

# ACACIA IN ACTION

## NEWSLETTER

Confident

Community

Caring

Connected



WEEK 01 TERM 1

06 Jan 2026

Dear Parents and Carers,

Happy New Year everyone! I hope you had some rest and some happy times with your loved ones over the Christmas period.

It is great to be back for a new school year, and we are off to a good start! We currently have 119 students enrolled, and have two more classes than last year. We have also welcomed some new staff: Mrs Primrose Mutatu, who is the Rm 5 teacher, Mr Ronald Kaunda, who is the Rm 6 teacher, Mrs Pia Harrison, who returns to Acacia as a Music teacher, and Mr James Winwood, who will also teach Music one day a week and Room 10 one day per week. We have also welcomed back Ms Sharmon Allen, who is the Sadadeen satellite teacher, and Mrs Jennifer Lopes, who is the Rm 8 teacher. We congratulate Cheryle Edwards, who has won the position of Engagement Officer at Sadadeen Primary for 2026.

Our teacher Kelly Adams is coordinating the Duke of Edinburgh program at Acacia. Last year, 10 of our students successfully passed their bronze level! This will translate into 10 credits for their NTCET. Congratulations, Kelly and students!

### Minister for Education visit

The Honourable Jo Hersey MLA, Minister for Education and Training, is visiting Acacia Hill School this afternoon. We look forward to introducing the Minister to our great school!

### Mobile phones

A reminder that if a student brings a mobile phone to school, it is to be left at the front office for the day for safekeeping, and will be returned to the student at home time.

### NDIS

Almost all Acacia students are on NDIS. We regularly have requests for a therapist to work with a student for one hour per week through the term or year. To provide therapy at Acacia Hill School, the provider must be registered with NDIS, the goals they want to work on must align with the student's Educational Adjustment Plan (EAP) goals, so the focus of Acacia is always on teaching and learning, and therapy can only be provided in a location with line of sight from school staff. The types of NDIS service allowed at the school are:

- Observation of a student in the classroom or school environment
- Attendance at EAP meetings
- Attendance at meetings to monitor and tailor support provided to a student
- Provision of training or professional development on the school grounds (for example, OT or speech exercises so staff can build this into the student's program all day every day)
- Provision of support with the management of assistive technology such as standing frames or communication devices.

### School Council

The Annual General Meeting for our school council will be at 9:30am on Thursday, 26<sup>th</sup> February, followed by an Ordinary Meeting. We invite parents and carers to come along to the AGM. I look forward to having a robust School Council which represents our school community and works together with us to advise on and discuss issues, and continue to make Acacia a great school for our young people.

In Term 2, I will be taking long service leave, and Mr Joel Hohn will be principal in that time. Joel has been working at Acacia since the middle of 2025, and he was a school principal for five years before that, so the school will be in very capable hands.

I am looking forward to an excellent Term 1, with a terrific staff team and great students!

Kind regards,

Julie

### DATES COMING UP

- 9:30 am Thursday 26<sup>th</sup> February - School Council AGM and ordinary meeting
- 9:30 am Friday 20<sup>th</sup> March - Harmony Day
- Tuesday 24<sup>th</sup> March - Whole school photo day
- Thursday 2<sup>nd</sup> April - Last day of Term 1

## More Information ...

### NT Anti-Discrimination Commission public education strategy

The NT Anti-Discrimination Commission is asking for feedback on its draft public education strategy. You can provide feedback in the following ways:

- Email written feedback to [Training.ADC@nt.gov.au](mailto:Training.ADC@nt.gov.au)
- Share feedback anonymously via this [link](https://forms.office.com/Pages/ResponsePage.aspx?id=U9HS9u7gT0OrMaJLEhNmZdaGLgBSzvNjkS2nFEkpcKZUMVMYnVU3RjIRVjIDNk02VDUyODhHMTJVNy4u): <https://forms.office.com/Pages/ResponsePage.aspx?id=U9HS9u7gT0OrMaJLEhNmZdaGLgBSzvNjkS2nFEkpcKZUMVMYnVU3RjIRVjIDNk02VDUyODhHMTJVNy4u>

### Social media age restrictions

From **Wednesday 10 December 2025**, new national laws came into effect to help protect children and young people online through social media age restrictions. Under these laws, social media platforms such as TikTok, Instagram, Snapchat, X, Facebook and YouTube are required to take reasonable steps to prevent Australians under the age of 16 from creating an account. The aim of these restrictions is to support the health and wellbeing of young people by delaying access to social media. The introduction of these restrictions will not impact the delivery of education in NT Government schools.

Schools, families and young people can find practical information and support on the [eSafety Commissioner website](#), including:

- [resources for young people](https://www.esafety.gov.au/young-people/social-media-age-restrictions) <https://www.esafety.gov.au/young-people/social-media-age-restrictions>
- [guidance for families](https://www.esafety.gov.au/parents/social-media-age-restrictions) <https://www.esafety.gov.au/parents/social-media-age-restrictions>
- [First Nations community resources](https://www.esafety.gov.au/about-us/industry-regulation/social-media-age-restrictions/campaign#first-nations-community-resources) <https://www.esafety.gov.au/about-us/industry-regulation/social-media-age-restrictions/campaign#first-nations-community-resources>
- [fact sheet on the new laws](https://cdn-au.mailssnd.com/35657/WC2m60dSrFnydA9TLsDmsmac0OWXljgqqrDCeqeKGA/1763341581/3264906.pdf) <https://cdn-au.mailssnd.com/35657/WC2m60dSrFnydA9TLsDmsmac0OWXljgqqrDCeqeKGA/1763341581/3264906.pdf>

### Attendance and engagement hotline and public website

The Department of Education and Training has established a 'free to call' Student Attendance and Engagement hotline at 1800 206 317. This hotline enhances the department's existing frontline customer service capabilities and will provide families with information and support to enrol and engage their children in education. The hotline will operate Monday to Friday from 8:00 am to 4:21 pm. Afterhours recording is also available which department staff will respond to the following business day.

A [public facing website](#) has been developed to support families to understand the importance of regular attendance and how to address school refusal or truancy. The website provides practical tips and links to support services.

(link: <https://nt.gov.au/learning/student-wellbeing-and-inclusion/school-attendance>)



**Allergy Alert: students at Acacia Hill have nut allergies and other serious eating conditions**

ACACIA HILL SCHOOL

**NEW STAFF**

**Ronald Kaunda**  
TEACHER

*"I am excited to join Acacia Hill School as a teacher and to be part of a community that values strong relationships, high expectations, and student wellbeing. I am passionate about creating a supportive, inclusive classroom where every student feels safe to learn, take risks, and grow in confidence. I look forward to working closely with families and colleagues to help students achieve their best, both academically and socially."*



ACACIA HILL SCHOOL

**NEW STAFF**

**Pia Harrison**  
MUSIC TEACHER

*"Hello there! Ms Pia here! I'm so happy to be teaching lots of fun songs to the students this year. I worked here many years ago before teaching at Sadadeen Primary School. It's great to be back at Acacia Hill School."*



ACACIA HILL SCHOOL

**NEW STAFF**

**Primrose Mutatu**  
TEACHER

*"I am excited to be joining Acacia Hill School this year and look forward to know the students and working closely with families and the school to support their learning and growth."*



ACACIA HILL SCHOOL

**NEW STAFF**

**James Winwood**  
MUSIC TEACHER

*"Hi everyone, James here - It's great to be joining the amazing team at Acacia Hills. I am looking forward to contributing to all our students learning and enjoyment of music."*



# Room 19



Having a ball of a time in PE with Mr. Nyk when we go to Acacia.

Focusing on completing our Art with pride for Mrs. Kam.





Having fun in Fun Friday session using Magnetic blocks to create different things.

Creating Superhero cars using our STEM skills.



Department of  
EDUCATION  
AND TRAINING

# \$200

PER CHILD

## BACK TO SCHOOL

- ✓ Still fully funded by the NT Government
- ✓ Expanded eligibility for students
- ✓ More flexibility for families



The Back-to-School payment scheme is an NT Government initiative to help parents pay for certain school-related costs.

This supports student learning by removing potential barriers for students to engage in school.

If eligible, you are entitled to a one-off payment of \$200, to be spent by the end of Term 3 in each school year.

# Guide to a Balanced Lunchbox Session



Join Flynn Drive Community Health Centre's Urban Nutrition Service for this **FREE** session to help guide you in understanding your child's nutrition needs and the tricky art of how to provide a varied, appealing and healthy lunchbox.

In a typical year, parents and carers will make an average of 200 lunchboxes per child for daycare and school! Come to either of the below sessions before school starts to feel better prepared and get your nutrition questions answered.

All welcome, no RSVP needed!

## Birth & Beyond Session

When: Saturday 24<sup>th</sup> January  
from 10-11am  
Where: 10/89 Fan Arcade (near  
Page 27 Cafe)

## Flynn Drive Community Health Centre Session

When: Tuesday 27<sup>th</sup> January  
from 4:30-5:30pm  
Where: 10 Flynn Drive, Gillen  
(Building A)



For more information please contact 8951 6711 or email [Urban.NutritionCA@nt.gov.au](mailto:Urban.NutritionCA@nt.gov.au)

Urban Nutrition Service  
Flynn Drive Community Health Centre  
10 Flynn Drive,  
Gillen NT 0870



[nt\\_health\\_](#)

[NTGovHealth](#)

[health.nt.gov.au](http://health.nt.gov.au)

## Support for Families and contact details

Autism Advisory Line: 24/7; Run by families of children with autism; 1300 22 777

Autism NT: 8948 4424; NT Mental Health Line: 1800 682 288; E-headspace: 1800 650 890; Kidshelpline: 1800 55 1800

FACES: 8:00AM-8:00PM Monday to Friday; parenting support, budgeting support; Referral for services; 1800 999 900

Parentline: Access to counsellors Monday to Friday 8:00am-10:00pm; 1300 301 300

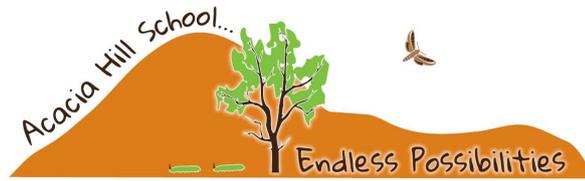
13 YARN counselling (First Nations): 13 92 76

Relationships Australia sometimes sees children if they have the capacity to cater for the individual. There is a phone intake process in which they determine if they have the capacity. Family must pay for the service. The fee varies according to family income. Contact number is 8950 4100.

Dolly's Dream Support Line is now available to families and students 24/7, providing them with access to qualified counsellors for free and without a referral. To access this service, call or text 1800 951 955.

**Allergy Alert: students at Acacia Hill have nut allergies and other serious eating conditions**

Spearwood Rd (PO Box 435)  
Alice Springs, N.T. 0871  
Phone: (08) 8955 2222  
ABN: 25 526 772 308  
acaciahill.school@education.nt.gov.au



Dear Parent/Carer,

We wish to share information about child safety and respectful relationships education that your child will access through the Keeping Safe: Child Protection Curriculum (KS:CPC) this year at Acacia Hill School.

The KS:CPC supports children and young people, in age and developmentally appropriate ways, to:

- understand they have the right to be safe
- recognise abuse and unsafe situations
- develop and apply strategies to help keep themselves safe
- seek support and report.

It is a requirement that all children and young people in Department for Education preschools and schools access the KS:CPC each year from educators who have completed required training, as outlined in the department's *Safeguarding children and young people policy*.

The KS:CPC aims to empower children to help keep themselves and others safe. It is evidence-informed and highly regarded in Australia and around the world due to its depth of content, breadth of learning and contemporary nature.

The two themes of the KS:CPC focus on the core principles and key understandings of the curriculum:

- We all have the right to be safe.
- We can help ourselves to be safe by talking to people we trust.

If you would like to find out more about how the KS:CPC is implemented at Acacia Hill School, please contact associate principal, Joel Hohn.

For additional information, refer to [www.kscpc.sa.edu.au/parent-carer-information](http://www.kscpc.sa.edu.au/parent-carer-information).

Yours sincerely,

A handwritten signature in black ink, appearing to be 'JH', is written on a light blue rectangular background.

Joel Hohn  
**Associate Principal**  
**Acacia Hill School**



**NORTHERN TERRITORY  
ANTI-DISCRIMINATION  
COMMISSION**

# **PUBLIC EDUCATION STRATEGY**

**CONTACT US:**

**TELEPHONE: (08) 8999 1444**

**FREECALL: 1800 813 846**

**INTERNET: [WWW.ADC.NT.GOV.AU](http://WWW.ADC.NT.GOV.AU)**

***SERVICES ARE FREE, CONFIDENTIAL AND IMPARTIAL***



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Document details	
Document title	Northern Territory Anti-Discrimination Commission Public Education Strategy
Contact details	Training.ADC@nt.gov.au
Date and version	13/01/2026 Version # 2.0
Document review	Implementing public education survey results

Change history			
Version	Date	Author	Change details
1.0	15/08/2025	Anika Oling	First draft
2.0	13/01/2026	Anika Oling	Implementing public education survey results

Definitions and Acronyms	
The following terms are used in this document	
ADA (or NT ADA)	<i>Northern Territory Anti-Discrimination Act 1992</i>
ADC (or NT ADC)	Northern Territory Anti-Discrimination Commission
CARM	Culturally and Racially Marginalised
IWD	International Women's Day
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual/Agender, plus other sexual orientations and gender identities that are not specifically represented by the proceeding letters
NT	Northern Territory
NTCOSS	Northern Territory Council of Social Services
PD	Positive Duty
PDN	Positive Duty Network

# Introduction

The Northern Territory Anti-Discrimination Commission (ADC) promotes equal opportunity for all Territorians. Established in 1993, its aim is to eliminate discrimination, sexual harassment and victimisation by raising awareness about the rights and responsibilities of individuals and organisations under the *Northern Territory Anti-Discrimination Act 1992* (the Act). The Commission has three main roles:

- **Public education and training**  
To provide public education and training through a set program as well as tailored training to organisations and individuals. The Commission also responds to public and business enquiries and provides general information about rights and responsibilities under the Act, in accordance with its statutory role.
- **Handling complaints**  
When potential breaches of the Act occur, to provide information about the rights and responsibilities of individuals and organisations under anti-discrimination law. The Commission also accepts, investigates, and helps to resolve complaints of discrimination.
- **Community engagement**  
To attend public forums, meetings and organisations to hear and share information about rights and responsibilities under the Act.

## Northern Territory Anti-Discrimination Commission Strategic Plan 2024 - 2026

### Achieving Inclusion Together

The Northern Territory is strongest when diversity is celebrated, people are respected and experience equality of opportunity, feel safe to speak up, and are heard with compassion. We are committed to eliminating discrimination, so this becomes the reality for everyone to the greatest extent possible.

From 2024-2026 we will focus on the most prevalent areas of discrimination in the Northern Territory: race, disability, and sex discrimination.

- We will implement the legislative reforms that create a positive duty for all Territorian organisations to eliminate discrimination.
- We will support complainants and respondents in reaching a resolution to complaints.
- We will build networks to amplify our voice and impact

## Our Vision:

A Northern Territory community where:

- Diversity is celebrated
- People are respected and have equality of opportunity
- People feel safe to speak up and are heard with compassion

## Our Purpose:

We are committed to eliminating discrimination, sexual harassment and victimisation by engaging and educating the community and offering an impartial complaints process.

## OUR VALUES



**Bold**



**Collaborative**



**Inclusive**

In our public education work, we bring these values to life by prioritising partnerships with organisations and community leaders, particularly where we lack cultural or lived experience expertise. We co-design education where possible, commit to using plain language, and consider accessibility, regional reach, and delivery methods in every project.

## Public education and training

This document aims to establish and clarify the purpose and goals of the ADC's public education and training, establish strategic priorities, identify key actions, and outline how those actions will be implemented, tracked, evaluated, and reported.

## Purpose:

To increase public awareness, understanding, and engagement with anti-discrimination laws in the NT.

## Goals:

- Empower individuals and communities to recognise and address discrimination.
- Support businesses, organisations, and government agencies in creating inclusive environments.
- Strengthen the ADC's role as a trusted resource for rights and responsibilities under the law.
- Develop resources to help organisations build knowledge and awareness to take positive measures to prevent and eliminate discrimination.
- Educate and raise awareness about rights and responsibilities so everyone is treated equitably and has a sense of safety and belonging in their communities. We will

prioritise the most prevalent discrimination in the Northern Territory including race, disability and sex discrimination.

- Build and maintain strong networks of people and organisations with a common purpose to amplify our values and expand our impact.
- Enable inclusive education, and advocate for systemic change to address the root causes of discrimination.

## Methodology

The Northern Territory is one of the most culturally and linguistically diverse jurisdictions in Australia. With a population of approximately 250,000 people, 30.8% identify as Aboriginal and/or Torres Strait Islander people, 21.8% were born overseas, and 32.7% speak a language other than English at home<sup>i</sup>. The NT also has a higher proportion of men than women, a younger median age, and a highly mobile population, with more than a quarter of residents moving in or out each year.<sup>ii</sup>

Approximately 60% of residents live in Greater Darwin, with the remaining 40% dispersed across regional, remote, and very remote parts of the Territory. This geographic distribution is particularly significant for public education delivery, as a substantial proportion of the NT's Aboriginal population lives in remote and very remote communities.<sup>iii</sup> These demographic features, combined with entrenched disadvantage and limited infrastructure, present distinct challenges and opportunities for equitable engagement, access to services, and delivery of education. NTADC's complaint data and stakeholder insights reinforce the need to prioritise public education efforts toward sectors and communities disproportionately impacted by discrimination. Additionally, complaints often come from First Nations people, culturally and racially marginalised (CARM) individuals, and people with disability, many of whom experience overlapping or compounding forms of discrimination.

Our target audiences have been selected to:

- Focus on sectors and communities most affected by discrimination, and most likely to benefit from improved understanding of their rights and obligations.
- Build capacity in institutions and workplaces where compliance with positive duty obligations will have the most significant cultural and systemic impact.

A Public Education Survey was completed in August–September 2025, engaging 112 participants across government, NGOs, businesses, and community members. The survey gathered feedback on training needs, preferred formats, accessibility requirements, and barriers to participation. The findings directly informed the development and refinement of this strategy, ensuring that priorities, delivery methods, and resource design align with community expectations and emerging needs.

# Target Audiences

- **General Public:** Raising awareness of rights and protections, and the pathways to resolution under the NT Anti-Discrimination Act.
- **Workplaces & Employers:** Promoting fair hiring and workplace practices. Supporting compliance with positive duty reforms and building inclusive workplace cultures.
- **Community & Advocacy Groups:** Partnering to amplify key messages and co-design training, resources, and outreach methods with people with lived experience.
- **People with lived experience of discrimination (including race, disability, sex and other protected attributes)** – Ensuring rights-based, accessible education that supports individuals to understand their protections under the law and how to seek support.
- **First Nations Communities:** Delivering education in ways that are culturally safe, community-led, and grounded in local contexts.
- **Business Community and Small Businesses** – Providing practical guidance and tools to help businesses meet their legal obligations and contribute to a fairer NT.
- **Schools & Universities:** Equipping young people with knowledge of discrimination laws.
- **Government & Service Providers:** Embedding anti-discrimination and inclusive principles in policy and practice.
- **Remote, regional, and very remote Territorians,** who remain underrepresented in survey data and face additional cost and access barriers.
- **Volunteers, committee members, not-for-profit and small community organisations,** who reported cost and access as major barriers to training.

## Key Messages

NTADC is dedicated to fostering a safe, inclusive Northern Territory community free from discrimination. We bring compassion, boldness and a collaborative approach to our work with people experiencing discrimination, harassment and victimisation. We offer complaint resolution services, education, and resources to ensure people know their rights, feel heard, and are treated with dignity and respect.

- Everyone has the right to equality of opportunity.
- Discrimination, sexual harassment, and victimisation are unlawful.
- Employers and service providers have a positive duty to prevent and eliminate discrimination, sexual harassment and victimisation to the greatest extent possible.
- The ADC provides information and education about rights and responsibilities under the law, and administers an impartial complaints process. Inclusion and diversity strengthen workplaces and communities.

- We are committed to providing clear, practical, plain-language explanations of rights, responsibilities, and complaint pathways, and ensuring information and learning products are accessible, culturally appropriate, and co-designed with or led by people with lived experience wherever possible.

## Communications Strategy

A strategic and values-driven communications approach is essential to ensure NTADC's education and awareness work reaches the right people in ways that are accessible, engaging, and impactful.

Our communications will reflect our brand values - Bold, Collaborative, Inclusive - and will reinforce our above-mentioned messaging priorities.

### Objectives:

- Raise awareness of NTADC's education offerings across priority sectors and communities
- Build public understanding of discrimination and positive duty
- Promote uptake of training and use of resources
- Reinforce brand trust, particularly among groups who have experienced discrimination
- Showcase how our education program is delivered, including partnerships, co-design approaches, and strategic alignment with our broader human rights work.

### Key Channels:

Channel	Approach
Website	Public-facing overview of training sessions, calendar, and booking process, with selected education resources (e.g. videos). Future development may include FAQs, downloadable tools, short videos and more interactive or accessible content, responding to strong survey preference for accessible short-format materials
Social Media	Regular posts aligned to our events calendar and strategic goals, including awareness days (e.g. NAIDOC Week, Human Rights Days), training promotions, and timely responses to community issues. Our content uses accessible language, affirms our values, and supports engagement with diverse Territorians.
Email Outreach	Regular newsletter featuring upcoming training opportunities, shared with past participants, peak bodies (e.g. NTCOSS), and relevant sector networks. Email remains the primary and most effective communication channel based on survey findings.

Channel	Approach
<b>Media Relations</b>	Media statements, public submissions, radio interviews, and local press features are used to highlight NTADC's position on key issues, respond to current events, and reinforce our role as a public advocate. We also contribute opinion pieces and commentary linked to major campaigns or awareness days.
<b>Community Engagement</b>	Printed materials and resource packs for events (e.g. All Abilities Expo, IWD), with messaging aligned to our core values and targeted audiences.
<b>Stakeholder Partnerships</b>	Co-branded promotion of education offerings with peak bodies, advocacy groups, and networks (e.g. disability and small business sectors).

## Education & Awareness Activities

The education and awareness activities outlined below reflect NTADC's strategic aspirations over the life of this strategy. Delivery, scope, and timing are dependent on available funding, staffing capacity, and partnerships, and will be prioritised based on community need, consultation feedback, and resourcing constraints.

### A. Training & Workshops

- **Current programs offered by NTADC:**
  - **Workplace Training:** Tailored sessions on positive duty, unconscious bias, discrimination prevention, and inclusive practices.
  - **Community Education:** Free information sessions in urban, regional, and remote areas.
- **Potential opportunities for expansion identified through consultation for this strategy include:**
  - **Short, rights-based sessions (30–60 minutes)** such as “Understanding Your Rights Under the Anti-Discrimination Act” and “How to Report Discrimination and Seek Support”, responding to high demand for brief, practical information sessions.
  - **Expand the current training program** to include high-demand topics identified in survey results, including “Building Anti-Racist Workplaces”, “Understanding Positive Duty for All Staff”, and “Disability Rights and Accessibility”.
  - **Youth Engagement:** School and university programs on rights, respect, and inclusivity.

### B. Digital & Media Campaigns

- **Social Media:** Regular posts, videos, and infographics to engage different audiences.
- **Website Resources:** Interactive guides, FAQs, and e-learning modules.
- **Mainstream Media:** Radio interviews, newspaper articles, and TV segments featuring ADC initiatives.
- Where resourcing allows, develop short videos and micro-explainers to meet high demand for brief educational materials that supplement training sessions.

## C. Outreach & Partnerships

- **Collaboration with Community Leaders:** Engaging First Nations, CARM, LGBTQIA+, and disability advocacy groups.
- **Sector Partnerships:** Working with employers, unions, and professional associations.
- **Co-design:** We will prioritise partnering with organisations and individuals with lived experience of discrimination to co-design and, where appropriate, co-deliver training and resources. This responds to strong survey feedback that education is more impactful when shaped and delivered by people with lived experience.
- **Positive Duty Communities of Practice:** Working with employers and individuals to increase awareness and knowledge, and create resources on race, disability and sex discrimination.
- **Positive Duty Network:** Ongoing peer learning network supporting employers and individuals to meet their obligations under the positive duty. We also share key learnings and sector trends through the network, media statements and public submissions, contributing to broader systems change.
- **Event Participation:** Presence at expos, and key community events. Our event presence is supported by a communications strategy that outlines who we engage, how we promote, and what channels we use, including our newsletter and partner networks. We use events to promote our strategic priorities, gather feedback from the public, and build visibility for our broader public education goals.
- **Outreach:** We remain committed to reaching remote, regional, and culturally diverse audiences, while acknowledging that financial limitations may impact the scale and frequency of our outreach. This makes strong partnerships and smart resource use critical to success.

## D. Cost Barriers

- **Financial barriers:** Cost remains a major barrier for small or not-for-profit organisations, volunteers, and community groups. NTADC will explore funding opportunities, subsidised models, and partnership-based delivery to reduce barriers and increase access, particularly where strong demand is evident.

## E. Governance, Impact and Sustainability

- **Best practice:** We are committed to delivering a best practice education program that aligns with our Strategic Plan and reflects our values. To ensure accountability, we will document how our public education work is developed, delivered, and evaluated. This includes onboarding and training for new staff, transparent reporting on program outcomes, and regular review of alignment with our goals.
- **Funding constraints:** The ADC's capacity to deliver public education across the Northern Territory is significantly shaped by its current funding model. Survey feedback highlighted cost as a major barrier, particularly for small organisations, volunteers, and remote communities, many of whom expressed strong interest in training but cannot absorb session fees or travel-related costs. Limited funding impacts the ADC's ability to:

- deliver free or low-cost sessions to small or not-for-profit organisations and people most likely to experience discrimination
- conduct outreach across remote and very remote regions
- develop new learning products, including co-designed materials with lived experience experts
- produce accessible, multilingual, or culturally safe resources
- **Sustainability:** This strategy will also be used to attract funding and new partnerships, demonstrating our commitment to co-designed, community-informed education across the Territory.

## Performance Measures

- **Engagement Metrics:** Social media reach, website visits, training attendance.
- **Feedback & Impact Surveys:** Pre- and post-training evaluations and Positive Duty Network attendance and surveys.
- **Complaint & Enquiry Trends:** Monitoring public awareness through ADC service usage.
- **Stakeholder Partnerships:** Growth and depth of community collaborations.

## Implementation Timeline

Phase	Timeframe	Focus
<b>Phase 1: Strategy Drafting and Internal Review</b>	March - July 2025	Develop draft strategy, review existing programs, draft survey and comms content, incorporate staff feedback.
<b>Phase 2: Public Survey Launch and Stakeholder Engagement</b>	August - September 2025	Launch public education survey. Engage stakeholders through direct invitations, peak bodies, past training participants, and event presence (e.g. IWD, All Abilities Expo).
<b>Phase 3: Strategy Refinement</b>	October - December 2025	Analyse survey results and consultation feedback. Refine strategy, education priorities, delivery methods, and communications plan.
<b>Phase 4: Public Consultation</b>	January - April 2026	Share revised strategy draft for public and stakeholder feedback. Consult targeted groups missing from the survey (e.g., Alice Springs, Tennant Creek, remote communities, schools, universities) to ensure more representative public feedback before final strategy release.

Phase	Timeframe	Focus
Phase 5: Rollout	May - June 2026	Refine strategy following public consultation, launch updated strategy and begin delivery of revised education program, comms campaigns, and partnership initiatives.
Phase 6: Evaluation and Growth	July 2026 onwards	Ongoing review of program delivery, outcome monitoring, and scaling. Seek funding and deepen partnerships to sustain impact.

## Conclusion

This strategy aims to create a more informed, fair, and inclusive Northern Territory. By engaging the public, businesses, and communities, the ADC will strengthen its role in protecting and promoting human rights across the region.

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<sup>i</sup> Northern Territory Government, *NT Economy - Population*, accessed July 2025, <https://nteconomy.nt.gov.au/population#regional>

<sup>ii</sup> Office of Gender Equity and Diversity. (2025). *Gender Equity and Diversity Series: Volume 1 - Gender, Identity and Work in the NT*. Northern Territory Government.

<sup>iii</sup> Northern Territory Government, *NT Economy - Population*, accessed July 2025, <https://nteconomy.nt.gov.au/population#regional>