



# The Three-Tier Workforce

## Indigenous Employment in NT Public Schools in the Arnhem Region

August 2018

*In August 2018, representatives of the AEU NT visited public schools across the Arnhem Region and conducted a survey on Indigenous employment in schools. Our findings uncovered evidence of significant disadvantage. They demonstrate a need for the Department of Education and the NT Government more broadly to take steps to improve the job security, pay, conditions, rights and opportunities for Indigenous teachers and school support staff.*

### Background

Organisers and Officers from the Australian Education Union NT Branch (AEU NT), visited 12 public schools across Arnhem Land between 7 and 16 August 2018. National Indigenous organisers from the Australian Council of Trade Unions (ACTU) working with the First Nations Workers Alliance (FNWA) joined the AEU NT on this trip.

AEU NT organisers spoke with school principals and staff about a range of issues including working conditions, school funding, employment of Indigenous teachers and administration staff, key educational outcomes and challenges, successful education delivery models, how our union can better support the schools and staff and other organisational matters. In addition to these conversations, principals and assistant principals were asked to complete a short survey on Indigenous employment in their schools. The survey was distributed to all the schools visited who have Indigenous teaching staff and was sent to four additional schools which were not able to be included in the visits.

The survey itself and the results of that survey are attached at the end of this report. Individual schools are not identified as the main purpose of this survey was to obtain an overview of major trends, concerns and questions across remote schools in this region.

The focus of this report is on the work conditions, rights and support provided to Indigenous employees in remote Arnhem schools. The fundamental purpose of this report is to look at ways to improve the working conditions, professional development, rights and support provided to these workers. This report also highlights concerns linked to the funding, housing, training, and access to information which affect staff and students in these communities.

The term “Indigenous” is used in this report to describe all staff who identify as Aboriginal or Torres Strait Islander. It was not possible in the scope of this report to take account of the separate Indigenous identities when analysing issues and concerns.

“Participants” is the term used to identify those people engaged under the Community Development Program (CDP) as they are not deemed to be workers under the relevant legislation. Similarly, the work that participants do will be described as “activities” as it is stipulated under the law.

## Summary of recommendations arising from this report

1. The Department of Education should develop a policy framework that identifies educators and support staff employed casually by School Councils and provides a pathway to more secure employment
2. The current school funding model should be reformed to provide increased certainty for schools
3. The Department should commission its own review into how the Community Development Program operates in NT remote schools
4. Priority should be given by the Department to ensuring the availability of quality, relevant and accessible professional development and training for Indigenous staff
5. The Department should work with principals and local communities to utilise school buildings for training and community engagement, with funding allocated to support this
6. The NT Government should provide specific timeframes for increasing Government Employee Housing stock for Indigenous employees; and make public the data from current surveys of existing housing shortages and projected need
7. Indigenous employment requirements should be closely considered in future reviews of the school funding model
8. Ensure the Department's Indigenous Employment and Workforce Strategy gives due emphasis to the training and upskilling of Indigenous staff
9. The Department should consult with principals, education staff and the AEU NT to review Assistant Teacher rights and responsibilities, and develop materials to communicate these to Indigenous employees
10. The Department should consider classifying all schools in remote Arnhem communities as bilingual
11. The DoE should commission a biennial review into Indigenous employment to monitor conditions and ongoing work issues, particularly in remote communities

*Image 1 – During an AEU NT-organised community BBQ in Galiwin'ku, workers and elders discussed concerns about the Community Development Program with the ACTU/First Nations Workers Alliance Organiser, Wayne Costelloe*



## Key findings from the surveys and evidence gathered through conversations

### Level of Indigenous employment compared to non-Indigenous employment

Indigenous staff working in remote Arnhem public schools usually outnumber non-Indigenous staff. The numbers vary depending on the school. Of the nine schools which returned survey information, the average per school is 21 employees. The highest number of Indigenous staff in a school is 70 and the lowest is five. The data includes a margin of error due to the informal nature of employment for a proportion of the Indigenous employees who are working in broader school support roles.

Indigenous staff are employed in a range of different roles, as set out in table 1 below.

### Mode of employment for Indigenous staff employed by the Department of Education

Only two out of five Indigenous staff members are permanent or on fixed-term contracts with the Department of Education (DoE). Most staff are employed by the School Council rather than the Department or are participants doing activities as part of the Community Development Program (CDP). Employment with the DoE guarantees a set of conditions and rights that are not available to staff working for the School Council, who are employed under the *Education Staff [Schools] General Staff Award 2010*,<sup>1</sup> with far less favourable conditions.

School Council employees do not receive sick pay, leave entitlements, professional development, holiday pay, job security or any right to housing. CDP participants are not considered workers and as such are not covered by the Fair Work Act. Instead the participants are covered by the *Social Security (Administration) Act 1999* and the CDP Funding Agreement. As such CDP participants have no industrial work rights.<sup>2</sup> Rather than rights, CDP workers are punished if they do not complete their activities. For example, under the Funding Agreement, three missed days can lead to a suspension of a participant's welfare payments for eight weeks. In one case described by an AEU member, a CDP worker lost their welfare payments as a result of attending the funeral of their spouse.

The table below shows the different roles and employing authorities for Indigenous staff in Arnhem schools.

Table 1 – Different roles of Indigenous Staff in NT Education remote Arnhem Schools and their employing authority

| Tier | Indigenous Staff Roles   | Employing Authority                           |
|------|--|---|
| 1st  | Classroom teachers; senior teachers; principals and assistant teachers (ATs); Some administrative staff such as AO4s; Community engagement personnel and staff such as the language/cultural program staff or Families as First Teachers (FaFT)                  | NT Department of Education                    |
| 2nd  | Tutors; ATs; classroom support staff; Administrative employees in non-teaching roles such as gardening; administration; community engagement; cleaning; working in the kitchen   | School Council                                |
| 3rd  | Participants doing activities including working in classrooms; helping to get students to school; supporting teachers in classrooms; community liaison officers; early childhood workers; Maintenance roles: cleaners; canteen workers; garbage collection, etc. | Community Development Program (CDP) providers |

<sup>1</sup> [https://www.fwc.gov.au/documents/documents/modern\\_awards/pdf/ma000076.pdf](https://www.fwc.gov.au/documents/documents/modern_awards/pdf/ma000076.pdf)

<sup>2</sup> See section 7 in the CDP Guidelines Handbook; accessed at <http://unemployedworkersunion.com/wp-content/uploads/2017/09/CDP-Guidelines-Handbook.pdf>

### Access to Government Employee Housing for Indigenous employees

The survey indicated that just 10 per cent of Indigenous staff employed by the Department of Education have access to government employee housing (GEH). Only eight out of 78 DoE employees are provided with housing. Only two schools reported having more than one house available for Indigenous employees working in the local community. The majority of schools reported there is no housing provided to Indigenous staff employed by the Department.

School Council employees and CDP participants have no entitlement to housing.

### Training and professional development offered to Indigenous employees

Staff in an education role employed by DoE are both entitled and required to undertake professional development (PD) which staff employed by School Councils do not have access to. This PD is an important element in NT Government strategies to increase Indigenous employment. Completion of the training allows education workers to progress up a ladder of pay and responsibilities from level 1 to level 5. Developing the skills of the Indigenous workforce directly contributes to departmental priorities by improving the quality of teaching and student support.

Educators and principals raised concerns about the inaccessibility of PD in remote communities. The shortage of courses delivered in remote communities impacts on the ability of some Assistant Teachers (ATs) to continue their studies. For many ATs problems with English literacy can also be a barrier to completing PD programs.

CDP participants are supposed to be supported in their activities by a funding arrangement that provides up to \$7500 to the business or undertaking where the participant is doing activities.<sup>3</sup> This funding is separate from the \$13,000 in funding per CDP worker that is paid to the job provider service to help support these individuals. Discussions with principals revealed gaps in their knowledge of the federal funding that is available for CDP participants, and it is not clear whether this money is being received by the schools. As a result, there was little visible evidence of training or professional development for CDP participants occurring at the schools that we visited.

### Duration of employment for Indigenous staff

All principals we met with noted that the majority of Indigenous ATs and educators have long histories of connection with the schools at which they are employed. At every school, we heard comments about staff who have been working many years in the same roles as casual employees. This situation can have a serious impact on security and conditions for many staff. For example, one educator stated that they have been employed for over 20 years and have not received any holiday pay, nor any entitlement to paid personal or cultural leave.

### Concerns around the operation of Community Development Program in schools

There are serious concerns about the adequacy of current communication of information about the CDP program to principals in remote Arnhem communities. Most of the principals surveyed were not clear about the number of people coming into their schools to do activities. CDP participants need to be able to demonstrate that they are completing a certain number of hours of activities in order to receive their welfare payments, with provision for schools to “top-up” payment from the school budget. This is not clearly understood by many principals and other administrative staff. In some schools, the administration of people who are part of the CDP program is left to the CDP Providers and is not handled by the school at all.

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<sup>3</sup> Section 47.8, FUNDING AGREEMENT 2013 – 2018 Remote Jobs and Communities Programme (accessed at [https://www.pmc.gov.au/sites/default/files/files/ia/RAC1\\_Employment\\_Participation\\_Activities\\_July\\_2015.pdf](https://www.pmc.gov.au/sites/default/files/files/ia/RAC1_Employment_Participation_Activities_July_2015.pdf))

Discussions with both principals and staff showed that there are different understandings of how the CDP operates and how it is to be applied. These inconsistencies included:

- the costs involved in the Program;
- the risks involved (for the individual CDP participants; for the students; and, for the school); and
- the benefits the program can bring to the school; for the individuals involved; and, for the wider community.

This lack of clarity has negative impacts for the schools and for participants. In two schools, principals were being asked to pay for participants to attend their school, to provide labour at the school. At one school, the principal advised us that they have been advised by the local CDP Provider to seek workers for the school through the CDP provider, rather than through advertising positions locally. The current remuneration for CDP participants, who are not receiving a top-up from the schools, is \$290 per week for 25 hours of activities or \$11.60 per hour.

We were informed of one school, Yirrkala Homeland School, which has been working successfully with CDP participants using a model of employment and training initially set up under the previous “Community Development Employment Projects” (CDEP). The principal of this school gave a statement that the program was used to identify future teachers and assistant teachers from the community. It does indicate opportunities and benefits available to both the school and the community when the program is run as a pathway to employment. More research should be done into how this school is using the program and information shared with other principals.

#### Funding of Indigenous positions

The survey also revealed a lack of clarity as to how many Indigenous staff are being funded specifically by the Department to work in DoE schools. Two thirds of respondents to the survey were unclear about specifically how much funding they were receiving to employ Indigenous ATs and classroom support staff.

The existence of a variety of different funding arrangements for the employment of Indigenous staff across the schools visited seemed to create complications and uncertainties for both principals and staff. In schools recognised by the Department as bilingual there is a requirement, and therefore targeted funding provided, to have at least one AT per class. Several principals of non-bilingual schools discussed seeking bilingual school classification to achieve greater certainty in terms of funding for Indigenous ATs. When funding sources change or are taken away there is confusion as to which jobs continue and which jobs are to cease. All the ATs that we spoke to sought greater certainty in terms of their long-term employment.

#### Responsibilities of Indigenous staff in schools

The responsibilities of Indigenous staff are wide and in most cases their work is integral to the success of the school. Many of the roles are focused around teaching curriculum, explaining key educational concepts and ideas, building relationships with the community and assisting classroom teachers in the programming and planning of lessons.

The benefits of employing Indigenous educators in schools are cultural, operational and educational. The workers employed to work with families in the community, increase student attendance and help schools understand the reasons why students are not attending. Indigenous teachers and ATs who are members of the local community provide important insight into the background of students at the school.

Giving instructions to Indigenous students in first language is a significant role of Indigenous educators. Learning in first language is a critical component of students’ well-being, self-esteem and



personal development at school as well as enhancing conceptual development in children.<sup>4</sup> One high school teacher noted that the hour of classwork done in Indigenous language, led by an AT, was the most productive lesson of the day. The preservation of language and the rehabilitation of languages are real benefits of employing educators who speak the language fluently.

### Other outcomes from the visit

This trip resulted in some additional positive outcomes worth noting. The AEU NT was able to significantly increase membership across the Arnhem Region with 42 new members recruited, many of whom are Indigenous. The discussions held, and information provided, helped strengthen union structures and processes within schools. This will facilitate better consultation, cooperation and collaboration between staff, their representatives and management.

Further benefits included:

- Productive consultations with principals, resulting in positive feedback and support received from principals
- Development of stronger organisational and campaigning links with the ACTU
- Development of good relationships and connections with the local communities
- Increased recognition and understanding of the unique issues facing teaching staff and communities in the region and the development of plans to address some of those long-term issues
- Communication of important information to teachers who are working in a remote setting, who may be unaware of current discussions about, and changes to, their pay and conditions
- Strengthening the AEU NT Arnhem Regional Council as a body which can work to unite union members and schools across the Arnhem Region

### Recommendations arising from this report

This report has highlighted several concerns about the employment and working conditions of Indigenous educators and staff in NT public schools across the Arnhem region. The following are recommendations on key issues which emerged from discussions across the schools. Further investigation is needed into all these issues and the AEU NT is committed to working constructively with the Department, individual schools, the NT Government and other relevant bodies to advance these issues.

- 1. The Department of Education should develop a policy framework that identifies educators and support staff employed casually by School Councils and provides a pathway to more secure employment**

Employment insecurity is widespread in the region (and no doubt this problem is present in other regions). Although we understand this currently happens informally, the Department should, in conjunction with schools, develop procedures to determine when it is suitable for a School Council employee to be considered for conversion to ongoing or fixed period employment under NTG conditions. This would include performance criteria such as regular attendance and involvement in training, and might, for example, require as a minimum that employees have been working in the same role in the same pattern of hours for 12 months or more. Recent industrial decisions make it

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<sup>4</sup> Fogarty W. and Kral I (2011), Indigenous Language Education in Remote Communities; <http://caep.cass.anu.edu.au/research/publications/indigenous-language-education-remote-communities>

clear that casual staff engaged consistently in the same work pattern should be considered as regular employees.<sup>5</sup>

## **2. The current school funding model should be reformed to provide increased certainty for schools**

While the Effective Enrolment Funding Model remains, it should be amended to ensure that schools are guaranteed a base rate of annual funding. This will remove the stress and uncertainty promoted by annual funding changes, facilitate longer term planning and economies associated with this, and will provide the funding certainty required to support programs which enable the attainment of long-term positive enrolment numbers and increase student outcomes.

## **3. The Department should commission its own review into how the Community Development Program operates in NT remote schools**

The operation of the Community Development Program within schools should be reviewed by the Department of Education to answer the serious concerns raised by the ACTU about the potentially unlawful, discriminatory and ultimately regressive nature of the program. The following key questions should be included in this review:

- a. Whether schools are paying a “top up” to ensure that payment per hour is at least the minimum wage
- b. What activities people are being required to do and whether the activities are consistent with the “Job Plan” participants are supposed to have, to help them move into more stable employment<sup>6</sup>
- c. What training or oversight are provided to assist and support participants<sup>7</sup>
- d. Whether participants have the required Working with Children checks and paperwork to enable them to work safely in schools<sup>8</sup>
- e. Whether participants are encouraged and able to move into paid positions in the schools after they successfully complete 26 weeks of activities<sup>9</sup>
- f. What preparation and planning are undertaken to ensure adequate WHS supervision of participants<sup>10</sup>
- g. Whether schools provide support for participants who may be injured on school grounds, and how this support is funded.

## **4. Priority should be given by the Department to ensuring the availability of quality, relevant and accessible professional development and training for Indigenous staff**

The shortage of trainers and lecturers working in remote communities with ATs must be addressed. This may require a complete review of the policy on the provision of Professional Development for all

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<sup>5</sup> A recent ruling of the Fair Work Commission stated this, however it did not specifically force this clause into the Schools Award that ATs and other School Council employees are employed under. While it may not be law, the same principle applies to these workers as it does to hospitality workers and hairdressers that are affected by this ruling. [2018] FWCFB 4695, Fair Work Commission, (accessed at [https://www.fwc.gov.au/documents/decisionssigned/html/2018fwcfb4695.htm#P36\\_1357](https://www.fwc.gov.au/documents/decisionssigned/html/2018fwcfb4695.htm#P36_1357))

<sup>6</sup> Section 10, FUNDING AGREEMENT 2013 – 2018 Remote Jobs and Communities Programme

<sup>7</sup> Section 14; section 15; section 23

<sup>8</sup> Section 15.1 (b); section 40.6

<sup>9</sup> Section 11.1 (b); section 14.1 (f); section 17

<sup>10</sup> Section 41.4 (b) (iii)

ATs to ensuring PD is integrated into all teacher development planning for schools in remote communities. The Department should consider ways of encouraging more trainers to work in community locations and providing appropriate temporary housing for this to occur.

**5. The Department should work with principals and local communities to utilise school buildings for training and community engagement, with funding allocated to support this**

School buildings could be utilised to run classes for adults in the afternoons. This may generate some additional income for a school, could foster community education and provide training for ATs within community. Possible multiple education programs could include:

- a. Literacy and numeracy programs for adults in the community or those individuals who dropped out of school;
- b. Language and culture programs for non-Indigenous persons who are either working as teachers or in other jobs in the communities;
- c. Professional development for ATs and other Indigenous Staff when a lecturer can travel into the community or else by using the technology available at the schools.

**6. The NT Government should provide specific timeframes for increasing Government Employee Housing stock for Indigenous employees; and make public the data from current surveys of existing housing shortages and projected need**

Increased government employee housing stock in remote communities is urgently required and planning for additional housing should focus on creating equity between Indigenous and non-Indigenous employees. The first step to is to gather and release an accurate survey of existing shortages and projected need, which considers Indigenous employees. If this work has been undertaken, it should be made available to communities with expected timeframes provided as to when additional housing stock will be built.

The goal of non-discriminatory housing provision for all government employees must be articulated in a clear framework outlining:

- Agencies and private enterprises responsible for completing the work;
- Timelines when action will be completed;
- Appropriate funding and budgets to guarantee completion of the work
- How Indigenous workers will be utilised in the completion of the work

**7. Indigenous employment requirements should be closely considered in future reviews of the school funding model**

The Effective Enrolment funding model is a punitive funding model which creates diseconomies, often forcing schools to cut costs by dismissing teachers and assistant teachers who are crucial to the success of the school. Schools in the region require resources based on student needs, job security, and consistent and sufficient numbers of local Indigenous staff to engage the community and provide a safe and successful school environment for students. We believe stipulations relating to a minimum level of employment of Indigenous staff within remote schools should be incorporated into future reviews into the current funding model.



**8. Ensure the Department's Indigenous Employment and Workforce Strategy gives due emphasis to the training and upskilling of Indigenous staff**

Difficulties in overcoming barriers and achieving full teacher status for ATs in remote communities must also be examined by the NT Government. The decline in the number of qualified Indigenous teachers must be addressed with a concerted effort by the Department, schools and training providers. A strategy for addressing these barriers should be integrated into the long-term employment plan of the NT Government and the DoE.

**9. The Department should consult with principals, education staff and the AEU NT to review Assistant Teacher rights and responsibilities, and develop materials to communicate these to Indigenous employees**

The rights and responsibilities of assistant teachers must be updated, clarified and communicated more effectively to Indigenous staff and school management. It is important to note, for inclusion in planned negotiations to clarify these roles, that key information and materials are provided to Indigenous staff in appropriate languages. This should include information on key expectations and the conditions around employment.<sup>11</sup>

**10. The Department should give serious consideration to classifying all schools in remote Arnhem communities as bilingual**

The DoE should give serious consideration to classifying all schools in the remote Arnhem Indigenous communities as Bilingual or Multilingual Schools, and developing appropriate staffing, planning and programming to reflect this. This would not only remove current inconsistencies between schools but would contribute greatly to the renewal of languages and the employment of Indigenous staff who can lead classes based on culture and language. These strategies are central to protecting the culture and making schools relevant to these communities.

**11. The DoE should commission a biennial review into Indigenous employment to monitor conditions and ongoing work issues, particularly in remote communities**

This should cover:

- a. Employees employed on the DoE contracts
- b. Employees employed as permanent to the DoE
- c. Employees employed through the School Council
- d. Professional development plans and progress for assistant teachers
- e. Employees who were offered government housing in line with their position

## Conclusion

This report is the result of a union visit which explored issues that are affecting our members at the schools and within the broader communities in remote regions of the NT. The visit uncovered significant concerns and disadvantages faced by Indigenous staff, and problems in schools which affected the whole school community. It led to the identification of a wide series of recommendations to address systemic disadvantage and improve the conditions, wages and outcomes for staff, students and the communities themselves.

The strength, ability and resilience of the people surveyed, who are all involved in, and deeply committed to the education system across Arnhem Land must be noted. They generously gave their

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<sup>11</sup> Certain issues that exist and need to be clarified are leave entitlements; housing; rights and conditions within the different employment documents; access to and benefits of PD.

time, deep knowledge and creative ideas in the meetings, surveys and in one-on-one discussions which provided the information for this report.

The visit identified the following as key issues:

- a) A perception that the global school budget model is not adequate for delivering quality education in remote Indigenous communities
- b) Shortages of teachers and poor conditions experienced by those teachers, and supporting educational staff
- c) The insecurity of employment for large numbers of Indigenous staff in schools, and the associated need to increase the number of Indigenous staff working for the Department of Education

The workers identified in this report come from different Aboriginal nations, different communities, different language groups and live in different parts of the region, but they were all affected by these policies. The questions raised in this report reflect concerns expressed in interviews and surveys, by individuals at all levels of the education system. Usually, these concerns were put forward with a degree of despair. There is an assumption that things will not change, and a degree of resignation which accompanied this. This hopelessness must be addressed for outcomes in these schools to improve over the long-term.

At the heart of any education system must be relevance. Schools in remote communities are central to improving social and economic conditions in these communities. By ensuring that remote schools remain relevant to the community through the provision of adequate staffing, resourcing, curriculum and language, the NT Government is investing in the future of these communities. The employment and advancement of Indigenous educators from these communities is essential to advancing the interests and success of the schools, and their wider communities. With the support of principals and teachers, community members and the Department of Education, we are confident that the challenges discussed can be overcome.

*Tim Davis Frank, Organiser, AEU NT*

## Attachment 1: Collated responses to questionnaire distributed to Arnhem remote schools between 7 – 20 August 2018

|   |   |
|---|---|
| Number of schools sent the questionnaire: | 12 (8 visited / 4 not visited)                          |
| Number who were willing to participate:   | 9 schools positively / 2 have not indicated / 1 refused |
| Number of responses received:             | 9 responses received (6 visited / 3 unvisited)          |

Table 2 – Responses to Questions 1; 2, 2a); 2b); 3; 4; 7

| Questions  | All responses                         | Highest number | Lowest number | Total    | Average        |
|--|---------------------------------------|----------------|---------------|----------|----------------|
| 1. Numbers of Indigenous teachers/workers in the school    | 70, 38, 19, 17, 12, 12, 11, 6, 5      | 70             | 5             | 190      | <b>21</b>      |
| 2. Numbers on Department of Education contracts/permanent  | 39, 8, 6, 5, 5, 4, 4, 4, 3            | 39             | 3             | 78       | <b>9</b>       |
| 2.a) If they work for the department: Do they have housing | 4, 2, 1, 1, 0, 0, 0, 0, 0             | 4              | 0             | 8        | <b>1</b>       |
| 2.b) Do they get access to PD – Batchelor courses          | 39, 4, 4, 4, 3, 3, 1, 0, (?)          | 39             | 0             | 58       | <b>7</b>       |
| 3. Numbers working for school council                      | 30, 27, 13, 12, 8, 2, 2, 2, 1         | 30             | 1             | 97       | <b>11</b>      |
| 4. Numbers working as part of the CDP program              | 17, 6, 2 + (?), 0, 0, 0, 0, (?), (?)  | 17             | 0             | 25 (?)   | <b>Unclear</b> |
| 7. Funding provided by the Department for Indigenous staff | 9, 5, 2, 0.5, GSB, GSB, GSB, GSB, (?) | 5              | 0.5           | 16.5 (?) | <b>Unclear</b> |

5. The length of employment for Indigenous employees was in the range of between 1 and 30 years with an average across all workers being impossible to estimate. The general response for all schools was that the clear majority of the Indigenous staff had been employed in their roles for over 2 years.

6. Responsibilities of Indigenous staff include:

- *Senior Teacher planning and management*
- *running small groups in some classes*
- *language classes (revitalisation)*
- *leading Art classes with teacher support*
- *providing community and cultural advice to teachers and principal*
- *primary face to face educators*
- *administration*
- *working in classrooms*
- *language translation support for teacher/students*
- *teaching Yolngu Program*
- *canteen*
- *grounds keeping*
- *Direct Instruction program delivery*
- *student support*
- *drive students on excursions*
- *planning etc collaboratively with visiting teachers*
- *picking up and taking rubbish to trailer and dump*
- *support with teacher housing, moving furniture*
- *collect goods from barge and distribute*
- *check for WHS*
- *travel to and clean-up of homelands*

## Attachment 2: Example of completed questionnaire

Image 3 – Example of the questionnaire and responses from one of the schools

Data from \_\_\_\_\_ school in Arnhem Region:

- Numbers of Indigenous Teachers/workers in the school  
\_\_\_\_\_ 17 \_\_\_\_\_
- Numbers on Department of Education contracts/permanent  
\_\_\_\_\_ 5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- If they work for the department: Do they have housing?  
\_\_\_\_\_ Yes 4 \_\_\_\_\_
  - Do they get access to PD – Bachelor courses  
\_\_\_\_\_ ? \_\_\_\_\_
- Numbers working for school council  
\_\_\_\_\_ 12 \_\_\_\_\_
- Numbers working as part of the CDP program  
\_\_\_\_\_ No \_\_\_\_\_
- Average length of employment  
\_\_\_\_\_ > 2 years \_\_\_\_\_
- Responsibilities of Indigenous staff  
\_\_\_\_\_ ST1 - Assistant Teachers, FaFT, Canteen & Grounds. \_\_\_\_\_  
\_\_\_\_\_
- Funding provided by the Department for Indigenous staff  
\_\_\_\_\_ ? \_\_\_\_\_  
\_\_\_\_\_

Attachment 3: AEU NT image taken on site, 13 August 2018

Image 4: Four of the Indigenous Staff working at the same East-Arnhem School

One is a permanent Department of Education employee; two work for the School Council and both have done so for more than six years; and one is a CDP participant.

The difference in working conditions and entitlements between workers is felt across the community and amongst individual families.

They have all given permission for us to use their image.

