET trainers and assessors.

We will be a leader in innovation in VET design and delivery.

Our courses will be co-designed and reflect parents, carers, guardians, employers, industry and Indigenous stakeholder views.

We will grow as a provider of choice for remote schools.

VET will be accessible and part of a whole-of-school approach that is integrated with the mainstream curriculum.

Over the five years of this plan:

Education NT Strategy 2021-2025: Support successful transitions beyond schooling: 1-4
Engage every child and student in learning: 3,4 and Build foundations for learning: 3
Education Engagement Strategy: Meaningful Learning.
Educational Leadership Strategy: 1

Goal 1: Our students

Secondary students maximise their participation and learning outcomes through innovative, responsive and high-quality vocational education and training

As an accredited Registered Training Organisation (RTO) we offer a wide range of training and assessment services to secondary school students across Australia.

Our services help students gain the skills, knowledge and experience they need to finish school and take the first steps towards their chosen careers.

Through our close relationship with communities, schools and families, and by working with our industry partners, we

offer a variety of training and delivery options for young people that lead to jobs and support post-school pathways for further training and higher education.

We are well placed to work with schools and teachers, to contextualise programs and complement the curriculum being taught in the classroom with the practical training delivered through VET.



Key actions and implementation strategies



To achieve this goal we will:	To make this happen we will:
Promote a seamless learning environment that places students at the centre of their education.	Use embedded trainers and deliver VET as part of a whole-of-school approach, that maximises student motivation and learning and involves teachers, parents/carers and the community. Deliver VET programs and learning pathways that continue to meet consistently high standards and are easy to navigate by parents, students and teachers.
Offer flexible learning pathways that deliver a variety of post-school career options in the trades and through university.	Complement our training with comprehensive career information and education, to give our students the knowledge and guidance they need to make informed decisions about their vocational training pathways and future career options. Extend and enhance our training products and services with VET qualifications, skillsets and micro-credential courses that prepare students to work in industries with university study pathways.
Design our courses and training activities to maximise student participation and success.	Keep in regular contact with parents, carers and guardians, to raise their awareness of the opportunities and benefits from VET, and garner their support at all stages of their child's enrolment and participation. Parents, carers and guardians join with schools, employers and industry groups to share in and celebrate their child's achievements in VET.
Maintain strong engagement with parents, carers and guardians, to maximise student participation and learning through VET.	Keep in regular contact with parents, carers and guardians, to raise their awareness of the opportunities and benefits from VET, and garner their support at all stages of their child's enrolment and participation. Parents, carers and guardians join with schools, employers and industry groups to share in and celebrate their child's achievements in VET.

What success looks like



Delivery of a VET program where student-centred learning is emphasised and students are encouraged to be active, independent and self-motivated participants in their training and development.



Training services and products are responsive to and incorporate Indigenous student cultural world-views, knowledge systems and connections to Country.



Inclusive training services and products that accommodate the participation and learning needs of students with a disability.



Greater diversity of choice in post-school career options for students. Offering trade and university qualification pathways that are informed by strong careers education and advice aligned with industry priority growth areas.



Increased standing as a leader in innovation, building on our reputation as a quality trainer and our unique relationship with schools.



Strong participation and success for vulnerable, at-risk students who experience the same opportunities and outcomes as their peers.



Parents, carers and guardians participate in, and contribute to, development of VET courses, programs and delivery activities.



Improved student engagement, attendance and success in VET through the active engagement and involvement of parents, carers and guardians in their child's vocational education at school.

Goal 2: Our people

Education NT Strategy 2021-2025: Build an expert education workforce: 1-4

Education Engagement Strategy: The right people

Educational Leadership Strategy: 1 - 4

Our people are highly talented in their fields of expertise. We will continue to value our staff and their contributions to the organisation through our ongoing investment in their skills and capabilities

Our trainers and assessors have formal qualifications, industry experience and currency.

We consult with employers to make sure the VET courses delivered by our trainers align with industry standards and continue to meet contemporary workforce skill needs.

Our trainers' delivery methods are regularly reviewed to ensure the best learning outcomes are achieved, as part of an all-rounded and comprehensive educational experience for students.



Key actions and implementation strategies



To achieve this goal we will:	To make this happen we will:
Maintain the highest standards of excellence in our workforce to deliver quality, student-focused training, engagement and learning activities.	<p>Regularly review our course design and delivery, to ensure training and assessment practices are being applied consistently across schools and continue to reflect industry needs and training package requirements.</p> <p>Strengthen the leadership capabilities of our staff through professional training and development opportunities, and provide staff with regular performance reviews and feedback.</p> <p>Develop a Wellbeing Strategy to support and maintain a healthy, adept and resilient workforce by developing their capabilities, knowledge, skills and sense of wellbeing.</p>
Build our workforce capacity to provide enhanced learning opportunities for students by supporting a one-education experience in the classroom	<p>Put in place systems and procedures to strengthen communication between our trainers, teachers and school administrators. Improve the scheduling of classes.</p> <p>Scheduling of classes and other curricular activities, to achieve closer integration of VET in schools.</p> <p>Co-design and deliver with teachers vocational training and education that is blended with the mainstream curriculum, to enhance student engagement and complement and extend their learning in the classroom.</p> <p>Equip our managers and trainers with course templates, guidelines and practical ideas for integrating vocational training with curriculum subjects and activities.</p> <p>At school and achieve mutually reinforcing, purposeful and relevant learning outcomes for students.</p>
Increase the number of Indigenous educators supporting VET delivery in remote schools, by working with the relevant area of the department to offer tailored vocational training and professional development opportunities.	<p>Incorporate additional units of competency, as needed, to the Certificates III, IV and Diploma in School Based Education Support, for Assistant Teachers to be able to provide classroom support to our trainers in delivering VET.</p> <p>Enable Assistant Teachers to complete the Certificate IV in Training and Assessment, to be able to deliver and assess competency based training themselves at school.</p>

What success looks like



A creative, agile and innovative workforce who is valued, supported and encouraged to reach their full potential.



High benchmarks are achieved in quality and regulatory compliance, underpinned by a strong culture of accountability.



Trainers, teachers and school administrators work closely together to deliver a purposeful, integrated school curriculum that is customised to students' needs, promotes self-confidence and is synthesised across traditional and applied learning areas.



Increased leadership opportunities for staff, to shape VET design and delivery and achieve future workforce sustainability.



More Indigenous staff supporting and delivering VET in schools.



Education NT Strategy 2021-2025: Strengthen instruction for young Territorians: 2,4 and Differentiated support for Early childhood and Care services, schools and communities: 1-3

Education Engagement Strategy: Meaningful Learning

Educational Leadership Strategy: 1,2

Goal 3: Our products and services

We set new benchmarks for achieving quality in everything we do. We continue to drive innovation, flexibility and responsiveness in the design and delivery of our products and services.

Our trainers and assessors have formal qualifications, industry experience and currency.

We consult with employers to make sure the VET courses delivered by our trainers align with industry standards and continue to meet contemporary workforce skill needs.

Our trainers' delivery methods are regularly reviewed to ensure the best learning outcomes are achieved, as part of an all-rounded and comprehensive educational experience for students.





Key actions and implementation strategies

To achieve this goal we will:	To make this happen we will:
Continue to develop our digital platform for online teaching and learning, and design new digital skills training courses and products for students.	<p>Implement digital systems for streamlining our operations and improving efficiencies in our program planning, reporting and administrative processes.</p> <p>Work with other areas of the department to share knowledge, skills and resources to increase online teaching and learning in VET.</p> <p>Design and develop new qualifications, skillsets and micro-credential courses in response to the growing importance of digital technologies in the workplace.</p>
Strengthen our credentials as a provider of choice for delivering VET to remote schools in the Northern Territory.	<p>Continue to provide high-quality VET to schools in remote communities, where it is not viable for commercial providers to deliver. Maintain a strong presence in servicing remote schools in the Palmerston and rural, Katherine, Arnhem, Alice Springs and Barkly regions, making full use of training hubs such as the Tennant Creek Juno Centre.</p> <p>Incorporate local Indigenous knowledge and practices on country in the design, content and delivery of our vocational training.</p> <p>Purposeful and relevant learning outcomes for students.</p>
Develop training products and services that support students whose first language is not English, and provide pathways for students wanting to work in the language industry.	<p>Provide additional content in our courses to build the language and literacy skills that support the participation of Indigenous and overseas born students whose first language is not English.</p> <p>Design and deliver new VET qualifications and skillsets targeting the language industries.</p>
Develop practices to improve VET participation and learning for students with disability.	<p>Provide information to students, parents and carers on the physical layout and requirements for participating in VET, the adjustments that can be made and the supports available to enable students with disability to attend.</p> <p>Design training facilities, courses, activities and assessments that reduce barriers to learning across all our products and services, and provide inclusive vocational training and education for students with disability.</p>

What success looks like



Improved sustainability of VET in schools, by complementing face-to-face teaching with online delivery models that make full use of digital technologies.



A fully functioning online platform with all teaching, learning and assessment materials and resources digitally available by the end of 2022



Students complete assessments and access course materials on and off-line through a new Cloud Assess Student Learning Management System.



Student data is automatically integrated with other data management systems, reducing human error in coding and storing information on student enrolments, training progress, results and achievements.



VET courses, learning guides and assessment strategies are contextualised with additional language and literacy content to improve participation and outcomes for students whose first language is not English.



Remote student engagement, participation and learning in VET are maximised, through co- designed training materials and content that draw on Indigenous languages, culture and connections to Country.



Participation and learning outcomes for students with disability are achieved through accessible, inclusive and responsive VET products, services, training facilities and assessment strategies.

Goal 4: Our partners

Education NT Strategy 2021-2025: Build an expert education workforce: 3,4 and Improve cultural responsiveness: 2,3 Education Engagement Strategy: Education is a partnership. Educational Leadership Strategy: 1 and 4

Our partners are valued and built on mutual trust and respect. We will continue to work with our partners to broaden our influence and enhance educational and career outcomes for our students.

We form partnerships with schools, parents, carers and guardians, employers and the community to support a well-rounded education for students.

We use reference groups to strengthen industry links and partner with a range of stakeholders, to maintain currency in the design and delivery of our training products and services.





Key actions and implementation strategies

To achieve this goal we will:	To make this happen we will:
Use the industry expertise of our trainers to ensure our training continues to address high-demand jobs in the labour market.	<p>Participate with other areas of the department in regular strategic engagements with employers and industry groups, to keep abreast of changing labour market dynamics.</p> <p>Partner with employers and industry groups to co-design work exposure, work exploration and work experience activities that complement and extend our vocational training products and services.</p> <p>Work with employers, industry groups, government departments and advisory bodies to increase the relevance and alignment of our skills training to the contemporary workforce skill needs of new and emerging industry sectors.</p>
Strengthen our credentials as a provider of choice for delivering VET to remote schools in the Northern Territory.	<p>Ensure sufficient flexibility in course design and planning to maximise the involvement of Indigenous organisations, communities and leaders in the co-design and delivery of VET.</p> <p>Hold consultation and planning meetings with Indigenous stakeholders in community, to ensure our VET courses reaffirm and respect Indigenous history, languages and culture, and align with student and families' cultural contexts and frameworks for learning</p>
Work with Indigenous leaders, Land Councils and other stakeholders to increase the cultural responsiveness of VET to Aboriginal or Torres Strait Islander students, families and communities.	<p>Maintain ongoing and proactive engagement, and work closely with schools on all aspects involving the design and delivery of VET and the enrolment and participation of students</p> <p>Continue to offer quality assurance, training and assessment services as an auspicing body, to enable schools to provide nationally accredited vocational training without having to become their own RTO.</p> <p>Hold regular in-service training with our staff and teachers, to share knowledge and build professional practice for integrating VET with the school curriculum.</p>
Develop practices to improve VET participation and learning for students with disability.	<p>Provide information to students, parents and carers on the physical layout and requirements for participating in VET, the adjustments that can be made and the supports available to enable students with disability to attend.</p> <p>Design training facilities, courses, activities and assessments that reduce barriers to learning across all our products and services, and provide inclusive vocational training and education for students with disability.</p>

What success looks like



High quality vocational education services and products with strong satisfaction rates from students, parents and guardians, schools and employers.



Development of training products and services that are customised to learner needs, embrace emerging industries and respond to high demand jobs.



Fit-for-purpose vocational training products and services that are endorsed by employers and industry and reflect contemporary workplace needs, growth areas and pathways for students



Quality vocational training, education and assessment services that are accepted by Aboriginal and Torres Strait Islander students, and co-designed with Indigenous leaders, organisations and communities



A VET program that offers enhanced teaching, learning experiences and course management through a closer integration and alignment of vocational education with the mainstream school curriculum.

Concluding summary

This Strategic Plan builds on the RTO's proud reputation as a trusted provider of vocational education and training in Northern Territory schools. The plan will enable this RTO to become a leader in delivering quality, responsive and inclusive vocational education and training to secondary students.

Through this Strategic Plan the RTO will:

- become an employer of choice by creating and nurturing a workplace that attracts and retains the most talented staff.
- become a quality provider of vocational training and education, through harnessing technology and digital innovation and partnering with schools, industry and communities, to deliver the best learning outcomes for secondary school students.
- provide vocational training and education that celebrates cultural diversity, respects and is responsive to Indigenous languages, culture and connections to Country, and is accessible to all students, irrespective of learning needs and requirements.

- deliver a seamless educational experience, that fits neatly into the school system and combines vocational training with academic teaching to support multiple post-school pathways for students into vocational careers, university and work.

Through our quality systems and procedures we will provide secondary students in the Northern Territory with access to excellent vocational training and assessment services, to build their confidence and resilience as lifelong learners and equip them with the skills and knowledge to successfully transition from school into further training, higher education and work in their chosen careers.

Operational plan

An operational plan will oversee and manage implementation of this Strategic Plan. The operational plan will identify staff responsibilities, reporting processes, implementation framework and timeline to deliver on the Strategic Plan. A detailed budget will be prepared, to ensure appropriate resources and funding contingencies are in place, to manage any increases in student enrolments and participation likely to result from the Strategic Plan.

Evaluation

A methodology will be developed to monitor implementation of the Strategic Plan and its success in meeting its goals, actions and outcomes. This methodology will include impact assessments every 12 months, and a full evaluation before the end of 2025. As a living document, this Strategic Plan will be updated with the findings and lessons learnt from the impact assessments, with the evaluation informing the development of a new Strategic Plan beyond 2025.

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