Safe Communities Schedule
Terms of Reference

Schedule Leaders:

- Elizabeth Morris, Deputy CEO, Department of Justice
- Assistant Commissioner Graeme Kelly, Northern Territory Police
- Associate Professor Deb West, Charles Darwin University

1. Governance Structure

The Schedule will be governed by the Schedule Leaders, with assistance from an Advisory Group comprised of:

Northern Territory Government Representatives (Community Safety Working Group)

- Jenny Scott, Department of Health and Families
- Alastair Shields, Department of the Chief Minister.
- Bruce Michael, Northern Territory Treasury
- Fiona Chamberlain, Department of Housing, Local Government and Sport
- Trish Angus, Department of Housing, Local Government and Sport
- Ken Davies, Department of Employment, Education and Training
- Assistant Commissioner Mark McAdie, Northern Territory Police

Charles Darwin University Representatives

- Professor Sandra Speedy, Head of School, School of Health Sciences
- Dr Allan Arnott, School of Education
- Gary Robinson, School of Social Policy and Research
- Dr Kate Senior, Menzies School of Health Research
- Andrew Vodic, Community Services, Vocational Education and Training
- Dr Mary Morris, Faculty of Education, Health and Science

The Schedule Leaders will meet with the Advisory Group as needed, but at least two times per year to assess progress and plan future work. Advisory Group meetings will be held in conjunction with meetings of the Inter-Departmental Community Safety Working Group.

Sub-groups will also be formed to address specific issues and these will meet regularly until they have achieved their brief. A range of people from the NTG and CDU can be included in working groups as is appropriate with responsibility being taken by at least one advisory group member. Working groups will report to Schedule Leaders at the Advisory Group meetings.

October 08
Under the Community Safety Working Group a number of sub-groups have been or can be established, including groups responsible for:

- Child Protection;
- Family Violence and Community Justice;
- Antisocial Behaviour;
- Alcohol and Other Drugs;
- Gambling;
- Youth Justice.

In the first instance, these groups will also act as specific issue sub-groups. In order to meet the full requirements of the Schedule, additional groups can be established as required.

2. **Context and Issues**

   a) **Background**

   All Australians have a right and want to feel safe in their home, workplace and community, and live in and contribute to a community that promotes safety as one of the basic building blocks of a progressive society. Territorians share this goal. The development of a safer community is not an aesthetic idea; in order for positive and sustainable outcomes to be achieved in this area a whole-of-community, whole-of-government approach is required to form a culture of safety that is owned and practised by all in the community.

   The development of safe communities requires the provision and promotion of resources to enhance the systems within government structures, agencies and organizations which provide pathways opportunities and skills and pathways for the whole community. This includes people who provide services, counselling, support and training to the community and people who work in and with communities. For the purpose of this Schedule, a broad definition of community will ensure the inclusion of regional and remote communities, towns and cities.

   In recognition of the inclusive approach that the Schedule requires, the work carried out will cross over a number of portfolio areas within Government, including health, justice and police, and the outcomes achieved under the Schedule will have distributional effects across these areas. For example, the development of a supported and strong family unit will help individuals to lead healthier lives, which will likely discourage juvenile crime. Similarly, the provision of Indigenous literacy and numeracy training will create opportunities for Indigenous employment outcomes that may lead to a reduction in crime rates by providing alternative avenues for re-offenders or those at risk of offending.

   The Schedule will be informed by, and work within the parameters of the NT Government’s *Closing the Gap of Indigenous Disadvantage – A Generational Plan of Action*, the *Little Children are Sacred Report*, the *Overarching Agreement on Indigenous Affairs Between the Commonwealth of Australia and the Northern Territory of Australia*, as well as the ongoing work of the Council of Australian Governments on *Indigenous Generational Reform*.

   b. **Issues.**

   Whilst this schedule will not focus entirely on Indigenous Territorians it will be strongly influenced by the vision articulated in Closing the Gap, in particular its Safety Objective: “Ensure personal and community safety through a strong child protection system, effective alcohol and other drug management, adequate policing, youth development and juvenile
diversion programs and the engagement of the community in developing local solutions to crime and family violence.”

In 2006, approximately 82% of the Territory prison population and 96% of juveniles held in detention were Indigenous. In the NT in 2005, Indigenous people were four times more likely than non-Indigenous people to be a victim of assault. Effective correctional services and programs to prevent/intervene in family and domestic violence, child welfare legislative reform, youth diversionary schemes, tackling alcohol and illicit substance abuse, and crime prevention are priority issues for the Northern Territory in achieving safe communities. Safety and protection of children is equally important.

These issues highlight the need for the development of a knowledge base, through research, as well as an evaluation of government services and strategies, aimed at achieving safe communities. An understanding of the priorities of members of the community may also be required. Other identified needs in the development of safe communities are the provision of flexible and accessible pathways for education and training for prisoners, and those at risk of offending, particularly in the area of literacy and numeracy, as well as quality workforce development programs for ‘safe communities’ stakeholders. The development of effective and culturally appropriate models for rehabilitation and reintegration of offenders is also required.

The Schedule Leaders will need to liaise closely with other Schedule Teams and Steering Committees, particularly Healthy Communities and Indigenous Opportunities to ensure a coordination of goals, strategies and activities.

3. Shared Strategic Priorities

a. Developing an effective partnership to achieve key outcomes

Integral of the success of the Schedule is the ability of the NTG and CDU to form effective working relationships. In order to do so, there are a number of procedural and other issues that will need to be considered and addressed, by both parties. These issues include, but are not limited to:

- The procurement processes of government, and how these processes influence departmental decisions to undertake work under the Partnership Agreement;
- The tendering processes of Charles Darwin University and how these might be adapted under the Agreement to better attract and maintain commercial relationships with Government;
- High level organisational and political support for the Agreement, reflected in organisational policies and practice;
- A greater understanding, within Government, of the importance of evaluation, evidence gathering and evaluation and the benefits to agencies of building these processes into policy and program development;
- Developing shared understandings of the philosophies, organisational environments and operating practices of each of the project partners.

While the focus of these Terms of Reference is in setting down a framework within which specific projects and objectives can be advanced, attention to these issues will also be required over the course of the Agreement.
b. Policy Priorities

In late 2007 the chapter in Closing the Gap dealing with safety was developed into a template outlining the potential research training and evaluation needs of the Department of Justice, Department of Health and Community Services and the NT Police. CDU has responded to this document by mapping CDU's capabilities against the potential role identified. This document was updated in June 2008 to identify additional needs that have emerged from the implementation of Government’s Public Safety Model and Youth Justice Strategy.

This document will form the basis of the development of the shared strategic priorities over the next year, the medium term (2008-2010) and the longer term (2008-2012).

Various strategies will be adopted by the Schedule including:

- Workforce planning and development is a critical area and one in which we could engage in effective discussions across the relevant agencies and meet the needs in an on-going and cooperative way. This should consider education, training and workforce readiness, research, data and evaluation, recruitment and retention across the range of service providers and policy areas.

- Effective and appropriate research and evaluation of government policies and strategies relating to the development of ‘safe communities’ by working together from the outset and developing the appropriate evaluation inputs to many of the programs at their inception. This would lead to more robust quantitative and qualitative evaluation in the longer term and may also provide the opportunity for more evidence-based policy and practice.

- Flexible and accessible learning pathways in (but not exclusively): Domestic Violence; Youth Services; Child Protection; Counselling; Public Safety and Antisocial behaviour initiatives and Community Development;

- The exploration of: joint appointments in areas of mutual need and of adjunct appointments for appropriately qualified NTG staff; ensuring student placements and/or research projects are undertaken in areas of need.

4. Goals

The overarching goals that the Schedule seeks to achieve are:

a) One year goals for 2008

- To use the Safe Communities mapping exercise and any other audits of current project initiatives to identify the areas of mutual strategic priority between Government and University for ‘safe communities’ (identify existing relationships, opportunities and business priorities);

- To develop 12 month, medium term (2008-2010) and longer term (2008-2012) action plans based upon the identified areas of mutual strategic priorities.
b) Two year goals 2008-2010

- To consolidate work identified in year one and to expand work in accordance with the Schedule’s context and issues.

- To develop, promote and/or a suite of appropriate courses and training programs that facilitate workforce development pathways for staff involved with the development and provision of ‘safe communities’ identified in year one activity.

- To incorporate relevant knowledge and skills training in existing HE programs

- To provide and promote flexible and accessible learning pathways to achieve ‘safe communities’.

- Develop research and evaluation projects of government policies and strategies relating to the development of ‘safe communities’ in a manner that bridges cross-portfolio issues and provides a mechanism for the sharing of information across agencies in mutual areas of importance.

c) Four year goals 2008-2012:

- Conduct significant and ongoing research and evaluation of government policies and strategies relating to the development of “safe communities”.

- To achieve high levels of safety and protection in the community by linking the provision of safe communities with high quality teaching and learning frameworks.

- Have an understanding of which community safety interventions work in the NT and how to improve existing interventions.

- To create a culture of safety in urban, regional and remote communities of the NT that is embedded in the day-to-day practices and programs of ‘safe communities’ stakeholders.

5. Strategies


b. Strategies under the Second Partnership Agreement

The following Partnership core outcomes are relevant to any proposed strategies for this Schedule:

- Research and evaluation that contributes to public policy and service delivery methods relevant to the NT’s safe communities agenda, and provides relevancy to community needs.
• Vocational education and training (VET) and higher education sectors that are relevant and appropriate to the goal of achieving safe communities, seek to achieve real employment outcomes for ‘safe communities’ stakeholders, offer a range of suitable courses, and provide seamless pathways for learning and workforce development, including practical options to move between industry, secondary education, VET and higher education sectors.

• A thriving and engaged Indigenous population that achieves success in relevant education, employment and training programs which are clearly linked to economic and social outcomes, particularly the reduction of recidivism rates.

6. Key Performance Indicators

Key performance indicators that flow from the strategies listed above include:

• Identification of key projects according to the terms of reference and mapping of needs;
• Identification and implementation of relevant suite of educational/professional development programs;
• Identification of pathways and strategies for movement between employment/workforce and education;
• Establishment of shared staffing and/or adjunct positions as required; and
• Increase in number of student placements in relevant departments.

Performance will also be measured for evidence of their contribution to the 5 year targets under Closing the Gap:

• Rate of sexual abuse substantiations for Indigenous children will initially increase from the 2005/06 rate
• Rate of neglect substantiations for Indigenous children will initially increase from the 2005/06 rate and then level out
• Per capita alcohol consumption rate will decline by 15%
• The proportion of the population drinking beyond safe levels for short term harm will be reduced by 20%
Appendix One: Potential Projects for Discussion

*Potential projects for discussion include:*

- Mapping graduate entry positions in the NTPS in areas identified by workforce planning exercise to potential CDU graduates.

- The provision of literacy, numeracy and ‘life skills’ training to both prisoners, and those identified high risk groups. Provide information on the Prison Education project.

- Sex Offender Management and Treatment Programs – to be developed further on receipt of Scope of Works from DOJ.

- A research study that examines offending of young people, in particular the relationships between family life, children at risk of maltreatment and youth offending. Research could also include identification of effective points for intervention.

- An evaluation of the service provision provided by NTG Agencies, and NGO’s in the provision of safe communities, with a particular focus on government’s Public Safety Model.

- A research study that identifies a best practice model of Domestic Violence intervention in remote communities.

- A research study that identifies what constitutes a viable ‘Safe Housing’ strategy.