The Road AHEAD

Further education and employment guide for people with disability in the Northern Territory

NDCO
National Disability Coordination Officer Program
Funded by the Australian Government through the National Disability Coordination Officer Programme
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Acknowledgements
Introduction

The Road Ahead is designed to assist you to make informed choices regarding your future career pathway. This workbook will not necessarily have all the answers but it will direct you to information on the options and support services available, to guide you in your decision making. It will assist you to:

1. Get to know yourself
   - Your Story
     Think about your personal goals. Gather information about yourself to determine your career path.

2. Explore the possibilities
   - There are many options to consider when deciding your career path. Collecting information that is relevant to you is an important step in deciding on which direction to take.

3. Make connections
   - Activities in this workbook will encourage you to share information with supportive people around you, such as family, friends, community, teachers and lecturers to begin your chosen career path. Make contact with Service Providers.

Throughout this workbook students have shared their experiences as they journeyed into postsecondary education and employment. Each students’ story is different and demonstrates how they overcame difficulties and the support they received to achieve their goals.

“Career/life planning is a lifelong journey – not a final destination”
Source: Guiding Circles  http://www.aboriginalhr.ca/en/programs/guidingcircles
I. Get to know yourself

Your story

START EARLY! How well do you know yourself? Through our life we gain information, have unique experiences and make new connections with people. We come up with new ideas. We change. Your family, friends and teachers get to know you. They may know what you like, what you don’t like and what makes you laugh, angry or sad. They may also be aware of how you best ‘learn’ new things.

As you move into different environments it becomes important to get to know and understand yourself. Gain strategies and learn how to tell people what you need and how they can better assist you in order to achieve your career goals. There is no shame in asking for help or assistance. If you take the time to listen to other people’s stories, you will hear that we all have to ask for help at some point on our career journey. Even famous people had to get help from others to become famous!

The following activities are designed to get you to start thinking about your own story, to understand yourself and your personal strengths and abilities.

Discuss these activities with your family, friends, teachers and others. Talk about your ideas with them and get their response.
my story
Think about your story.
What does it tell you about yourself?

What are your dreams for your future?
What do other people say you are good at doing?
What family or community responsibilities have you had?
Do you like to work with others or alone?
What is important to you?
What words would you use to describe yourself?
What have you enjoyed doing in your life?
What do you enjoy learning about?

my story
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What do you enjoy learning about?
The definition of disability is broad and includes:

- Chronic medical conditions eg. asthma, arthritis and diabetes
- Intellectual disabilities eg. downs syndrome, foetal alcohol syndrome
- Learning disabilities eg. dyslexia
- Mental Illness eg. depression, anxiety disorders
- Physical disabilities eg. spinal cord injury, cerebral palsy
- Sensory disabilities eg. vision or hearing impairment
- Autism spectrum disorders, including asperger's syndrome
- Permanent or temporary

Your rights and responsibilities

Get to know your rights. These are the laws that protect your rights as a person with a disability.

The Disability Discrimination Act 1992 (DDA) is designed to ensure that people with a disability are not treated less fairly than other people because of their disability. It covers a range of life areas, including access, education, employment, activities and sport.

The DDA includes the Disability Standards in Education. These standards set out the rights of people with disabilities particularly in education settings. This includes at school, university or registered training organisation. The DDA requires education providers to make reasonable adjustments to enable people with disabilities to participate in education on the same basis as other students.

Reasonable adjustments s.22(4) are changes and alterations designed to assist a person with a disability to achieve equal opportunity. Although adjustments are not specifically defined in the DDA, these are facilities or services, which a person with a disability may require that a person without a disability may not require.

Having rights also means having responsibilities. The best way to protect your rights in study, training or employment is to also know and meet your responsibilities. For example, it is your responsibility to ask for reasonable adjustments if you need them and to provide the appropriate documentation.

Contact:

The Australian Human Rights Commission website:
http://www.hreoc.gov.au

The Education Standards 2005 website:
http://www.ddaedustandards.info/
Get To Know Your Disability Or Medical Condition

Having insight into the impact your disability may have on your study and further education is beneficial to overcome any barriers or hurdles you may face. It may be helpful for you to discuss this with others.

Think about what assistance you currently receive at school and what assistance you may need to ensure you have the best possible start to your future study or employment.

Here are some questions that you may find useful to get a clearer picture of your needs.

Does your disability or medical condition have a name?

Is your disability or medical condition:

- Noticeable?
- Not Noticeable?
- Recurrent – keeps coming
- Temporary?
- Permanent?
- Likely to get worse?
- Terminal?
- Episodic (has an effect every so often)?

How does your disability or medical condition impact on your ability to study? (Eg. Tire easily; can’t sit at a desk for a long time; need instructions repeated or written down)

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

What impact does your medication have on you? (Eg. Loss of concentration, easily tire)

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
What strategies do you have/use to overcome your disabilities?
(eg. Sit at the front of the classroom to hear lecturer; assistive technology.)

What assistance or adjustments have you received at school?
(eg. Help with organising my assignments, time frames. Note taker)

Do you receive Independent Support Assistance (ISA) in class? What assistance do they provide in class?
(eg. Help me to stay on task; organise my work etc.)

What assistance do you need to complete a course at University or VET course or apprenticeship/traineeship?
Hindsight is a wonderful thing. If I only knew what I know now!

The first ABI was due to a car accident which resulted in a closed diffused injury with a haemorrhage to the corpus callosum. This left me with many neurological problems including, double vision, major depression, a form of epilepsy along with memory, speech, reasoning, balance and walking problems. Vision and noise overload have a massive impact on my brain resulting in brain fatigue. There were other issues too. My brain did not know where I was in Time and Space, this is kinda weird!

I attempted two courses during the last 6 years. The first being an ‘Arts Degree’ and then ‘Train the Trainers’ course – both at University.

Neither of these courses were a success for me! “What was I thinking?”

I was not fully aware of the impact my brain injuries had on my ability to return to a study environment or the social aspect of getting back into (main stream) society. Prior to this I had spent many years in my home environment.

I had problems with forward thinking which meant I didn’t plan, I did not discuss my disabilities and my needs with my lecturers or with the Disability Liaison Officer at the University. I did not know about a Learning Access Plan and the assistance I could have had. I didn’t visit the University before commencing my study to see what was involved with getting to and from class, where all the other facilities were eg: library, café, loos etc. I didn’t ask for assistance or study aids.

For my first course I was positive from the first day. Then I had my “rude awakening” that all this was well above what I was capable of achieving, it all came crashing down. My brain fatigue was just too much and I could not be in the classroom environment (vision and noise overload) for long periods of time.

I was disappointed as I couldn’t do my study the way I wanted to. Why didn’t I just try and complete one unit to see how it was for me? I wanted to be NORMAL not brain injured. I wanted to be useful. I wanted to belong in society. I wanted my old life back.

Since this experience, I have been determined to seek out information, be more aware of the entire environment (transport, social, academical and personal events) and I am now linked with a Disability Employment Service. I have learnt strategies to overcome my limitations and I now have the confidence, knowledge and skills to successfully achieve my goals. I am now an artist and an ambassador for people with disabilities. I also enjoy public speaking.

Lyn’s Tip: “In the future I would PLAN, PLAN, PLAN! I would discuss the course with the lecturers and check in with the Disability Liaison Officer at the university to discuss what I would need to do to make my study experience positive.”
You will need to consider the issue of disclosure. To disclose means to intentionally tell other people about your disability or medical condition. It is a personal decision – you are the only one who can make that decision. You may choose to disclose different amounts of information about your disability to different people or for different purposes.

Knowing your rights with regards to disclosing your disability will help you make informed decisions.

Did you know – you do not have to disclose your disability to others unless:

- You want to have access to assistance (reasonable adjustments);

or

- Your disability presents an imminent danger to others?

If you choose to disclose, you only have to disclose to certain people and not to everyone. For example: at University you only need to disclose to the Disability Support Service.

Examples of Disclosure include:

- Educating someone about your disability or medical condition;
- Telling someone about the impact of your disability or medical condition on how you do things successfully, for example, you may need more time to complete tasks or exams;
- Telling someone about your learning style; do you learn best by reading; doing or listening;
- Providing documentation about your disability or medical condition to a Disability Liaison Officer;
- Talking to another student about your disability or medical condition.

Ask the following questions:

- Who may need to know and why?
- How confidential is it and who will have access to my information?
- What information do I have to disclose?

Tip: It is important to note that to access targeted disability assistance, you must be prepared to disclose your disability. You need only disclose relevant medical evidence to support your application.
Disclosure worksheet

The disclosure continuum: Mark on the line below, the point between the two statements that indicates how comfortable you are about disclosing your disability or medical condition.

[I don't care who knows about my disability or medical condition - I am comfortable talking about it]

Think about your position on the disclosure continuum above. How is this likely to affect when or how you disclose? When are you most likely to disclose?

- Early on before I start my course
- When I think of it
- Before my first assignment is due
- When things go wrong
- Before my final exams
- Not at all

What do you think might happen if you tell people about your disability or medical condition?

- It should make things easier for me
- It will probably mean that I will fail
- I will get the support I need
- Other students won't include me
- Lecturers or teachers will complain
- People will be more helpful if they know
- People will assume certain things about me

What experience have you had at disclosing?

- I have never told anyone about my disability or medical condition
- I feel uncomfortable telling anyone about my disability or medical condition
- I got the adjustments I needed
- I am never sure what or how much to tell
- I don't think people believe me when I tell them
- People assumed certain things about me
- Other

Who will I need to disclose to and why?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
2. Explore the possibilities

Start planning for your transition to postsecondary education and employment as early as possible.

Planning for the future

A transition plan is like a road map. It is a guide to get you from where you are to where you want to go.

An Individual Transition Plan will assist you to:

- identify what you want to do in the future
- set goals
- gain skills needed to achieve your goals
- learn about the options you have
- make good choices
- identify the assistance you will need when you leave school
- identify the people who can assist you in achieving your goals

## Tips on how to build your skills, knowledge & experience

<table>
<thead>
<tr>
<th>Start Early</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td><strong>Middle School</strong></td>
<td>Talk to family &amp; friends about different jobs</td>
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<td>Attend Try a Trade</td>
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<td>Do work experience</td>
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<td>Attend University open days</td>
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<td>Attend Career Expos</td>
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<td>Visit websites</td>
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<td>Talk to a Career Advisor</td>
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<td></td>
<td>Explore and use assistive technology</td>
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<td></td>
<td>Complete an Individual Transition Plan</td>
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<td></td>
<td>Investigate school based apprenticeships</td>
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<td></td>
<td>Gather information for your portfolio and resume</td>
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<td><strong>Transition to Senior School</strong></td>
<td>Organise an orientation of your new school</td>
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<td></td>
<td>Meet the teachers</td>
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<td></td>
<td>Complete activities in this workbook</td>
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<td></td>
<td>Discuss these activities and information with teachers, family &amp; friends</td>
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<tr>
<td><strong>Year 10</strong></td>
<td>Complete your Personal Learning Plan (PLP)</td>
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<td>Do work experience</td>
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<td>Take part in Vet in Schools (VETIS)</td>
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<td>Participate in a Work Ready Program</td>
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<td>Talk to a Career Advisor</td>
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<td>Attend University open day</td>
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<td>Attend Career Expos</td>
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<td>Participate in World Skills</td>
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<td>Update your Individual Transition Plan</td>
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<td><strong>Year 11</strong></td>
<td>As above</td>
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<td></td>
<td>Update your resume</td>
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<td>Contact service providers in your area</td>
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<td></td>
<td>Collate information</td>
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<td>Update your Individual Transition Plan</td>
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<td><strong>Leaving School Year 12</strong></td>
<td>Start putting your personal plan into action</td>
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<td></td>
<td>Contact Disability Employment Services</td>
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<td>Contact University or VET provider regarding enrolment in a course next year</td>
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<td></td>
<td>Contact service providers</td>
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<td></td>
<td>Contact disability services at university or VET provider you plan to enrol with.</td>
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<td></td>
<td>Organise orientation at campus you plan to study at.</td>
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<td><strong>Adults returning to study and/or employment</strong></td>
<td>Update your resume</td>
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The National Disability Coordination Officer Program (NDCO).

The NDCO Program provides services to assist people with a disability move from school to post school education and training and then to employment. We work directly with individuals, parents, education providers, employment services, and community and government services. Our activities include providing information and transition planning assistance, referral and coordination, resources development and training, awareness raising and promotion.

Our goals are to:

- Improve transitions to assist people with a disability from school or community into post-school education and training and subsequent employment.

- Increase participation by people with a disability in higher education, vocational education and training and employment.

- Establish better links between schools, universities, TAFEs, training providers and disability services providers so that they can work together to provide the best possible assistance for people with a disability.

In the Northern Territory, your local NDCO is located at Charles Darwin University. The NDCO travels to regions across the Northern Territory.

Contact:

www.cdu.edu.au/ndco
(08) 8946 6951

There are 31 NDCO positions in regions across Australia. For contact details outside of The Northern Territory, consult DEEWR website at www.deewr.gov.au/ndco

Transition from School Program

Department of Education and Children’s Services. Northern Territory Government

The Transition from School program assists the transition of students with disabilities from mainstream and special education settings into further education, employment and adult life. The transition process can begin from Year 8.

Remote Schools Pathway Grants

Funding is available through the Transition from School Program to assist remote schools develop work experience and enterprises programs for students with a disability.

Contact: 08 8920 5621

Guidance and career advice

Northern Territory students and their parents can access school based career advisors and Northern Territory Certificate of Education and Training (NTCET) coordinators for information about pathways to the NTCET, the South Australian Certificate of Education (SACE) and beyond. More information about the SACE, university and VET entry requirements is provided by the SACE Board.

Useful websites

Beyond Expectations: Profiling People with a Disability in Employment


This DVD presents video profiles and stories of 55 people with disabilities (hearing, physical, learning / neurological, intellectual, psychiatric, vision) who are succeeding in the workforce. These can be enjoyed by case workers, teachers, family members etc. The DVD aims to assist in career planning, to increase employer awareness and expectations, and to alleviate misconceptions about WHS implications of people with disabilities undertaking certain occupations.

Education to Employment

http://pubsites.uws.edu.au/ndco/employment/

A website for Graduates with a Disability and Employers. Useful information for TAFE and University students on finding Employment.

Get ready for study and work


A workbook to help young people to be well prepared for their life after school

Get Ready for Uni

http://pubsites.uws.edu.au/ndco/getready/

Information for high school students with disability, thinking about going to uni. Made up of five sections to help you prepare for uni, with tips, hints and links.

JobAccess


A one-stop shop for employers, co-workers, and people with a disability, supported by a free professional telephone information/advice service 1800 464 800.

My Future

www.myfuture.edu.au

Australia’s career information and exploration service. You can use the personalised career exploration tool to discover career options and identify your career path. You will also find occupation profiles, job seeking tips, information about courses and scholarships, and many activities and quizzes to help you explore your career options.
The Job Guide
www.jobguide.deewr.gov.au
The Job Guide provides an in-depth look at a range of occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities.

Towards Success
http://services.unimelb.edu.au/disability/resources/towards_success
A series of study guides which contain study skills and resources for students with a range of disabilities. They are applicable to students who are currently studying, or intending to study, in higher education.

Year 12 - What Next?
www.myfuture.edu.au
Plan your post-school education and training and learn about future work opportunities.
Find out where to get help and information

Youthworx NT
www.youthworxnt.com.au
The Annual Careers Expo is an important opportunity for students and other young people in the Northern Territory to explore potential career opportunities and identify future career pathways. YouthWorX NT coordinates four of the five NT Government Careers Expos to provide students and general public with an opportunity to meet people from industry to seek up to date, relevant career and training information to assist them in making choices about their future.
Kieran got his inspirations for his work career from a year 8 teacher, who helped him obtain work experience with a Garden Nursery. “I enjoyed watering the plants, weeding and I liked being outdoors.”

Kieran was determined to complete year 12. “I thought I might as well go up to year 12 - more job opportunities and I wanted more help with Maths and English. I had good relationships with my teachers and friends at High School”.

While at High School, Kieran completed a school based Apprenticeship at the Territory Wildlife Park. His high school completed a Learning Access Plan (LAP) for his further study. As part of his apprenticeship Kieran completed Certificate II in Tourism and Certificate II in Conservation and Land Management.

Kieran has difficulty learning new things and required on the job training and support. Kieran explained that his disability was disclosed to his employer and lecturers while he was at high school.

A number of organisations assisted Kieran to complete his school based apprenticeship.

The Clontarf Foundation is a not for profit organisation whose aim is to help improve the health, employment, education and life skills of Australia’s teenaged male Indigenous population. Whilst Kieran didn’t participate in football, Clontarf staff assisted Kieran with the theory component of his training and encouraged him to remain in school to complete year 12.

Kieran took part in a Group Training Organisation (GTO) - School to Work Programme. School to Work aims to assist and encourage students to take part in structured Vocational Education and Training (VET) that leads to School Based Apprenticeships / Traineeships (SBAT) .

“Field Officers from the Group Training Organisation came to my work and bought paper work with the information about conservation.” Adjustments were made for Kieran to answer questions verbally. The Field Officers would visit Kieran once a fortnight, at his place of work, to liaise between Kieran and his employer.

Where possible, School to Work training is linked to skill shortage areas, thereby maximising a students’ employment prospects. It also provides structured work placement with a host employer and structured training through a registered training provider. Regular support & advice to students, parents, host employers & Registered Training Organisations, ensures all parties needs are met with one common outcome – course completions.

Kieran worked on the job two days a week with support from a Disability Employment Service (DES) and an Independent Support Assistant (ISA) from the high school attended all lectures with him.

Disability Employment Services (DES) – “set me up with what I needed for my job. My case worker visited me on a continuous basis.”

Disability Employment Services (DES) are a specialised employment service assisting people with a disability or illness, injury and/or associated barriers to secure open employment and develop independence in the workplace. Some Disability Employment Services also provide disability awareness training for employers and co-workers.

Australian Apprenticeship Board registers participants into an apprenticeship and administers incentives on behalf of the commonwealth government. Kieran had regular visits from a Field Officer.

Kieran is a volunteer member of Wildcare Darwin, and attends call outs to attend injured or sick animals. Kieran has a Parks and Wildlife permit to keep these animals until they can be released back into the wild.

Kieran is working towards obtaining his ‘Snake Handling’ certificate.

Kieran’s Tip: “On the job training helped me to complete my Certificate II in Conservation and Land Management”.
my life goals

My life goals and wish list: Try to sum these up in a few words or phrases

What do I want to study?

Why do I want to study in this field?

If I am studying to work in this field, to which job(s) and career(s) will this lead me?

Are there areas of weakness that I would need to overcome for success in this field?

Are there areas of knowledge and skills that I already have that I can get credit for?
What are my social goals at university or VET?

What kind of people do I hope to meet?

In which activities and interests can I participate?
my skills

List the computer skills I have.

What is assistive technology? Is there assistive technology I can use in study and/or work?

What knowledge and/or skills don't I have?

Do I have the subject pre-requisites or assumed knowledge for the courses I’m interested in?

Can I get recognition for existing skills and knowledge?
Georgia has completed a degree in pharmacy.

“When I was in High School I considered pharmacy and then I decided to start with science as it was more general as I didn’t know what I wanted to do at the time.” When Georgia was in primary school she was diagnosed with dyslexia. “Spelling and reading affected my school life. My development in other areas was quite high but reading and spelling held me back. A couple of good teachers who recognised my reading and spelling issues recommended to my parents to get me tested outside school. I was professionally diagnosed with dyslexia.”

“At high school I was directed into the SNAP program, a set of classes where computers could be used to complete class work. This allowed me to type and use spellcheck for my work.” My parents went to great lengths to ensure my teachers were aware of my disability through discussions at each parent teacher interview, and how they could assist me with my studies.

Georgia didn’t want to disclose her disability in the first year at university. Her studies were going along fine until exam time. Georgia decided to send an email to her lecturers with a copy of her diagnosis explaining in detail her disability and how she would appreciate not being assessed on her spelling but assessed on her content.

“All lecturers were agreeable bar one. That lecturer marked my exams like everyone else, he also said I should contact Disability Services at the University. This information came a bit late as I had finished my exams.”

“Lack of understanding and prejudice about dyslexia by some of my teachers/lecturers had a negative impact on my learning and my confidence throughout primary, high school and university. This has been something that has been very hard to overcome, partly because I have spent half my life trying to hide my disability from the world.”

“At the end of my second year at university I contacted the University’s Disability Liaison Officer (DLO). At the start I was angry that I could not be treated like everyone else but after a few discussions we completed my Learning Access Plan which gave me some hope that things would be better for me in my future studies.

“My Learning Access Plan detailed my exam requirements, for example: more time and meals breaks along with having the ability to type my exams and include spell check. All my lecturers received a copy of my learning access plan. It was good to know I had the support of my DLO when dealing with lecturer’s who often did not feel obliged to comply with my Learning Access Plan.” One of the main benefits of having a Learning Access Plan is it gives you a legal standing to ensure your allowances are met so that you can perform on an even playing field without relying on the compassion of the non-understanding.”

“It has been a very long road but there really is a light at the end of the tunnel, things are now finally starting to look up. I have gained a degree and a job in Nhulunbuy at Gove Pharmacy where I will be working for 12 months as an Intern in order to complete my pharmacy registration. My employer is aware of my disability and was happy to offer me a job. I look forward to starting my new job as an Intern Pharmacist in 2013.”

Georgia’s Tip: “If you want to do it, do it! Don’t let anyone tell you you can’t because they will, but that doesn’t mean they are right!”
3. Make Connections

Once you have decided on a career pathway it is important to put things in place to ensure that your transition goes as smoothly as possible. The following information will guide you to the services available that can assist you to achieve your future career goals.

Higher Education

Universities have well established disability services and processes. Students are encouraged to make an appointment with the Disability Liaison Officers to discuss the functional effect of their disability on their studies. There are no specific packages or entitlements that go with a particular disability or diagnosis, but supports are negotiated individually and are designed to meet the unique needs of each student.

Places are not reserved in university courses or programs for students with disabilities.

Entry into University

There are many ways to enter university. Including:-

- The Northern Territory Certificate of Education and Training (NTCET) and using an Australian Tertiary Admissions Rank (ATAR) to apply through the South Australian Tertiary Admissions Centre (SATAC).
- Special Tertiary Admissions Test (STAT). This consists of a two hour test under exam conditions with 70 multiple choice questions. The questions are designed to assess the ability to think critically and to make sense of a variety of material.
- Special Entry Programs & Foundation Studies Programs run by individual universities. For more information regarding these programs contact the university or go to the university’s website.
- Universities may recognise some VET qualifications for entry into some university degrees.

SATAC (South Australian Admissions Centre)

All applications for admission to Charles Darwin University Higher Education undergraduate and postgraduate by coursework courses are received and processed by the South Australian Tertiary Admission Centre (SATAC).

SATAC is the organisation that processes applications for study at University and TAFEs in the Northern Territory and South Australia.

Participating institutions include:

- Charles Darwin University Northern Territory
- Flinders University of South Australia
- The University of Adelaide
- University of South Australia
- TAFE SA
What does SATAC do?

- Assesses the academic and non-academic qualifications presented by applicants and ranks eligible applicants in merit order for each course according to the rules and guidelines provided by the institution offering the course.
- Generates offers based on the number of applicants required to fill each course, as set by the institutions.
- Acts as a ‘one-stop shop’ for enquiries about the outcomes of applications.
- Administers the Special Tertiary Admissions Test (STAT) for applicants applying to university under a special entry program. For more information on this test go to the web site http://www.acer.edu.au/tests/stat

Contact SATAC:
(08) 8224 4000 or 1300 138 440       http://www.satac.edu.au

Other Universities

Each State and Territory in Australia has an organisation that processes university applications. People wishing to apply for courses in other states should contact the University, TAFE or their school Career Advisor. It is advised that students with a disability should contact the Disability Liaison Officer before applying.

Most applicants considered for entry to courses, on the basis of results from their final year of secondary schooling, are ranked using the Australian Tertiary Admission Rank (ATAR). The ATAR is an indication of how a student has performed in comparison with other students.

Services for students with a disability

Universities have well established disability services and processes. Students are encouraged to make an appointment with the Disability Liaison Officers prior to enrolling in a course to discuss the functional effect of their disability on their studies.

Universities offer a Learning Access Plan (LAP) for students with a disability. This provides information about the impact of a student’s disability, learning difficulty, mental health or medical condition on their studies.

It also identifies agreed services that will be provided by Disability Services and any alternative exam adjustments. Learning Access Plans help students to negotiate reasonable adjustments with lecturers so they can study.

All information about a student’s disability is confidential. Information given to lecturing staff beyond what adjustments must be made, including why, is completely at the student’s discretion. For example, a Learning Access Plan might say that the student needs PowerPoint presentations a day before each lecture, but it will not say anything about why.

For information about how the Learning Access Plan is developed and what it is used for, students should contact the University’s Disability Service or contact their National Disability Coordination Officer (NDCO).

Some examples of adjustments that may be made to assist a student with a disability include:

- Assistive technology such as screen readers and/or voice recognition software
- Auslan interpreters
- Texts provided in alternative format (such as Braille, electronic files, MP3 files etc)
• Adapted equipment or furniture
• Extra time for essays/exams/coursework
• Physical access modifications to buildings, classrooms etc.
• Hearing loops or assistive hearing devices
• Equipment
• Electronic versions of lectures and/or lecture notes provided ahead of time

Contact:

www.adcet.edu.au/Uni_Disability_Advisers.chpx

Contacts in the Northern Territory:
Australian Centre for Indigenous Knowledge’s and Education
All regions:  8946 6288     disability@cdu.edu.au     http://www.cdu.edu.au/acike

Batchelor Institute of Indigenous Tertiary Education
All regions:   1800 677 095  or  8946 3800     http://www.batchelor.edu.au/contact/

Charles Darwin University Student Administration and Equity Services Disability Liaison Officers
All regions:  8946 6288     disability@cdu.edu.au
Inherent requirements

The term ‘inherent requirements’ refers to the skills and knowledge in a program or course which must be successfully completed by students, regardless of their disability, because they are essential to the qualification.

Students with disabilities can be provided with services and reasonable adjustments, however, inherent requirements must be maintained. This is important in some Higher Education courses where physical requirements must sometimes be met.

Professional Registration

Some university courses require students to be professionally registered while they do their course. This is the case with courses and planned careers in the health and medical field. If a student has a disability and wants to study in these fields, it is important to contact the university disability service to talk about the inherent requirements of the course and the requirements for registration before applying. This is to make sure that the student can meet the requirements for registration.

Preparation Bridging Courses

Universities offer a number of access programmes to assist students who have been out of training or employment for a while or students who aren’t confident about their chances for success in the mainstream courses. Some bridging courses may be offered at various times throughout the year. To find out more, contact the University you wish to study at.

Tertiary Enabling Programme (TEP) Charles Darwin University

Charles Darwin University’s Tertiary Enabling Program (TEP) gives students, 18 years and over, the opportunity to develop the skills, knowledge and confidence needed to succeed at university. When a student has completed the program, the student will meet the minimum requirements for most CDU undergraduate degrees.

The program is a pathway into university for people who:

- did not complete Year 12
- have not studied for a while and lack the confidence to achieve academically
- did not achieve an adequate Australian Tertiary Admission Rank (ATAR).

Contact:
8946 7766 or free call 1800 061 963

University contacts for the Northern Territory

Batchelor Institute of Indigenous Tertiary Education
1800 677 095 or 8946 3800
www.batchelor.edu.au/contact/

Charles Darwin University Information Centre
www.cdu.edu.au
1800 061 963 or 8946 7766

Charles Darwin University Australian Centre for Indigenous Knowledge & Education Information Centre
www.cdu.edu.au/acie
1800 061 963 or 8946 7766

Tip: Contact the Disability Service prior to enrolling in a course to discuss the inherent requirements and the functional effect your disability may have on your studies.
learning access plan (sample)

Confidentiality

Personal information about this student is protected under the NT Information Act 2002, the Disability Discrimination Act 1992 and Registered Training Organization’s Privacy Policy.

Name: _____________________________________________________  
Student number: ________________

Course: ______________________________________________________

This Learning Access Plan (LAP) is effective from ________________, 20 _______ for the duration of the course although it will be reviewed annually at the commencement of each year.

(Student Name) __________________________ Has a diagnosed disability and has consulted with the Disability Service at Equity Services. Supporting documentation from a relevant health professional has been provided to the Disability Service.

The LAP outlines the adjustments considered by the Disability Liaison Officer (DLO), relevant Course Coordinator and the student to be reasonable under the Disability Discrimination Act 1992 (DDA) and relevant Registered Training Organization (RTO), policies and procedures.

Should the nature of the academic requirements of a course or program make it inappropriate or difficult to implement the recommended adjustments, please contact the DLO.

The adjustments recommended are to be provided by the School/Academic unless otherwise indicated.

Recommended Adjustments:

Examinations and Assessments

Approved exam arrangements apply for all online and in-class tests.

• Use of a computer

• 10 minutes extra working time

• 10 minute extra rest/movement break

Alternative Format

• Requires learning materials in electronic format.

Assessment Tasks

• May need to negotiate an extension on the due date for assessment tasks academically or providing further medical documentation.
AGREED RESPONSIBILITIES  

STUDENT RESPONSIBILITIES

- Prior to the commencement of each academic year, the student must liaise with the DLO to review and update the LAP
- To distribute the LAP to all relevant teaching staff
- To advise the DLO of any change in circumstances that affect the LAP
- To advise the DLO regarding centrally scheduled examinations up to 4 weeks prior to the exams
- To advise the lecturers of any required and approved assessment arrangements at least 7 days prior to schedule in-class or online tests or assessment tasks.
- To notify and discuss with lecturers any significant absences from compulsory tutorials.
- To negotiate any requests for extensions with the relevant academic staff. The request should be submitted in accordance with the School’s guidelines and processes. On some occasions, further medical documentation may be requested. Allow sufficient time to make the requests and obtain relevant documentation.

ACADEMIC STAFF RESPONSIBILITIES

- To ensure approved adjustments for all assessment tasks are implemented. The DLO is available to assist with advice regarding necessary adjustments.
- If required, provide learning materials in alternative format as indicated in the LAP
- To implement inclusive teaching/learning practices in accordance with the requirements of the Disability Standards for Education 2005
- To liaise with the DLO regarding any issues of concern regarding the LAP
- All staff are required to have an awareness of the legal requirements regarding confidentiality, disclosure and reasonable adjustments for students with a disability.

DISABILITY SERVICE RESPONSIBILITIES

- Annually review the LAP in consultation with the student and relevant staff
- As soon as practicable, negotiate with, and inform Course Coordinators of the student’s LAP
- In conjunction with the Senior Examinations Officer and External Student Support, coordinate the approved special arrangements for centrally scheduled examinations
- Coordinate access to the computers with assistive software, located in the Library at Alice Springs, Palmerston and Casuarina campus.
- Coordinate access to the resource rooms
- In consultation with relevant staff, coordinate the development of a Placement Plan
- Assist staff with coordinating the adjustments as outlined in the LAP.

Student name: ___________________________ Signature: __________________________

Signature Coordinator: __________________ Signature: __________________________

DLO: ________________________________Signature: __________________________
Morgan is studying towards his Honours Degree in Psychology at University. Morgan takes pain medication for chronic pain in his back and neck and has overcome depression from this injury. Morgan’s short term memory has been affected due to the chronic pain. Morgan said “I was facing down a life of pain... I wanted to do more” Morgan’s family were very supportive and gave him encouragement to continue further study even when things got tough.

When choosing a career path Morgan took into consideration his disabilities but more importantly he understood what his needs were, to overcome the barriers to make his study an enjoyable experience and a success. Morgan is now working towards achieving his goal of becoming a psychologist.

Morgan decided to enrol in the Tertiary Enabling Programme (TER), a 3 month course designed to give students the opportunity to develop the skills, knowledge and confidence needed to succeed at university. “The programme also gives you the opportunity to enrol if you did not finish high school, or did not achieve a very high ATAR score in school.”

Morgan’s first attempts to complete the TER were not successful. Morgan tried different modes of study including distance education and study on campus. He did not tell anyone at the university about his disabilities and his needs. “I didn’t tell anyone as I didn’t think the system could help me. If there is nothing in place to help me, there was no reason to tell anyone.” Morgan passed in his third attempt at TER.

During his first year of study in behavioural science, Morgan discussed his disability with his lecturer. His lecturer referred him to Disability Services within the University. The Disability Liaison Officer (DLO) then worked with Morgan and his Lecturers. A Learning Access Plan was agreed to and adjustments put in place for Morgan to continue his study.

Morgan says “The Disability Liaison Officer should be your first point of call and make good connections with Lecturers. They (Lecturers) need to know and people are embarrassed to bring it up”

Morgan’s pain levels would be extreme at times which would impact his ability to submit his assignments on time. He was given the opportunity to ask for extended time for completion of assignments.

Morgan was provided with a separate room to complete his exams. This allowed Morgan to move around freely to keep his pain levels manageable during exams. By having a separate room he did not disturb other students when moving around. Sitting down for any length of time is a problem with a chronic back/neck/wrist injury. Morgan used a lap top for exams, as writing for a long time would exacerbate Morgan’s pain which had a detrimental effect on his short term memory. Dictation programmes were also made available.

Morgan’s Tip: Once Morgan’s disability needs were understood and met he was able to carry on with his study. Morgan says’ “Learning Access Plans – Puts me on an even playing field – A fair go!”
The Higher Education Contribution Scheme – Higher Education Loan Program (HECS – HELP) for university students can help some students to do courses at university that they might not otherwise be able to afford.

The amount which students are required to pay towards course costs (their contribution levy) varies depending upon which course they do and which higher education provider they are enrolled with. Many courses allow students who cannot pay course fees ‘up front’ to delay payment until they are in the workforce and earning a living wage.

Further information about HECS-HELP and other details about university, go to www.goingtouni.gov.au

Financial Assistance

Financial support is available to students through Centrelink to assist with costs while finishing school, undertaking tertiary education, or undertaking an Australian Apprenticeship or traineeship.

Scholarships

The Northern Territory Government offers a number of scholarships and bursaries for study in higher education and Vocational Education and Training (VET).

Tip: Youth Allowance is to support eligible young people to continue studying, training or preparing for paid employment. Centrelink can advise whether a student will be eligible for Youth Allowance while studying at university.

For information about financial assistance available to students contact Centrelink

### Expected Income

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austudy / Abstudy / Youth Allowance</td>
<td></td>
</tr>
<tr>
<td>Disability Support Pension</td>
<td></td>
</tr>
<tr>
<td>Education Supplement</td>
<td></td>
</tr>
<tr>
<td>Part-time Work</td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td></td>
</tr>
<tr>
<td>Other sources e.g. gifts, mobility allowances,</td>
<td></td>
</tr>
<tr>
<td>travel concessions, rent assistance.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL: Estimated Annual Income** $  

### Expected Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service or Facilities Fees</td>
<td></td>
</tr>
<tr>
<td>Textbooks &amp; materials</td>
<td></td>
</tr>
<tr>
<td>Computer equipment, internet connection,</td>
<td></td>
</tr>
<tr>
<td>photocopying</td>
<td></td>
</tr>
<tr>
<td>Attendant care</td>
<td></td>
</tr>
<tr>
<td>Accommodation and Food</td>
<td></td>
</tr>
<tr>
<td>(On campus approx $180 - $200 pw)</td>
<td></td>
</tr>
<tr>
<td>Travel or transportation</td>
<td></td>
</tr>
<tr>
<td>Utilities - telephone, electricity, gas</td>
<td></td>
</tr>
<tr>
<td>Other Expenses *</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL: Estimated Annual Costs** $  

*These could be specific costs to you, HELP, university or VET fees, student union fees, clothing etc.*
VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in trades and industries. It is the type of education offered by Registered Training Organisations (RTOs).

Registered Training Organisation’s provide nationally accredited training in a range of industries. RTOs include private training companies to large organisations such as Charles Darwin University and professional industry associations. There are over 300 Registered Training Organisations in the Northern Territory.

VET costs and assistance

VET FEE-HELP is a student scheme for the Vocational Education and Training (VET) sector that is part of the Higher Education Loan Programme (HELP). For general enquiries regarding VET-FEE-HELP please contact the help line on 13 38 73 or TSEEnquiries@deewr.gov.au

A student may be entitled to VET FEE-HELP assistance if they:

- are an Australian citizen or permanent humanitarian visa holder,
- are a full fee-paying student enrolled on or before the census date in an eligible unit of study through an approved VET provider and remains enrolled in the unit at the end of the census date, and
- has not exceeded the FEE-HELP limit.

Students who need help with paying for their course should always contact their training provider to ask what help might be available.

To find a Registered Training Organisation:

- Registered Training Organisations
- Yellow Pages
- Local Papers – Northern Territory News; Alice Springs Advocate;
- http://www.training.gov.au
- NT Training Advisory Councils

Or ask your employer, they may have a preferred training provider.
Many students enrolled in VET courses have a disability, learning difficulty or medical condition. For most students, their disability does not affect their studies and other students do not know about their additional needs.

Students are encouraged to contact the Registered Training Organisation when enrolling in a course to discuss the inherent requirements of the course, the functional effect their disability may have on their studies and to negotiate reasonable adjustments.

Under the Disability Standards for Education (2005), arising from the Disability Discrimination Act (1992), all education and training providers, including registered training organisations must identify barriers which people with a disability encounter when accessing programs and services and develop strategies to minimise the impact of these barriers.

If a student’s disability needs are not met, they should follow the Registered Training Organisation complaint procedure. If this does not help, then the student can make enquiries at the Northern Territory Anti-Discrimination Commission www.adc.nt.gov.au or Australian Human Rights Commission www.humanrights.gov.au.

Inherent Requirements - VET

Inherent requirements exist in all nationally accredited training courses or VET courses. Students are required to successfully complete the nationally accredited competencies, regardless of their disability because they are essential to the program or course. The nationally accredited competencies may also include an on- the- job training component.
My needs while studying

Sometimes it can be difficult to work out in advance what your disability related support needs may be, especially if you are not fully aware of the course requirements or familiar with the course delivery processes and physical layout of campuses and training venues. Consider the following: Will your disability impact on your ability to study with regard to:

- Accessing campus?
- Accessing print material?
- Communicating?
- Field trips?
- Laboratory work?
- Practicums?
- Using the library?
- Sitting for exams?
- Taking notes or writing essays?
- Workload?
- Using machinery or working with chemicals?
- Who is the Disability Officer at the university or RTO?
- How do I get to the campus from home?
- Are there other students I can talk to with a similar disability?
- Can I access the library and computer facilities?
- Do I need to live on campus or move away from home?
- What help can I get with exams and assessments?
- Is there any academic, teaching or administrative staff that I might introduce myself to?
- Can I get assistance during enrolment and orientation?
- Have I developed some stress management techniques?
- Do I need to explore study skills or other learning techniques?
- Is my timetable flexible enough to let me get from one lecture to another on time, or from work to lectures or class?
- Do I need some self-assertiveness and/or self-advocacy training?
- What equipment am I likely to need?
- Who is to provide this equipment?
- What equipment and/or services do the university or VET providers make available?
- Do I have adequate computer skills to access my chosen course or assistive technology?
- Can I get recognition for current competencies or credit for previous qualifications?
Selecting suitable courses of study

<table>
<thead>
<tr>
<th>What do I want to study?</th>
<th>1st Preference</th>
<th>2nd Preference</th>
<th>3rd Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which University or Registered Training Organisation (University, TAFE, Private Training organisation) RTO’s would I like to study my chosen unit/course?</td>
<td>1st Preference</td>
<td>2nd Preference</td>
<td>3rd Preference</td>
</tr>
<tr>
<td>What RTO am I likely to meet the academic prerequisites for the course?</td>
<td>1st Preference</td>
<td>2nd Preference</td>
<td>3rd Preference</td>
</tr>
<tr>
<td>What area of specialisation am I interested in?</td>
<td>1st Preference</td>
<td>2nd Preference</td>
<td>3rd Preference</td>
</tr>
<tr>
<td>How would I like to study? e.g. full-time, part-time, distance, online, on-campus</td>
<td>1st Preference</td>
<td>2nd Preference</td>
<td>3rd Preference</td>
</tr>
<tr>
<td>Do I need to complete other subjects or a bridging programme to prepare for this course?</td>
<td>1st Preference</td>
<td>2nd Preference</td>
<td>3rd Preference</td>
</tr>
</tbody>
</table>
Australian Apprenticeships combine practical work with structured training to provide a nationally recognised qualification and experience needed to get a particular job.

Traditionally, apprenticeships have taken three to four years to complete and traineeships have lasted for one to two years. Australian Apprenticeships are ‘competency based’. This means it may be possible for a person to complete training sooner if they have reached the skill level required.

Apprenticeships are covered by formal agreements known as either ‘Training Agreements’ or ‘Contracts of Training’. These agreements set out the training and supervision an employer must provide as well as the apprentice’s obligations as an apprentice.

The training provided can be delivered on-the-job, off-the-job, or a combination of both. Off-the-job training is provided by Registered Training Organisations. Training is available in more than 500 occupations, in a range of industry areas.

**Traineeship and Apprenticeship Services**

Traineeship and Apprenticeship Services provide information and advice about:

- traineeships and apprenticeships
- subsidies to support the training of trainees and apprentices
- travel and accommodation allowances for eligible trainees who are required to travel to attend off-the-job training

**Traineeship and Apprenticeship Services assist:**

- trainees and apprentices
- employers (including group training organisations)
- registered training organisations
- anyone interested in finding out more about traineeships and apprenticeships

**Australian Apprentice Training and wages**

Australian Apprentice wages vary according to the industry and they are regulated by industrial awards and agreements. Australian Apprentices may be paid a training wage that takes into account the time spent in training. In this case the employer may only pay for the time the Australian Apprentice spends in productive work.

**Support available for Australian Apprentices and trainees with disability**

There are a range of supports available for Australian Apprentices with disability, including Disabled Australian Apprentice Wage Support (DAAWS) which is paid to employers, and assistance for tutorial, interpreter and mentor services for apprentices.


Assistance is also available through the Employment Assistance Fund (EAF). This assistance can be provided to modify workplaces or purchase modified tools and other specialised equipment. Employers can access the scheme via JobAccess or through a Disability Employment Service if they want advice or support in making an application.

This assistance is intended to help the Australian Apprentice with disability, either directly - or indirectly through their employer, to reach their full potential as a skilled worker and to ensure that they can complete an apprenticeship.

**Tip:** To access the support available for an Australian Apprentice with a disability, the apprentice must tick the box on the Training Agreement or Contract of Training to indicate they have a disability.
Section 3  Make connections

Contact:

Contact Job Access on: 1800 464 800
Hearing or speech impairment: 1800 464 800

Numbers through the National Relay Service:
TTY users: 1800 555 677
then ask for 1800 464 800

Speak and Listen (speech-to-speech relay) users: 1800 555 727
then ask for 1800 464 800

Internet relay users connect to the National Relay Service and then ask for 1800 464 800

http://www.relayservice.com.au
Aaron completed a two year school based apprenticeship (Certificate II in Tourism) in July 2012. To celebrate Aaron went to Darwin and swam with the crocodile at Crocosaurus Cove. This was a highlight of the holiday for Aaron.

While completing his School Based Apprenticeship, Aaron had ongoing weekly support from a Disability Employment Service. At the time Aaron was employed in two jobs. He was a crew member at McDonalds and worked two days a week at the Alice Springs Desert Park.

Aaron commenced his apprenticeship in the park with the birds of prey. Over time Aarons’ confidence grew as he participated with his fellow workers to give guided tours. Aaron took part in the Question and Answer time with the parks’ visitors.

As Aaron became more comfortable holding informal discussions with the tourists and using the walkie talkie, he was designated to tour guide throughout the Park. Aaron talks with tourists about cultural Men’s business. Staff from his local High School and Clontaf supported Aaron throughout his training. Aaron has become very independent and is able to overcome most issues that arise.

Aaron is now employed full time as a Tour Guide with the Alice Springs Desert Park and continues to have a passion to learn more about the animals and plants.

In January 2013 Aaron commenced his Certificate III in Lands Management. This is a 1 year course through Bachelor Institute of Indigenous Education. Aaron is currently living at Alice Springs Desert Park, renting a house with his work mates. This allows him to be closer to work and the registered training organisation where he attends his lectures one week per month.

Aaron’s Tip: “Stay at school. Don’t wag school. Be yourself, be who you are and you will get to the next year level. Work hard and talk to the teachers.”
Australian Apprenticeship Centres (AACs) provide information, administration services and support to employers and Australian Apprentices. They assist with the signing of training contracts and also assess, approve and process the payment of Australian Government incentives to eligible employers, and personal benefits to eligible Australian Apprentices. These benefits may assist apprentices in the early years of their Australian Apprenticeship when their wages are generally at their lowest.

Australian Apprenticeship Centres also provide information which may assist employers and/or apprentices with Australian Apprenticeship placements. Australian Apprenticeships Centres will be able to refer such enquiries to appropriate organisations such as Job Placement Organisations and Group Training Organisations who will be able to assist them with their enquiries.

Contact:

Australian Apprenticeships NT

www.australianapprenticeshipsnt.com.au
1300 137 130 Local call from anywhere in NT

Alice Springs
19 Hartley Street Alice Springs NT 0870
PO Box 8270 Alice Springs NT 0871
8953 3311
Alice Springs Field Officers service the Barkly region including Tennant Creek.

Darwin
6 Searcy Street Darwin NT 0800
GPO Box 3049 Darwin NT 0801
8935 8200
Darwin Field Officers service the Top End region including Nhulunbuy.

Katherine
19 Second Street Katherine NT 0850
8971 2839
Group Training Organisations (GTOs) employ apprentices and trainees and then place them with a host employer for as long as they are needed. GTOs are active in almost every industry and manage and monitor apprenticeships or traineeships. They also help people find an apprenticeship or traineeship as an Australian Apprentice and can help people find a permanent job when they complete their apprenticeship or traineeship.

A GTO is a one stop shop for information, advice and assistance in finding the right apprenticeship or traineeship. It is their job to understand what type of apprenticeship or traineeship you are looking for and to match you with a suitable host business. With a GTO you have access to a wide variety of host businesses instead of applying for a single position. You may also have the opportunity to gain extra skills and experience by changing your host business during your apprenticeship or traineeship.

The extra support received from GTOs makes employment through these organisations an excellent option for people with disability and their employers. There are several group training programs that can assist people with disability.

Contact:
www.gtaltd.com.au

Group Training Organisations in the Northern Territory

- **AFL Sports Ready**
  TIO Stadium, Abala Road, Marrara
  8945 2224

- **Aboriginal Employment Strategy**
  73 Todd Street Mall, Alice Springs
  8950 2300

- **Apprenticeships Australia Pty Ltd**
  Unit 7, 42 Toupein Road, Yarrawonga
  8930 3200

- **Electro Group Apprentices**
  51 Berwick Street, Fortitude Valley QLD 4006
  (07) 3852 2822

- **GTNT**
  38 Woods Street, Darwin  8941 2112
  19 Hartley Street, Alice Springs  8953 2622

- **Myriad Group Training Company**
  46 Smith Street, Darwin
  8941 5959

- **Tiwi Islands Training & Employment Board**
  Lot 2162 – Armidale Street, Stuart Park
  8941 5988
Troy’s story

“Troy is a horticulturalist working for a local company in Darwin”

Troy is a horticulturalist working for a local company in Darwin. From the age of 6, Troy wanted to be a landscaper. Troy’s dad was a Green Keeper and was a great inspiration for him. He has now achieved his goal after completing his apprenticeship. It took Troy four years to complete his apprenticeship.

Troy has an Autism Spectrum Disorder.

Troy’s employer at the time was very keen to put Troy through the apprenticeship programme as Troy had enthusiasm, dedication, determination and showed loyalty to both his employer and his work colleagues and clients. Troy’s employer enrolled and paid for his studies, supporting him through all his training. Troy says his employer was a great influence on him, “My boss listened to me and showed me different ways of doing my job – how I should do my job to a high standard and performance”. “I had a good boss. He even took his workers fishing and camping. He’s a great bloke and I would work for him again”.

Troy now holds a MR drivers licence and a Certificate II in Landscaping.

Troy is registered with a Disability Employment Service (DES). Disability Employment Services provide ongoing mentorship, visiting Troy at his place of employment on a regular basis. When Troy changed employers, his Disability Employment Service was there to assist him and his new employer with the transition, making it as smooth as possible. “My Disability Employment Service made it possible for me to study and work with ‘No Barriers’, it was all open and straight up. They explained it so I could understand.”

Troy is keen to complete his Certificate IV in Landscaping.

Troy’s Tip: “Follow your heart, listen to your head. Always believe in yourself, don’t let people put you down because you are better than you think you may be!”
Disability Employment Services

Disability Employment Services (DES) support people with a disability, learning difficulties, injuries and health conditions in their efforts to get and maintain a job. All eligible people with disability have immediate access to the service they need. DES is a free service. There are no waiting lists.

Disability Employment Services (DES) offer a range of services to support a job seeker’s individual needs, including:

- help to prepare for work, including training in specific job skills
- job-search support, such as résumé development, training in interview skills, and help in looking for suitable jobs
- support when initially placed into a job, including on-the-job training and co-worker and employer support
- ongoing support in a job if required
- the purchase of vocational training and other employment-related assistance
- access to help with workplace modifications; support services; and Auslan interpreting in the workplace.

There are two separate programs within Disability Employment Services:

**Disability Management Service (DMS)** is for job seekers with disability, injury or health conditions who require the assistance of a Disability Employment Service but are not expected to need long-term support in the workplace.

**Employment Support Service (ESS)** is for job seekers with permanent disability and with an assessed need for long-term support in the workplace.

School Students

Young people can register with a DES in their final year at school. The benefit of the student registering before they leave is the evidence of their disability from the school can be used. The student will not have to undertake a Job Capacity Assessment.

Many DES Providers will assist students to find part-time jobs (over eight hours per week), which can help students to build skills and confidence and a better résumé, as well as provide welcome income.

How to access DES

Contact a local Disability Employment Services provider directly.

Or contact Centerlink 132 850 or visit your nearest Centerlink office and ask for a referral to a local DES provider.
Disability employment services in the Northern Territory

**Advanced Personnel Management**
Regions: Casuarina, Fannie Bay, Palmerston
8941 9211
http://www.apm.net.au/

**Anglicare Employability**
Regions: Katherine
8972 1571

**Complete/Community Bridging Services**
Regions: Alice Springs, Ernabella
Freecall: 1300 138 686

**CRS Australia**
Regions: Darwin | Casuarina
Groote Eylandt | Galiwinku/Elcho Island
Gapuwiyak | Maningrida | Milingimbi
Palmerston | Nhulunbuy | Ramingining
Wadeye | Barunga | Beswick | Borroloola
Katherine | Tennant Creek | Hermannsburg
Santa Teresa | Ti Tree | Alice Springs
8920 8000 or 1800 277 277

**Darwin Skills Development Scheme**
Regions: Nightcliff | Nhulunbuy
8948 9999

**Industry Solutions Australia**
Regions: Borroloola | Jilkminggan
Katherine | Minyerri
8975 8882
www.isaustralia.com.au

**Jobfind**
Regions: Adelaide River | Batchelor
Daly River | Galiwinku | Gunbalanya Hayes
Creek | Jabiru, Minjilang | Numbulwar
Peppimenarti | Pine Creek | Warruwi
Barunga | Beswick | Bulman | Weemol
Katherine | Manyallaluk | Rittarangu
Mardrulk | Ngukurr
8931 6530
www.jobfindcentre.com.au

**MAX Employment**
Region: Casuarina
8945 7088

**STEPS Employment**
Region: Tennant Creek
8962 2231
1300 078 377
www.steps.net.au
Justin managed to secure this job as he had completed his Certificates in IT and Business Studies. Justin inherited an eye disease called Retinitis Pigmentosa. “At the age of 12 I lost the ability to see in the dark, it then got progressively worse. By the time I was 16; I only had central vision remaining and was declared legally blind. In my late twenties, I started to get extreme eye pain and lost the vision in my right eye. It was eventually diagnosed as Glaucoma. In 2008 I needed surgery to save the little vision I had in my left eye.”

“I was told by my high school career counsellor that I didn’t need to look for a job as I had a pension and could live off that. I didn’t work full-time for 11 Years. 5 - 6 years into my unemployed faze I decided to do some study.”

Justin found that the Universities website were very helpful when choosing his study. “I wanted to have a career in a library. While I was doing a traineeship in Darwin libraries, I was told I needed to do a Certificate III in Business Administration.” Justin completed Certificates II and III in Business Studies, at University.

Having a Learning Access Plan, Justin and his lecturers/tutors were able to determine what assistive technology was available for Justin to complete his study. The University provides access to computers with Jaws and Dragon Naturally Speaking. Optical Character Recognition (OCR) scanners are set up in the library to read aloud text books.

Justin was offered a position with the Department of Defence as a switchboard operator. With his IT background Justin was able to set up ‘short keys’ on the switchboard to make his job easier by getting around his sight disabilities. Other switchboard operators also benefited from his IT knowledge. “Assertiveness is necessary – you can’t stand quietly and expect people to come and ask to help you! Cos that’s what I use to do.”

Justin changed jobs and has been with the Government Help Desk for 4.5 years. He managed to secure this job as he had completed his Certificates in IT and Business Studies. “If you’ve got your skill set, you are more likely to get a job which means you can become more independent”. Justin has also found that his employer is very accommodating and has supplied more technology to assist him.

Justin’s recommended website: www.pacificvision.com.au
Justin’s blog spot: bo.jeilaud.com

Justin’s Tip: “All human beings are highly adaptable and can rise to any challenge that they come up with”
Australian Disability Enterprises (ADEs) are commercial enterprises enabling people with disability to engage in a wide variety of work tasks such as packaging, assembly, production, recycling, screen printing, plant nursery, garden maintenance and landscaping, cleaning services, laundry services and food services. Employees of ADEs enjoy the same working conditions as those in the general workforce.

Many ADE have work experience programs for young people still in school, to develop work skills and work readiness. A number of ADEs are also Registered Training Organisations and offer nationally accredited training to their employees. To work at an ADE a person needs to be eligible to receive a Disability Support Pension.

Contact:
Centrelink
132 717
www.australiandisabilityenterprises.com.au
Australian Disability Enterprises (ADEs) in the Northern Territory
Alice Springs: Bindi Inc.
89527277
47 Elder St Alice Springs
Darwin: HPA Disability Services
8947 0681
esc@hpa.net.au

Job Services Australia (JSA) provides opportunities for training, skills development, work experience and tailored assistance. The service is highly focused on meeting individual needs, whether the client is a job seeker or an employer. JSA provides a single entry point to a range of service providers. People who have a disability, learning difficulty, injury and/or health condition may access JSA providers rather than a specialist DES if they choose.

Some mainstream JSA Providers are also contracted to provide Disability Employment Services.

To access services through JSA, a person must be a client of Centrelink and wanting to enter or re-enter the workforce. They may be referred by Centrelink or may self-refer by contacting a JSA Provider directly.

For further information go to:
Job Services Australia - information for job seekers

Find a Job Services Australia provider by location
List of Job Services Australia services
Other options

Volunteering
Volunteering can be of great value in preparing people for the workplace, changing career pathways, creating links and connections with their own communities, contributing to better health and rehabilitation or supporting family life practices.

Contact the Volunteers Association of Northern Territory and South Australia

Darwin: 8981 0027
Alice Springs: 8952 9630
www.volunteeringsa.org.au
www.dosomethingnearyou.com.au

Adult Night Classes
Adult Night Classes provide high quality non award/recreational courses for people who wish to avail themselves of excellent educational options but are unable to do so because they have other commitments during the day.

CSC Adult Night Classes
Darwin: 8983 7400
www.adultnightclasses.com.au

Leisure and Recreation
Leisure can play an important part in people's lives. To find out what leisure activities are happening in your area look in your local newspaper or community notice boards.

Total Recreation
Darwin: 8981 3686
www.totalrecreation.org.au

Northern Territory Community Based Activities/Contacts:
www.nt.gov.au/ntg/community/

Events in Northern Territory:
www.eventfinder.com.au

What's on in Alice Springs - Events Calendar:
www.alicesprings.nt.gov.au/events

What's on in Darwin:
www.darwin.nt.gov.au

The Patch:
www.thepatch.weebly.com

Youth NT Calendar of Events:
www.youth.nt.gov.au

Community Pathways and Lifestyle Options Programs

Carpentaria Disability Services:
Darwin: 8945 4977

Life without barriers:
http://www.lwb.org.au

Alice Springs: 8955 6407 or 8955 6408
Katherine: 8972 7500
All Regions: 8930 2300
Bringing it all together

To help decide the most appropriate RTO for you, compare lists of information you have collected about each institution and ask yourself these questions:

What is my goal?
___________________________________________________________________________________________________
___________________________________________________________________________________________________

My preferred RTO is:
___________________________________________________________________________________________________

My preferred course is:
___________________________________________________________________________________________________

Will this course assist me in achieving my goals?
___________________________________________________________________________________________________

I apply for this course?
___________________________________________________________________________________________________

When is the closing date for applications?
___________________________________________________________________________________________________

The contact for this course is:
___________________________________________________________________________________________________

Telephone _______________________________________ Email ____________________________________________
The disability contact for this organisation is:

___________________________________________________________________________________________________

Telephone _______________________________________ Email ____________________________________________

What academic support services are available to me on campus?

___________________________________________________________________________________________________

What will the living situation be for me if I go to this organisation?

___________________________________________________________________________________________________

What on-campus social activities are available, if any?

___________________________________________________________________________________________________

What are the possibilities of financial assistance?

___________________________________________________________________________________________________

How will I support myself financially?

___________________________________________________________________________________________________

What are the likely costs?

___________________________________________________________________________________________________

How will I travel to this campus?

___________________________________________________________________________________________________
Action Checklist

❒ Do you know the date of enrolment in your course?

❒ Is the disability contact person aware of your support needs?

❒ Do you know where you need to go to attend training and how to get around there?

❒ If you are going to university, have you contacted the student association or union for information about orientation activities and any extra support they can offer?

❒ If you are Indigenous have you contacted the Aboriginal education area at the university?

❒ Have you applied for the Youth Allowance, Austudy or Abstudy, if applicable?

❒ Have you applied for transport concessions such as mobility allowance and the subsidised transport scheme if applicable?
Service Contacts
Northern Territory Regions
Advocacy/Legal

Adult Guardianship
8922 7343

Australian Electoral Commission
13 23 26

Darwin Community Legal Service
1800 812 953

Northern Territory Anti – Discrimination Commission
1800 813 846    TTY: (08) 8999 1466

Transition from School

Department of Education and Children’s Services,
Northern Territory Government Transition from School Program
8920 5621

National Disability Coordination Officer Program
8946 6288
http://www.cdu.edu.au/ndco/
http://www.innovation.gov.au/Skills/SkillsTrainingAndWorkforceDevelopment/ndDisabilityCoordinationOfficerProgram/Pages/default.aspx

Higher Education

Batchelor Institute of Indigenous Tertiary Education
8939 7111
http://www.batchelor.edu.au/

Charles Darwin University
8946 6666
http://www.cdu.edu.au/
Financial Support/Income Assistance

Centre Link
132 717 (Disability Support Pension, Mobility Allowance, Sickness allowance)
Freecall™ 1800 132 317 (ABSTUDY)
132 490 (Youth Allowance, Austudy, Pensioner Education Supplement, Low Income Health Care Card)

Public Trustees (Wills & Trust)
8999 7271

Somerville Community Services -
Financial Counselling Helpline
1800 007 007

Health & Community Services

Department of Health, Aged & Disability Services
1800 139 656

The Disability Equipment Program
8922 8214

Australian Hearing NT
8958 3100

Autism NT
8948 4424
http://www.autismnt.com.au

Carers NT
8944 4888 or 1800 242 636
http://www.carersnt.asn.au

Catholic Care NT
8978 3921
http://www.catholiccarent.org.au

Down Syndrome Association
8985 6222

Epilepsy Action Australia
1300 374 537
http://www.epilepsy.org.au/

Guide Dogs Association
8995 2222
Nguiu Health Centre
8978 3984

Vision Australia
1300 847 466
http://www.visionaustralia.org/

Deaf NT
voice/fax: 08 8945 2016
sms/text message: 0429 452 016
via National Relay Service: 133 677
http://www.deafnt.webs.com/

**Transport/Mobility**

Mobility Allowance – Centre Link
132 717

NT Taxi Subsidy Scheme
8924 7043 or 8924 7580

SEAT Service (wheelchair & Mobility needs)
1800 139 656

**Vocational Training & Employment**

Batchelor Institute of Indigenous Tertiary Education
8939 7111
http://www.batchelor.edu.au/

Charles Darwin University
8946 6666
http://www.cdu.edu.au/

ITEC Employment
8980 8500

Mission Australia, Youth Connections Program
8935 0900

Tiwi Islands Shire Council
8970 9500

Tiwi Islands Training & Employment Board
8941 5988

YouthWorx NT
8981 8870
Darwin/Palmerston Region

**Advocacy/Legal**

Adult Guardianship  
8922 7343  

Australian Electoral Commission  
13 23 26  

Darwin Community Legal Service  
1800 812 953  

Northern Territory Anti – Discrimination Commission  
1800 813 846  
TTY: (08) 8999 1466  

**Transition from School**

Department of Education and Children's Services, Northern Territory Government Transition from School Program  
8920 5621  

National Disability Coordination Officer Program  
8946 6288  

**Higher Education**

Batchelor Institute of Indigenous Tertiary Education  
8939 7111  

Charles Darwin University  
8946 6666  
Financial Support/Income Assistance

Centre Link
132 717  Disability Support Pension, Mobility Allowance, Sickness allowance
Freecall™ 1800 132 317 ABSTUDY
132 490  Youth Allowance, Austudy, Pensioner Education Supplement, Low Income Health Care Card

Public Trustees (Wills & Trust)
8999 7271

Somerville Community Services - Financial Counselling Helpline
1800 007 007

Vocational Education & Training

Training in the Northern Territory Department of Business, Northern Territory Government
http://www.dob.nt.gov.au/training/Pages/default.aspx

Australian Apprenticeship NT
1300 137 130

Batchelor Institute of Indigenous Tertiary Education
8939 7111
http://www.batchelor.edu.au/

Charles Darwin University
8946 6666
http://www.cdu.edu.au/

Group Training NT (GTNT)
8941 2112
http://www.gtnt.com.au

Henbury Op Shop
8927 5088

Karen Sheldon Training
8953 4004
http://www.karensheeldontraining.com/

Mission Australia, Youth Connections Program
8935 0900

Myriad Group Training Company
8941 5959

The Patch
http://thepatch.weebly.com/
0438 827 039

Volunteering SA & NT
8981 0067
YouthWorx NT  
8981 8870  

**Employment Services**

Advanced Personnel Management  
89419211  
http://www.apm.net.au/

CRS Australia  
8920 8000  

Darwin Skills Development Scheme, Project Employment  
8948 9999  
http://dsds.org.au/

HPA (Supported Employment & Training)  
8947 0681  
http://www.hpa.net.au

JobAccess  
1800 464 800  

Jobfind Centres Australia  
Casuarina 8920 9600  
Palmerston 8931 6500  
http://www.jobfindcentre.com.au

Job Services Australia  
13 11 24  

MAX Employment  
1800 625 350 or 8945 7088  

**Transport/Mobility**

Keep Moving  
8947 5122  
http://www.keepmoving.net.au/

Mobility Allowance – Centre Link  
132 717  

NT Taxi Subsidy Scheme  
8924 7043 8924 7580  

SEAT Service (wheelchair & Mobility needs)  
1800139656  
Leisure and Recreation

Companion card
1800 139 656

Disabled Sports Association of the NT
8945 4800

Total Recreation
8981 3686

Health & Community Services

Department of Health, Aged & Disability Services
1800 139 656

The Disability Equipment Program
89227244 or 89228214

Anglicare
8985 0000
http://www.anglicare-nt.org.au

Australian Hearing NT
8958 3100

Autism NT
8948 4424

Carers NT
8944 4888
http://carersnt.asn.au/

Carpentaria Disability Services
8945 4977

Catholic Care NT
8944 2000

Darwin Accommodation Services, HPA
8984 4036
http://www.hpa.net.au/our-businesses/darwin-accommodation-services

Deaf NT
voice/fax: 08 8945 2016
sms/text message: 0429 452 016
via National Relay Service: 133 677
http://www.deafnt.webs.com/
Down Syndrome Association  
8985 6222

Epilepsy Action Australia  
1300 374 537  
http://www.epilepsy.org.au/

Guide Dogs Association  
8995 2222 
http://www.guidedogs.org.au/contact-us

Life Without Barriers  
8930 2300  
http://www.lwb.org.au

Somerville Community Services  
Darwin 8920 4100  
Palmerston 8935 1500  

Life Style Solutions  
8948 5298  

TEAM Health: Top End Assoc. for Mental Health Inc.  
8943 9600 or 1300 780 081  
http://www.teamhealth.asn.au/

Top End Mental Health Services  
8999 4988

Vision Australia  
1300 847 466  
http://www.visionaustralia.org/
East Arnhem Region

**Advocacy/Legal**

Adult Guardianship  
8922 7343  

Australian Electoral Commission  
13 23 26  

Darwin Community Legal Service  
1800 812 953 or 8987 3569  

Northern Territory Anti – Discrimination Commission  
1800 813 846  
TTY: (08) 8999 1466  

**Transition from School**

Department of Education and Children's Services, Northern Territory Government Transition from School Program  
8920 5621  

National Disability Coordination Officer Program  
8946 6288  

**Higher Education**

Batchelor Institute of Indigenous Tertiary Education  
8966 3021 East Arnhem Annexe  
or 1800 677 095  

Charles Darwin University Nhulunbuy Campus  
8986 8600  
Financial Support/Income Assistance

Centre Link
132 717  Disability Support Pension, Mobility Allowance, Sickness allowance
Freecall™ 1800 132 317 ABSTUDY
132 490  Youth Allowance, Austudy, Pensioner Education Supplement, Low Income Health Care Card

Public Trustees (Wills & Trust)
8999 7271

Somerville Community Services - Financial Counselling Helpline
1800 007 007

Vocational Education & Training

Training in the Northern Territory Department of Business, Northern Territory Government
http://www.dob.nt.gov.au/training/Pages/default.aspx

Australian Apprenticeship NT
1300 137 130

Batchelor Institute of Indigenous Tertiary Education Arnhem Annexe
8966 3021  East Arnhem Annexe
or 1800 677 095
http://www.batchelor.edu.au/

Charles Darwin University, Nhulunbuy Campus
8986 8600

Group Training NT (GTNT)
8941 2112
http://www.gtnt.com.au

Mission Australia, Youth Connections Program
8935 0900

Myriad Group Training Company
8941 5959

Nhulunbuy Regional Training Centre
8987 0551
http://www.dob.nt.gov.au/Pages/default.aspx

YouthWorx NT
8981 8870

Employment Services

Remote Jobs and Communities Program
1800 805 260
CRS Australia
8920 8000

Darwin Skills Development Scheme,
Project Employment
8987 3481
http://dsds.org.au/

HPA (Supported Employment & Training)
8947 0681
http://www.hpa.net.au

Job Services Australia
13 11 24

JobAccess
1800 464 800

Transport/Mobility

Mobility Allowance – Centre Link
132 717

NT Taxi Subsidy Scheme
8924 7043 or 8924 7580

SEAT Service (wheelchair & Mobility needs)
1800139656

Leisure & Recreation

Anglicare
8939 3400
http://www.anglicare-nt.org.au

Companion card
1800 139 656

Disabled Sports Association of the NT
8945 4800

Health & Community Services

Department of Health, Aged & Disability Services
1800 139 656
The Disability Equipment Program
8922 7244 or 8922 8214

Anglicare
East Arnhem Carer Respite Centre 8987 1161
Mobile Remote Respite Service
(East Arnhem region) 8987 1161
Resolve Counselling Services 8987 2711
http://www.anglicare-nt.org.au

Australian Hearing NT
8958 3100

Autism NT
8948 4424

Carers NT
8944 4888
http://carersnt.asn.au/

Darwin Accommodation Services, HPA
8984 4036
http://www.hpa.net.au/our-businesses/darwin-accommodation-services

Deaf NT
voice/fax: 08 8945 2016
sms/text message: 0429 452 016
via National Relay Service: 133 677
http://www.deafnt.webs.com/

Down Syndrome Association
8985 6222

Epilepsy Action Australia
1300 374 537
http://www.epilepsy.org.au/

Guide Dogs Association
8995 2222
http://www.guidedogs.org.au/contact-us

Nhulunbuy Community Health Centre
8987 0435

Top End Mental Health Services
8999 4988

Vision Australia
1300 847 466
http://www.visionaustralia.org/


**Advocacy/Legal**

Adult Guardianship
8922 7343

Australian Electoral Commission
13 23 26

Darwin Community Legal Service
1800 812 953

Northern Territory Anti – Discrimination Commission
1800 813 846
TTY: (08) 8999 1466

**Transition from School**

Department of Education and Children's Services, Northern Territory Government Transition from School Program
8920 5621

National Disability Coordination Officer Program
8946 6288
http://www.cdu.edu.au/ndco

**Higher Education**

Batchelor Institute of Indigenous Tertiary Education
Alice Springs Campus
8951 8300 or 1800 677 095
http://www.batchelor.edu.au/

Charles Darwin University, Alice Springs Campus
8959 5311 or 1800 654 865
Financial Support/Income Assistance

Centre Link

132 717 Disability Support Pension, Mobility Allowance, Sickness allowance
Freecall™ 1800 132 317 ABSTUDY
132 490 Youth Allowance, Austudy, Pensioner Education Supplement, Low Income Health Care Card

Public Trustees (Wills & Trust)
8999 7271

Somerville Community Services - Financial Counselling Helpline
1800 007 007

Vocational Education & Training

Training in the Northern Territory Department of Business, Northern Territory Government
http://www.dob.nt.gov.au/training/Pages/default.aspx

Australian Apprenticeship NT
1300 137 130 or 8953 3311

Batchelor Institute of Indigenous Tertiary Education Alice Springs Campus
8951 8300 or 1800 677 095
http://www.batchelor.edu.au/

Centre for Appropriate Technology
8959 6100
http://www.icat.org.au

Charles Darwin University, Alice Springs Campus
8959 5311 or 1800 654 865

Group Training NT (GTNT)
8953 2622
http://www.gtnt.com.au

Institute for Aboriginal Development
8951 1311
http://www.iad.edu.au

Karen Sheldon Training
8953 4004
http://www.karensheeldontraining.com

Myriad Group Training Company
8941 5959

STEPS Youth Connections Program
8950 7600

YouthWorx NT
8981 8870
http://www.youthworxnt.com.au
Employment Services
Remote Jobs and Communities Program
1800 805 260
Bindi Inc (Supported Employment)
8952 7277
http://www.bindiart.com
CRS Australia
8953 1069
ITEC Employment
8950 1800
JobAccess
1800 464 800
Job Services Australia
13 11 24
STEPS Employment
8950 7600

Transport/Mobility
Alice Springs Town Council Parking Permits
8950 0500
http://www.alicesprings.nt.gov.au
Keep Moving
8947 5122
http://www.keepmoving.net.au/
Mobility Allowance – Centre Link
132 717
NT Taxi Subsidy Scheme
8924 7043 or 8924 7580
SEAT Service (wheelchair & Mobility needs)
1800 139 656

Leisure & Recreation
Companion card
1800 139 656
Disabled Sports Association of the NT
8945 4800

NT Friendship and Support
8971 0027

Health & Community Services

Department of Health, Aged & Disability Services
1800 139 656 or 8951 6744

The Disability Equipment Program
8951 7829 or 89517829

Alice Springs Community Health Centre
8951 6711

Alice Springs Youth Accommodation Support Service (ASYASS)
8953 4096

Anglicare
8951 8000

Australian Hearing NT
8958 3100

Autism NT
8948 4424

CASA Central Australia Inc
8953 4311
http://casa.net.au/

Carers NT
8944 4888
http://carersnt.asn.au/

Catholic Care NT
8958 2400

Community Support Inc
8952 5754
http://www.csisa.org.au/

Down Syndrome Association
8985 6222
Epilepsy Action Australia
1300 374 537
http://www.epilepsy.org.au/

Frontier Services Carer Respite Centre
1800 059 059

Guide Dogs Association
8995 2222
http://www.guidedogs.org.au/contact-us

Life Style Solutions
8958 4600

Life Without Barriers
8955 6400
http://www.lwb.org.au

NPY Women's Council
8958 2345
http://www.npywc.org.au/

Vision Australia
1300 847 466
http://www.visionaustralia.org/

Youth Connections Program
1300 078377  or 8950 7600
http://www.stepsgroup.com.au
**Advocacy/Legal**

Adult Guardianship  
8922 7343  

Australian Electoral Commission  
13 23 26  

Darwin Community Legal Service  
1800 812 953  

Northern Territory Anti – Discrimination Commission  
1800 813 846  
TTY: (08) 8999 1466  

**Transition from School**

Department of Education and Children's Services, Northern Territory Government Transition from School Program  
8920 5621  

National Disability Coordination Officer Program  
8946 6288  

**Higher Education**

Batchelor Institute of Indigenous Tertiary Education  
Barkly Annexe  
8962 4407 or 1800 677 095  

Charles Darwin University, Alice Springs Campus  
8959 5311 or 1800 654 865
Financial Support/Income Assistance

Centre Link
132 717 Disability Support Pension, Mobility Allowance, Sickness allowance
Freecall™ 1800 132 317 ABSTUDY
132 490 Youth Allowance, Austudy, Pensioner Education Supplement, Low Income Health Care Card
Public Trustees (Wills & Trust)
8999 7271
Somerville Community Services - Financial Counselling Helpline
1800 007 007

Vocational Education & Training

Training in the Northern Territory Department of Business, Northern Territory Government
http://www.dob.nt.gov.au/training/Pages/default.aspx
Australian Apprenticeship NT
1300 137 130 or 8953 3311
Batchelor Institute of Indigenous Tertiary Education Barkly Annexe
8962 4407 or 1800 677 095
http://www.batchelor.edu.au/
Charles Darwin University, Alice Springs Campus
8959 5311 or 1800 654 865
Group Training NT (GTNT)
8953 2622
http://www.gtnt.com.au
Julalikari Council Aboriginal Corporation
8962 2699
Karen Sheldon Training
8953 4004
http://www.karensheldontraining.com
Myriad Group Training Company
8941 5959
STEPS Youth Connections Program
8950 7600
Tennant Creek Regional Training Centre
8962 4675
http://www.dob.nt.gov.au/Pages/default.aspx
Employment Services

Remote Jobs and Communities Program
1800 805 260

CRS Australia
8953 8170

ITEC Employment
8962 1777

JobAccess
1800 464 800

Job Services Australia
13 11 24

Julalikari Council Aboriginal Corporation
8962 2699

STEPS Employment
8962 2231

Transport/Mobility

Mobility Allowance – Centre Link
132 717

NT Taxi Subsidy Scheme
8924 7043 or 8924 7580

SEAT Service (wheelchair & Mobility needs)
1800 139 656

Leisure & Recreation

Companion card
1800 139 656

Disabled Sports Association of the NT
8945 4800
NT Friendship and Support
8971 0027

Health & Community Services

Department of Health, Aged & Disability Services
1800 139 656 or 8951 6744

The Disability Equipment Program
8962 4201

Australian Hearing NT
8958 3100

Autism NT
8948 4424

Carers NT
8944 4888
http://carersnt.asn.au/

Catholic Care NT
8958 2400

Down Syndrome Association
8985 6222

Epilepsy Action Australia
1300 374 537
http://www.epilepsy.org.au/

Guide Dogs Association
8995 2222
http://www.guidedogs.org.au/contact-us

Julalikari Council Community Support Services
8962 2463 or 89621543

Tennant Creek Community Health Centre
8962 4218

Vision Australia
1300 847 466
http://www.visionaustralia.org/
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