

Decisions of the 2026 Australian Education Union Branch Conference

Our Union Values - Integrity

AEU Operations / Strategic plan

Decision 1/2026

That this Conference endorse the AEU NT Strategic Plan 2025-2028 (Attachment A), affirm the values of Voice, Solidarity, and Integrity, and commit the Branch to the vision contained in the Plan:

- i. A valued and respected professional workforce
- ii. Schools and institutions that are resourced for success
- iii. Equity, justice and safety in every school community
- iv. A fair and sustainable future beyond our classrooms.

Our Union Values – Solidarity

AEU Operations / Affiliations

Decision 2/2026

That the AEU NT affiliate with the following organisations in 2027:

- i. Unions NT.

Our Union Values – Voice

AEU Operations / Conference venue

Decision 3/2026

That the 2027 Branch Conference be held in Darwin.

AEU Operations / Regions

Decision 4/2026

That the names and boundaries of regions, in accordance with Federal Branch Rule 28, be defined by the locations of the workplaces and institutions within them as set out in Attachment B.

Our Vision – Schools and Institutions Resourced for Success

Funding & resourcing

Decision 5/2026

That this Conference notes:

- (a) that between a quarter and a third of the Northern Territory government education budget is not directed to schools through the school resourcing model — a pattern sustained over the past decade, in the order of \$2.7 billion in total;
- (b) that in the 2026-27 Budget, \$1,034.4 million is allocated to Government education while \$779.3 million is identified for government schools resourcing including centralised school costs;
- (c) that the Commonwealth calculates the Territory's Schooling Resource Standard entitlement using equity loadings for Indigeneity, remoteness and language background that the Territory's own distribution model need not follow; and
- (d) that, separately, the Department's corporate services are funded through their own dedicated stream — \$20.1 million for corporate and governance and \$73.2 million for shared services in 2026-27 — entirely outside the government education budget.

This Conference calls on the Department of Education and Training to review the size and composition of the government education budget that is not directed to schools through the school resourcing model, and to identify how funding within it could be redirected to directly support Aboriginal and EAL/D learners in urban and remote schools.

Funding & resourcing

Decision 6/2026

That this AEU Conference demands that the DET instate a policy under which the costs of delivering NAPLAN come outside of schools' budgets in cases where schools are compelled to deploy staff from other duties to administer these tests.

Remote housing

Decision 7/2026

That this Conference calls on the FTOs to intensify advocacy for the provision of sufficient, appropriate and well-maintained housing for all staff employed in remote schools. Conference notes that housing shortages continue to undermine staff

recruitment and retention in remote communities and that access to suitable housing is a fundamental employment condition for staff required to live remotely.

Staffing & workforce

Decision 8/2026

That this Conference notes that:

- Remote schools continue to experience significant workforce shortages.
- Many employ full-time Indigenous staff whose responsibilities may require periods of unpaid leave.
- Existing funding arrangements do not provide schools with the flexibility to utilise salary savings to employ temporary replacement staff.

We ask that AEUNT:

1. Advocate to allow remote schools to access salary savings during unpaid leave.
2. Seek a policy framework enabling these funds to employ temporary staff.
3. Campaign for greater staffing flexibility in remote schools.

Student support & inclusion

Decision 9/2026

That this Conference calls on the Department of Education and Training to develop and resource specialist support and intervention pathways that:

- (a) provide timely access to appropriately qualified staff;
- (b) continue to raise the status of school-based AO's (SESA's and SESOs), recognise their workplace conditions by providing wage increments based on qualifications and experience.
- (c) identify clear responsibilities for schools, families, specialist staff and the Department;
- (d) provide access to additional resources where student needs exceed ordinary classroom supports;
- (e) include evidence-based intervention approaches;
- (f) provide planned processes for transition, reintegration and ongoing support; and
- (g) support safe, inclusive and effective learning environments for all students and staff.

Decision 10/2026

That we call on the AEUNT full time officers to engage with DET to investigate the recruitment and retention of the teacher positions in SWIPS (ie Inclusion Advisors), and the massive change of staff that has happened in this area over the past 18 months due to the change management process. More than 13 staff have left (leaving DET to go to other NT education systems or interstate or leaving SWIPS to go into schools where their expertise has limited capacity to create the greatest good) and empty positions were not filled, leaving a situation where currently there are only about 6 SWIPS Inclusion Advisors working across the NT.

We call upon the AEUNT FTOs to engage with SWIPS to ensure that:

- the AEU is integrated into the change management process.
- change management be driven by quality and relevant data, collected in collaboration with AEU to ensure integrity and not handpicked to suit a pre-determined agenda.
- the change management panel for Senior Teachers Inclusion should include a majority of teachers so that the most effective changes are well informed by those doing the work
- action is immediately taken to address the lack of support being delivered to school which is preventing schools from putting in data requests.
- inequitable sharing of resources and funding depending across the regions is addressed, including capacity for requests to be serviced, distribution of High Extensive requests and subsequent successful funding
- the request for feedback from Senior Teachers Inclusion is genuine, and changes are made based on the feedback that is and has been provided.
- Ensure SWIPS staff can talk about this openly
- the experience of teachers in school regarding the support they are getting or not getting from SWIPS is included in any change management process.

Decision 11/2026

That this AEU NT Conference instructs the AEU NT FTOs to negotiate with DET to:

1. Provide meaningful assistance to schools transitioning Middle Schools by upskilling current teachers, including mentoring and whole-school professional development.
2. Reinstate Teaching and Learning advisors with SACE expertise.

3. Promote information around opportunities and the process for schools to access current existing DET support.

Workload & conditions

Decision 12/2026

That this Conference calls on the Department of Education and Training to provide as a minimum standard a 24" widescreen monitor, keyboard and laptop stand to all classroom teachers who request them.

Critical Incidents / Response to student deaths

Decision 13/2026

That this Conference calls upon the Northern Territory Department of Education to develop and implement a mandatory Territory-wide trauma-informed protocol for responding to student deaths and other critical incidents that significantly impact school communities.

Conference further calls upon the Department to ensure that the protocol includes:

1. Clear procedures for the timely and compassionate communication of critical incidents to staff.
2. The provision of appropriate time for staff to process information before being required to resume teaching or workplace duties.
3. Immediate access to counselling, wellbeing, and psychological support services.
4. The authority for schools to release staff from duties where required without financial or administrative penalty.
5. Recognition that staff may have developed significant professional and personal relationships with affected students and families.
6. Mandatory training for school leaders in trauma-informed practices and critical incident management.
7. Consultation with the AEUNT in the development, implementation, and review of the protocol.

Rationale

Conference acknowledges the profound impact that the death of a student or other significant critical incidents have on educators, support staff, and school communities. Too often, staff are informed of devastating news and expected to

immediately return to classrooms, meetings, and workplace responsibilities without adequate opportunity to process grief, shock, or trauma. Such expectations fail to recognise the emotional labour undertaken by education workers and place unreasonable demands on staff at times of significant distress. A consistent Territory-wide approach is required to ensure employees are treated with dignity, compassion, and respect while maintaining their capacity to effectively support students and colleagues during periods of crisis.

Leave & entitlements

Decision 14/2026

That this Conference directs the FTOs to advocate for a day's paid leave for victims of crime in our next EA negotiations.

Remote housing

Decision 15/2026

That this Conference:

(a) notes the remote public housing rental concession provided under the Remote Public Housing - Rental Concession (Determination Number 2 of 2023) made by the Commissioner for Public Employment under the Public Sector Employment and Management Act 1993; and that, despite this entitlement, eligible Aboriginal teaching staff employed by the Department of Education in remote schools are frequently unaware of the concession and are not consistently supported to access it, with the result that eligible staff continue to pay rent they are entitled to have covered, and

(b) calls on the Department of Education and Training to improve the administration of the remote public housing rental concession by, in coordination with the Department of Housing, identifying Aboriginal teaching staff who are eligible, proactively informing them of the entitlement, and establishing ongoing follow-up between the school, the Department of Education and the Department of Housing to ensure that eligible staff actually receive the concession and are not paying rent they are entitled to have covered.

(c) further calls on the Department of Education and Training to seek that the remote public housing rental concession be made available to all staff employed in remote schools — including part-time staff, staff who are not the named signatory on their tenancy, and staff whose accommodation is in an approved isolated locality but is not

classified as remote public housing — regardless of how their accommodation or locality is classified.

Remote housing

Decision 16/2026

That this Conference calls on the AEU NT Branch to:

- seek formal clarification from the Department of Education and Training regarding employer responsibilities for the psychosocial wellbeing and safety of staff residing in departmental housing.
- ask the DET to establish a policy and publish clear guidance for members regarding available supports and reporting pathways during crisis, including implications of actions on entitlements such as emergency repatriation from remote localities impacting study leave points.

Student support & inclusion

Decision 17/2026

That this Conference calls on the FTOs to negotiate with the Department of Education and Training to ensure that:

- a. the rights, responsibilities and obligations of students, families, teachers, school leaders and the Department are clearly identified & establishes a common framework of expectations;
- b. explains how those interact under education, WHS, disability and other relevant frameworks;
- c. schools are provided additional resources to meet the educational needs of all students in line with the Disability Standards Act 2005 but;
- d. staff rights to a safe workplace are upheld in line with Work Health and Safety obligations.
- e. specific risk assessment processes have been undertaken by the Department prior to enrolment decision.
- f. controls and safety measures will be implemented to mitigate identified risks to staff and students.
- g. additional staffing, specialist supports or resourcing will be provided to ensure safety for all school staff and students.
- h. relevant staff are provided with training and supported to respond to behaviours of concern safely and consistently.
- i. escalation processes will be in place if safety risks increase or cannot be effectively managed.

Decision 18/2026

That this Conference notes:

- (a) regulation 59 of the Australian Education Regulation 2013 (Cth) requires A-E grades or an equivalent five-point scale for Years 1-10 in every jurisdiction;
- (b) that most students in remote Northern Territory schools and many in Urban schools are learning Standard Australian English as an additional language or dialect and consequently receive D and E grades that misrepresent their learning and progress and harm student wellbeing, self-image and family-school relationships;
- (c) that teachers in Territory schools are often without the specialist professional support needed to teach and assess students in the beginning and emerging phases of learning English; and
- (d) that Victoria already reports EAL students against EAL proficiency levels rather than the mainstream English achievement standards, on an ongoing basis, demonstrating that this approach is compliant with regulation 59.

This Conference calls on the Department of Education and Training to allow flexibility in how remote and urban EAL/D students are reported, so that their achievement and progress can be reported against the EAL/D Learning Progression (or an equivalent recognised English language proficiency framework) rather than requiring A-E grades against year-level achievement standards; and, where students continue to be assessed against the curriculum, to provide schools with the professional learning and support teachers need to teach and deliver age-appropriate curriculum to students in the beginning and emerging phases of learning English.

Decision 19/2026

That this conference demand that the FTOs negotiate changes to relevant DET policies to include;

- minimum standards for cooling infrastructure
- clear procedures in the event that cooling infrastructure fails, such as contacting parents/carers to inform of potential health and safety issues.

Our Vision – A Fair and Sustainable Future Beyond Our Classrooms

Decision 20/2026

That this AEU NT Branch Conference opposes the recent changes to the Northern Territory child removal laws and authorises the Full-Time Officers to:

- work with engaged members to issue a statement outlining the AEU NT position on child removal that centres child/student welfare and connection to culture as outlined in the Alice Springs (Mparntwe) Education Declaration.
- protect teachers who advocate against proposed changes within their workplace.
- include information about proposed changes in upcoming bulletins.
- distribute union merch (t-shirts, flags, etc) as requested to create visible AEU NT contingents at peaceful democratic protests.

Our Vision – A Valued and Respected Workforce

Decision 21/2026

That this Conference:

(a) notes the Department of Education's answer to Written Question No. 68 (data as at April 2025), which reported that at least 52 Aboriginal Team Teachers with six or more years of service remain at Level 1 or Level 2 (AT1/AT2), including 13 at Level 2 with fifteen or more years of service; and that these are professional roles — particularly in bilingual schools and on homelands, where Aboriginal Team Teachers plan, teach and assess — and that many remain at the lower levels not through lack of skill but because they were not given an equitable pathway to gain formal qualifications, and

(b) directs the Full-Time Officers to pursue, through the next enterprise agreement, a minimum classification of AT5 for any Aboriginal Team Teacher with more than five years of service, applied automatically and without requiring the individual to apply.

Decision 22/2026

That this Conference:

(a) notes the Department of Education's answer to Written Question No. 68 (data as at April 2025), which advised that Aboriginal Team Teacher qualifications are not comprehensively captured in its systems; and that, as a result, Aboriginal Team Teachers who have completed formal qualifications such as a Certificate III have had those qualifications go unreported and have been paid at an incorrect, lower rate for a number of years, and

(b) calls on the Department of Education and Training to take responsibility for identifying, recording and recognising the qualifications of Aboriginal Team Teachers, so that an Aboriginal Team Teacher who completes a relevant qualification is automatically advanced to the correct classification and pay level without having to report it themselves; and to review and correct the pay of any Aboriginal Team Teacher whose completed qualification was not previously recorded.

(c) further calls on the Department of Education and Training to monitor and ensure that Aboriginal Team Teachers receive their annual salary increment automatically upon completing each 12 months of service, in accordance with clause 39.1 of the Enterprise Agreement and in the same way increments are applied to teachers, so that Aboriginal Team Teachers do not have to identify or chase up the increment themselves.

(d) urgently calls on the AEU NT Branch to urgently pursue the immediate payment of all outstanding wage increases and backpay owed to Aboriginal Team Teachers.

Decision 23/2026

This Conference calls upon the DET to guarantee that schools are enabled to deliver Aboriginal Team Teachers their rightful allocation of whole-school Professional Development, including potential in-term workshops if geographical circumstances make this the only effective way for a school to deliver such training.

Decision 24/2026

This Conference calls upon the NTG to fund an independent review into the decline in rates (RATES) of Aboriginal Educators attaining Teaching Qualifications. The scope of the inquiry is to include review of historical cases of success in this area with a view to informing future policy.

Disciplinary Processes / Reasonable person

Decision 25/2026

That this Conference calls upon the Northern Territory Department of Education to develop, publish, and implement a clear and sector-specific definition of the term "reasonable person" for use in all employment, conduct, performance management, disciplinary, complaint, and investigative processes.

Conference further calls upon the Department to ensure that:

1. The definition reflects the realities and complexities of contemporary educational settings.
2. Any assessment of employee actions considers the operational environment, including workload, staffing levels, available resources, student needs, workplace conditions, and systemic constraints.
3. Employees are not held to hypothetical standards that fail to recognise the practical limitations and competing demands present within schools and workplaces.
4. The definition is applied consistently across all Departmental processes and decision-making frameworks.
5. The definition is developed in genuine consultation with the AEUNT and education sector employees.

Rationale

Conference recognises that the term "reasonable person" is increasingly relied upon in investigations, complaints, and employment decisions, yet remains undefined within the educational context. This ambiguity creates inconsistency, uncertainty, and the potential for subjective interpretation. Employees have a right to understand the standard against which their actions are being assessed. A clearly articulated

definition would promote procedural fairness, transparency, consistency, and accountability while ensuring that educators are assessed within the context of the environments in which they work.

Leave & entitlements

Decision 26/2026

That this AEU NT conference calls on the Department of Education and Training to remove exact hours required to complete study during Study Leave and that the DET accepts any course that is listed as 'Full Time'; and that if necessary the DET provide a list of approved courses to better streamline the Study Leave application process.

Leave & entitlements

Decision 27/2026

That this Conference calls upon the Full-Time Officers of the AEU NT to pursue, through enterprise bargaining with the Northern Territory Department of Education, the introduction of appropriate recognition for classroom teachers who participate in overnight school camps, excursions and similar activities that require supervision outside ordinary working hours. Such recognition should include either a camp allowance or recognised time off in lieu (TOIL) to acknowledge the additional hours worked and responsibilities undertaken.

Leave & entitlements

Decision 28/2026

This Conference calls on the AEU NT to pursue, through enterprise bargaining with the Northern Territory Department of Education, the renaming and repurposing of the current study leave entitlement as Remote Service Leave for teachers who have accrued 20 points in designated remote schools. The entitlement should recognise and reward sustained service in remote communities and enable eligible teachers to use their earned leave at their discretion, without a requirement to undertake formal study, as a strategy to strengthen the recruitment and retention of experienced teachers in remote schools.

Decision 29/2026

That this Conference:

(a) notes the remoteness of our working environments and limited travel options for leaving the territory. Staff frequently need to take leave without pay during the school term in order to attend family functions, weddings and funerals and or for general wellbeing.

(b) directs the FTOs to advocate for up to 3 days of paid leave that can be taken during the school term to be added to our log of claims for the next EA bargaining.

Decision 30/2026

That this Conference calls on the AEU NT Branch to advocate for clear, accessible and adequately resourced emergency respite leave provisions for staff employed in remote and urban schools, specifically the provision of at least three consecutive days of emergency leave in the next EA. For example, emergency leave provides 1 day - for remote staff it takes at least 2 days simply to leave and return from the locality. Conference notes that staff working in remote locations may experience circumstances requiring urgent leave to protect their health, wellbeing or safety and that current provisions are not always clearly understood or consistently applied. Staff working in all contexts who are affected by natural disasters should be provided with more than one day of emergency leave to recover from the event.

Decision 31/2026

That the AEU NT oppose in the strongest terms the NT Government's planned takeover of the teaching profession through:

- the merger of the NT Teacher Registration Board with the NT Board of Studies,
- the removal of the requirement for teacher and other stakeholder representation on both boards and
- selection of board members at the sole discretion of the Minister for Education.

Removing practising teachers, principals, parents and union representatives from these boards:

- Disrespects the professional status of teachers
- Undermines the independence of these important institutions
- Risks politicising decisions about teachers and schools
- Puts the safety of students and staff at risk
- Compromises the quality of teaching and learning in the NT
- Shows contempt for the unique skills, knowledge and perspectives of Territory educators.

Teachers must remain at the core of all decision-making about our profession.

Cultural leave

Decision 32/2026

That this conference directs the FTOs to push for 5 days of paid cultural and ceremonial leave for all educators, regardless of their cultural, spiritual or religious background, in the next Enterprise Agreements, in addition to the 5 days of unpaid leave currently available for this purpose.

Leave & entitlements

Decision 33/2026

That this Conference calls on the FTOs to campaign for paid partner leave provisions for Northern Territory educators that are comparable with the most favourable provisions available in Australian public education jurisdictions. Conference notes that paid partner leave available to NT educators lags behind entitlements available in other jurisdictions (NSW 14 weeks).

Pay & classification

Decision 34/2026

That this Conference demands that the AEUNT executive include an increment adjustment for all Senior Teacher pay levels in line with the previous increment

adjustment for all Classroom Teacher pay levels. Eg ST1 becomes paid at the current ST2 level etc.

Pay & classification

Decision 35/2026

That this Conference calls upon the FTO's and bargaining team to adopt as a central bargaining claim for the next Enterprise Bargaining Agreement a minimum annual salary increase which maintains NT teachers as the highest paid.

This requires salary increases to be applied to all classifications, not offset by reductions in existing conditions, maintain and improve real value against NT inflation and additional claims are not to be substituted for salary increases. This reflects the difficulty of attracting and retaining teachers in the Northern Territory.

Pay & classification

Decision 36/2026

That this Conference notes that other states and the private system are able to offer significant incentives to teaching staff that makes recruitment challenging for the public school system. One incentive keeping teachers working in the Private system in the NT or incentivising relocation interstate is the deferred salary scheme. This scheme allows staff to be paid at 80% of their full salary and to take the 5th year as leave. That this Conference directs the Full time officers to advocate for this deferred salary scheme to be included explicitly in the next EA negotiations.

Pay & classification

Decision 37/2026

That this Conference directs the FTO's advocate for an increase on Katherine and Central Region Urban Schools Attraction and Retention Allowance bonuses in the next EA negotiations.

Decision 38/2026

That this conference calls on DCDD to ensure retention bonuses be paid in a timely manner and, for the purposes of clarity, in a separate payment to regular pay.

Decision 39/2026

That this Conference calls upon the FTO's to request the OCPE to undertake an investigation into the calculation of annual leave loading and seek greater transparency regarding how leave loading is determined under current industrial arrangements. Conference further calls upon the FTO's and bargaining team to pursue provisions that clearly articulate the formula, require annual publication of the rate, ensure leave loading increases proportionately with salary increases, provide transparent information, and address any discrepancies.

Decision 40/2026

That we call upon the Northern Territory Government and Department of Education to ensure that all teachers employed in remote communities are provided with access to individual housing accommodation as a standard condition of employment. We note teachers face geographic isolation, are often required to share housing, and that shared accommodation negatively impacts privacy and wellbeing. We resolve that AEUNT should advocate for: individual housing wherever practicable, a long-term capital works program, consultation with AEUNT regarding housing standards, and interim measures including additional compensation where individual accommodation cannot yet be provided.

Decision 41/2026

This Conference calls on the Northern Territory Department of Education to introduce a Remote Travel Leave provision for teachers employed at Walungurru Kuula and other schools with comparable levels of remoteness and road access.

The provision would allow the Department of Education to organise and provide transport for employees to and from their workplace during paid work hours, rather than requiring employees to use their personal leave for travel.

Rationale:

That this Conference notes: Teachers at Walungurru Kuula travel approximately 530 kilometres between Walungurru (Kintore) and Alice Springs, with almost the entire journey undertaken by four-wheel drive on unsealed roads. The journey generally takes a minimum of six hours. Travel hazards include wildlife and livestock, increasing the risk of serious motor vehicle accidents. During the wet season, flooding regularly causes road closures.

Staffing & workforce

Decision 42/2026

That the Full-Time Officers communicate to and ensure that the DET process of recognising service milestones becomes more accurate and efficient.

Staffing & workforce

Decision 43/2026

That the AEU NT Conference instructs the AEU NT FTOs to negotiate with DET to:

1. Develop and implement a fair, transparent, consensual and proactive teacher transfer system between NT schools.
2. Ensure the system promotes professional opportunity rather than being viewed as punitive.

3. Balance operational needs of schools with the professional interests and wellbeing of teachers.
4. Normalise transfers as a constructive component of workforce management.

Staffing & workforce

Decision 44/2026

That this AEU Conference calls upon FTOs to lobby for DET hiring policies to be amended so that:

- Staff who are moving from one role to another internally shall be notified at the earliest opportunity.
- No other person should be engaged for potential employment in a currently occupied role until this notification is made.
- Positions should not be advertised where an employee is currently occupying the position and is unaware that they will be removed or transferred.

Workload & conditions

Decision 45/2026

That this Conference calls upon the FTO's to pursue the implementation of a four-day teaching week as a key claim in future industrial negotiations:

- All required face-to-face teaching, meetings, and attendance completed within four working days.
- The fifth day provided without loss of salary or conditions. May be utilised at the employee's discretion.
- No increase in teaching loads or class sizes.
- Implementation supported by genuine consultation.

Decision 46/2026

That this Conference directs Branch Executive to prioritise the development of an evidence-based bargaining strategy relating to class sizes, classroom conditions and student support needs for the 2027 NTPS Educators Enterprise Agreement. This work should commence in 2026, include engagement of appropriately qualified researchers, gather evidence from educators across the NT, examine classroom disruption, behaviour, attendance, inclusion, class sizes, workload impacts and psychosocial hazards, and provide recommendations to inform bargaining claims.

Decision 47/2026

Noting:

1. Public schools in the Northern Territory face exceptionally high cooling and operational energy costs due to the region's climate, creating an unsustainable financial burden that diverts vital funds from classroom resources, teaching support, and regional staffing.
2. The partial success of the NT Government's previous Rooftop Solar in Schools program, which initially targeted only 25 selected schools across three years.
3. According to the Climate Council, the Northern Territory leads the nation in household battery integration with rooftop solar (with 15.9% of solar homes utilizing battery storage), proving that the local workforce and technology are ready to support large-scale storage integration.
4. That failing to couple solar systems with battery storage limits the capacity of schools to capture excess daytime generation, protect facilities from power outages, and fully mitigate peak demand tariffs.
5. That regional, remote, and very remote communities often bear the brunt of energy insecurity, high diesel reliance, and severe weather impacts, making equitable access to renewable upgrades a matter of educational justice.
6. Northern Territory students, educators, and school communities are disproportionately impacted by climate change and severe, intensifying extreme weather events; and that heat stress has a documented, adverse

effect on student readiness to learn, cognitive function, and school attendance.

Believing:

1. That every student and educator in the Northern Territory deserves a climate-resilient, thermally comfortable, and reliably powered public learning environment, regardless of their geographic location.
2. That escalating climate pressures, combined with insufficient heat mitigation infrastructure, place immense stress on teaching staff, compounding unmanageable workloads as educators must constantly adapt lessons, manage extreme behavioral shifts due to heat fatigue, and navigate climate-induced absenteeism.
3. That public school infrastructure should act as a model for the NT's Roadmap to Renewables target of 50% by 2030, showcasing local clean energy transition and supporting regional jobs.
4. That structural cost savings achieved by slashing departmental power bills must be directly and transparently reinvested back into the public education system to address critical workloads, staffing shortages, and learning resources.
5. Teacher workloads, school and students are impacted by climate and extreme weather events. Heat stress is a significant factor in provision of extra supervision.

Therefore it is resolved that this conference:

1. Calls on the AEU NT Branch Executive to formally lobby the NT Minister for Education and the Northern Territory Government to fund and commit to a universal rollout of rooftop solar and integrated battery storage systems across 100% of NT public schools and early childhood centres.
2. Demands that priority funding and structural support under this scheme be directed toward regional, remote, and very remote schools to address energy equity, stabilise local microgrids, and lower the carbon footprint of off-grid campuses.
3. Advocates for this rollout as a critical health, safety, and operational measure to ensure constant, reliably powered air conditioning and climate control, directly combating heat stress and alleviating the compounding workload pressures faced by educators during extreme weather.
4. Collaborates with local advocacy networks, such as the NT branch of Parents for Climate and the Environment Centre NT, to build a broader public

campaign emphasising the financial and pedagogical benefits of solar-powered schools.

5. Advocates for the development of tailored curriculum resources that leverage newly installed smart solar meters, allowing NT students to engage in hands-on STEM and data science projects centered around their own school's energy profiles.