

# Katherine Youth Justice Reinvestment Compendium Report 2:

Social Issues (Non-Justice) Data

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## **SOCIAL ISSUES DATA: JR PROJECT (July 2018)**

### **INTRODUCTION**

This report has been developed for use by those working on justice reinvestment (JR) in Katherine.

JR is a framework or methodology that seeks to tackle rising rates of imprisonment through a community development approach: enabling local communities to identify and implement initiatives and strategies likely to have some impact in this regard. JR argues for diversion of a portion of correctional funding that would have been spent on locking community members up to instead be spent inside that community to enact positive change – both in and out of the justice system.

Work on JR commenced in Katherine in 2015, with stakeholder and community consultations completed over a number of months -directed towards identifying whether the community supported introduction of, and were interested in leading JR as a mechanism likely to help reduce incarceration of Indigenous community members aged 10-24 year olds. A report was completed in relation to these initial consultations.<sup>1</sup> Since that time, a local group committed to implementation of JR has been established, the Katherine Youth Justice Reinvestment Working Group (KYJRWG). Additionally, Menzies School of Health Research, Charles Darwin University and James Cook University have been engaged to work in partnership with each other, and with KYJRWG and the community of Katherine to progress JR. This report is intended to contribute to the progression of JR – in particular to guide and inform strategic planning.

### **Importance of statistics to JR work**

As a start, it is worth highlighting the importance of statistics within JR both in terms of framework implementation and delivery of effective outcomes. Data is key to JR in a number of ways, including the following.

- (a) Data is used to identify communities/neighbourhoods that might benefit from JR, specifically those with high rates of repeat incarceration. For Katherine, given that JR is already underway data might be used to seek funding and other support for work on Stages 1 and 2 of JR's framework.<sup>2</sup>
- (b) Data helps communities already engaging with JR, such as Katherine, to better understand local offending and incarceration: its causes, nature, cost, and so on. In particular, and in terms of planning for change, it provides evidence of where effort on the part of the community (and others, such as health and education systems) is likely to have the greatest (positive) impact on rates of crime and imprisonment. In combination with information the community already has about local offending and incarceration, statistics aid in identification of social drivers of contact with the justice system (such as schooling or health issues), and drivers of incarceration within the justice system that feed offenders into (often repeat cycles of) imprisonment. The latter represents an essential first step to developing strategies likely to halt the rise

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<sup>1</sup> Allison, F (2016) *Justice Reinvestment in Katherine: Report on Initial Community Consultations*, JCU Cairns

<sup>2</sup> The details of this framework, including its 4 stages of implementation, are described in the 2016 report on initial consultations

of or decrease prisoner numbers. The data in this report can be used to help Katherine to establish priority areas for effort and change.

- (c) Data is also used to lay down a statistical baseline, against which progress can be measured over time as various JR initiatives and strategies are introduced by the community. In this way, data guides the work of the community so that it knows it is 'on the right track' in its work with JR. The collection of baseline and further statistics, on an ongoing basis, helps the community to gather the financial and other support it requires, including from those external to community. As a prime example of this, to call for the diversion of correctional funds so as to resource community efforts (during Stage 3 of JR methodology) the community requires evidence of capacity to deliver positive outcomes. Data used to measure progress during Stages 1 and 2, where it demonstrates success, provides the required evidence. Using data to map progress also contributes to the fostering and maintenance of strong engagement by community members with JR, as they see change being enacted (demonstrated, in part, through relevant statistics). The data in this report represents a first start on collecting baseline social issues data: data which provides one avenue through which the broader community of Katherine can engage with JR, and against which the community can also gauge the effectiveness of the work it is undertaking.
- (d) Most importantly, access to data is about community empowerment: an essential component of JR. Generally, data is gathered in relation to, but taken away from communities. It is then used in external, top down decision making related to policy introduction and implementation, funding, etc. JR enables community itself to access, consider and apply this data according to community needs, priorities and perspectives.

### **Non-justice or social issues data**

This report focuses on *non-justice* or *social issues* data. The data provided describes the environment in which people from Katherine are living and (sometimes) offending. Changing this environment is crucial to reducing incarceration. As JR advocates explain, and as our original consultations in Katherine identified, the justice system can do little to address causal factors of crime, which predominantly sit outside of this system and are often associated with social inequity and exclusion (or disadvantage). This means that, inevitably, most individuals exit incarceration and return to the same set of (or worsened) conditions that gave rise to their offending to begin with. As a consequence, rates of repeat offending and imprisonment are often quite high, particularly in places where there are higher levels of social exclusion.

JR aims to work differently: to place some emphasis on addressing social issues so as to decrease recidivism, but in doing so it is also likely to reduce the incidence of first time offending. This is because the work undertaken through JR in areas that impact across the whole community (such as education, health, employment) benefit persons other than (or in addition to) those caught up in the justice system. Reform of the justice system, whilst also important, reduces repeat offending, for the most part.

A range of social issues were identified through our initial consultations as likely to be contribute to offending and incarceration in Katherine. The contribution they make may be more or less direct. Examples of issues more directly connected with offending include school

disengagement, circumstances of families of young offenders or young people at risk of offending (level of support they have at hand; their income; parental difficulties related to their young age, etc.), and/or drug and alcohol misuse (often present in offences of domestic violence, for instance). Issues less directly connected to offending and incarceration but no less important may relate to broader social disadvantage, for instance: high levels of unemployment or low levels of educational attainment, community-wide. It is important to note that multiple issues often coincide in the context of offending: for instance, financial insecurity may be connected with low unemployment or sole parent status, mental health issues with drug and alcohol misuse. Of note, issues that are of specific relevance to or otherwise describe or define the lives and circumstances of our focus cohort (those aged 10-25 years) are especially important in the context of JR in Katherine.

### **Structure of the report**

This report has 8 sections.

**Section 1** presents **general demographic data** relevant to the project, including total population, and numbers and percentages for Indigenous and non-Indigenous populations, including for younger age groups and for the project's focus cohort (10-24 year olds). A focus on children and young people is important to JR in Katherine because of the relatively young age groups within the focus cohort, but also because in seeking to prevent offending and incarceration initiatives and strategies likely to improve outcomes for children from conception onwards will be required.

Each of the subsequent sections focus on social issues identified during consultations as connected with offending.

We begin in **Section 2** with data related to **early childhood**; both maternal health and early childhood development (including engagement with learning) and other health. The early years of life are vitally important to our physical, social and other development, with substantial consequences for our life course. Improving outcomes during early childhood, from conception onwards, is likely to have significant positive impacts – in the short and longer-term. Conversely, failure to address relevant issues at this early stage and/or to provide opportunity for optimal early development is likely to have significant negative impacts.

Data included in Section 2 identifies numbers and rates of babies exhibiting low birthweight. The maternal health data covers rates of smoking during pregnancy; of young mothering (maternal age at birth); and numbers of antenatal visits per mother and the trimester during which a mother's first antenatal visit occurs. Australian Early Development Census (AEDC) data included in this section details the percentage of children in Katherine, NT and Australia developmentally vulnerable on one or more, and two or more domains; and developmentally vulnerable, at risk or on track across all five domains. Also included is the latter data for Katherine specifically, and across recent reporting periods (2009, 2012, 2015).

Data identifying the types and extent of engagement with early learning by young children in Katherine includes numbers of Indigenous and non-Indigenous children attending preschool in Katherine and Indigenous preschool enrolments as a percentage of all Indigenous kids who are eligible to enrol in preschool for Katherine, NT and Australia. Katherine-specific preschool enrolment numbers and attendance rates have been sourced from two Katherine primary

school Annual Reports (the only available data). AEDC data on the type of early learning with which Katherine children have engaged by the time they've enrolled in school is also set out. In addition, statistics measuring children's developmental strengths when they start their first year of full-time school (AEDC's Multiple Strength Indicator (MSI)) is provided for Katherine. Finally, available data on early childhood health encompasses rates of immunisation at 2 years of age, including by Indigenous status, and emerging trends with regards to children with special needs in Katherine.

**Section 3** presents data related to **family life**. This data describes aspects of family life for all families in Katherine, which includes those in which the focus cohort live as both dependent children and as parents themselves. Families are of fundamental importance to outcomes for children and young people in a multitude of ways, as discussed in Section 3. The data provided in this section identifies levels of education, and of income, unemployment and welfare dependency of families. Though there is much more to family life than parental finances, education and employment status, these are factors that can have significant influence on the wellbeing of children and young people.

**Section 4** presents data related to **housing**. Issues related to housing are important to the work of JR in Katherine. Access to stable, appropriate housing has significant positive impacts on quality of life. Conversely, difficulties in accessing housing, including housing in good condition and fit for purpose (for eg., having enough room for all residents), can lead to a range of negative health, justice, educational and other outcomes. As an example of this, overcrowding may decrease levels of safety and comfort in a home, leading young people to leave the house and to then potentially get caught up in opportunistic offending.

Data on average household size, average number of persons per bedroom, and proportion of dwellings that need extra bedrooms is presented in Section 4, including by Indigenous status. Data is also included that relates to housing security: identifying to what extent households are renting or buying a property, including by Indigenous status. Having to rent a property (rather than being able to purchase one's own home) has implications for access to housing, as well as broader socio-economic implications, discussed in Section 4.

**Section 5** presents data in relation to **income and employment**, including statistics measuring levels of reliance on social security benefits as income. Income and employment also have relevance to the project. For instance, financial security and employment are protective factors against offending for individuals and for whole communities. Participants in our initial consultations highlighted the benefits of increased employment in Katherine (in terms of reducing incarceration and otherwise), particularly for young people transitioning out of school and for Indigenous people. Participants also emphasised the need for initiatives likely to encourage local economic development, including so as to lift people out of intergenerational poverty and dependence on welfare benefits.

Data relating to levels of income on which people in Katherine are dependent are included in Section 5 (personal, household), as are rates of unemployment and the most common industries of employment/occupation. Employment statistics for 15-24 year olds are detailed (where possible), as are statistics measuring the extent to which young people are 'learning/earning' (engaged in work or study). Data related to welfare benefits is also included, covering numbers and percentages of those on disability and female sole parent

pensions, on unemployment benefits (including long-term, those aged 16-24 years), and modelled estimates relating to longer term dependency on government support.

**Section 6** presents data on **education and training**, both at and beyond school age. Education is an important focus area for the project. Firstly, some of the focus cohort are still of school age. Their engagement with schooling was recognised during consultations as a strong protective factor against offending. Conversely, disengagement from school may, in combination with other factors, increase the risk of offending. Secondly, poor educational outcomes in Katherine more broadly, across all ages, are also significant in the context of JR work. For a start, education does not stop at school, with post-school training and learning likely to protect against offending in those aged 15 years and over. More generally, lower levels of educational attainment contribute to socio-economic disadvantage, including as they decrease employment opportunities. Disadvantage is known to underpin offending, as noted above. In other ways, the education level of adults impacts on outcomes for children and young people: for e.g. affecting capacity of parents to engage with their children's education and/or to encourage their children to engage with education.

Education and training data in Section 6 identifies for those aged 15 years and over the highest level of schooling attained by both Indigenous and non-Indigenous people in Katherine, and non-school qualifications by type. Engagement with education for all ages is then set out in data tables, incorporating full time participation in secondary school, participation rates for school leavers in higher education, and participation in Vocational Education Training (VET). Numbers attending all educational institutions, from preschool to tertiary institutions, are also included.

The section then goes on to set out school-specific statistics for Katherine. These statistics identify for each school numbers of students enrolled, percentage of Indigenous enrolments, as well as its Index of Community Socio-Educational Disadvantage (ICSEA), which defines the level of advantage for individual schools. Attendance rates and attendance levels (percentage of students attending 90% of the time or more) are also detailed for each school, alongside average attendance rates for the NT. As a measure of local educational outcomes, the report relies on 2017 National Assessment Program Literacy and Numeracy (NAPLAN) data for individual schools. For each school and for Years 3-9, the percentage of students sitting below the minimum standard of academic achievement is detailed across all five NAPLAN areas (reading, writing, numeracy, grammar and punctuation, and spelling). National rates at which students sit below the minimum standard are also presented for the purpose of comparison, as are rates for schools with similar students to those of each school. Finally, numbers of enrolments and of disciplinary absences (suspensions only) are set out for each school, dependent on available data.

**Section 7** presents data related to **health**. Participants in our early consultations spoke of disability, drug and alcohol use and mental health issues as prominent drivers of entry into the justice system and incarceration. Maternal health and early childhood health also has impacts on justice and other outcomes for children and young people, as noted above.

There have been difficulties in accessing health-related data through publicly available sources, particularly in relation to drug and alcohol and mental health issues. Available public data is provided in Section 7, and it measures numbers and rates of admissions to hospital for

mental health related conditions, as well as numbers and percentages of those requiring assistance with core activities (due to disability) by age, and by Indigenous status. The rate of persons with a profound or severe disability in Katherine is provided, alongside the national rate.

**Section 8** contains **miscellaneous data**. At this stage, it records the extent to which Indigenous and non-Indigenous households in Katherine are accessing the internet (as a source of information, measure of socio-economic inclusion). There is potential for additional data to be incorporated in this section, dependent on KYJRWG and community input.

### ***Brief notes on the data***

The data has been drawn from publicly available sources, listed at the end of the report. These include the Australian Bureau of Statistics (ABS), National Assessment Program Literacy and Numeracy (NAPLAN), Australian Early Development Census (AEDC), and relevant Annual Reports, amongst others. Some secondary data is included, which sometimes presents the primary data again but in a different format and at other times fills gaps in the primary data. Where possible, comparisons are drawn between Katherine, NT and national outcomes/measures using available data to assist the community in identifying priority areas for change. For some areas data is only available at a regional level, or sometimes an NT level - and the gaps this gives rise to in terms of more localised data will need to be addressed (see immediately below). It is still worth including this larger scale data, however, so that comparisons to be made with Katherine data when/if it becomes available, and also to give some idea of the data that might be available at a more local level (for Katherine), upon request.

The JR project continues to focus on 10-24 year olds in Katherine, but now with a focus on both Indigenous and non-Indigenous persons within this age bracket (as noted above, it had originally solely focused on Indigenous persons). However, the relatively high representation of Indigenous people within the focus cohort (discussed below in Section 1), along with other data (presented below and outside of this report) identifying disproportionately negative justice and other outcomes for Indigenous people in Katherine points to the necessity for this project to have a strong focus on engaging with and improving outcomes for the local Aboriginal community. Given this, Indigenous-specific data is presented, where possible, in all data tables.

Also of note, the data may be reported as 'Katherine data', but given that the town is a central hub for the region, including in terms of service provision, it may be data that is related to/collected from or about those that reside out of (but that have accessed services located in) Katherine.

Where data provided within tables is Katherine-specific, it is highlighted in colour (to enable comparison with NT, national statistics in the same table). Different colour coding is also used for each section of the report to differentiate between focus areas or issues.

### **Next steps**

The intended audience of this report is, initially, the KYJRWG. Ultimately, it will be important to share project data with the wider community as part of JR's focus on community development. The KYJRWG will need to decide how and when to engage community with

data in this and subsequent reports. Care might be taken in sharing the data outside of the community, but that will be a question for the KYJRWG and others in the community. The report is intended to be a working document, with a number of relevant steps or actions still to be taken/completed.

[a] There are obvious and sometimes clearly identified gaps in the data in terms of both the data presented within each table (national comparators may be missing, for instance, or data by age, by year, or by Indigenous status) and the range of data available for each area or issue (for instance, there is very little data on mental health or drug and alcohol misuse in the area of health). A list of or other reference to missing data is included in each section of the report. Further work, however, is required to confirm where the gaps lie, and how to address these gaps. The community will need to identify what additional data it requires to inform its work with JR. This additional data may be sourced directly, for instance, from local services and agencies.

[b] When all the required data is collected, the community can begin to identify what areas/issues are a priority for effort and change in Katherine. The statistics available at the time can be used, in combination, as stated above, with other knowledge and information the community has available to it. Priority areas are likely to be those which present as most problematic (and therefore requiring attention) because (a) Katherine is significantly underperforming in these areas and/or (b) they are most likely to increase or feed into local offending and incarceration. The community will then need to determine what initiatives or strategies are most likely to enact change in the priority areas identified. They will need to also select (i) indicators that will enable progress to be measured over time and (ii) appropriate measures of progress for these indicators. As an example, the community may determine that it wants to increase attendance by mothers at antenatal visits during their first trimester by 10%, or decrease school suspensions by 15% over a relevant period.

[c] It is noted too that the data in this report should be used in planning processes in combination with data to be provided in two further reports. One report will set out child protection data for Katherine. These statistics are the subject of a formal request for data to Territory Families. The second report will set out justice data from police, courts, youth justice and correctional agencies. These statistics, once again, are the subject of two formal requests for data from the relevant agencies. Completion of these reports is subject to provision of data by the agencies from which it has been requested.



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Section 1 presents basic demographic data for Katherine.

This data includes Katherine's total population according to census data (2011, 2016), as well as a more accurate (and more recent) total population figure (for 2017) (Estimated Residential Population, ABS). Numbers and percentages for Katherine's Indigenous and non-Indigenous populations are detailed in this section, including for younger age groups and for the project's focus cohort (10-24 year olds). A focus on children and young people in Katherine will be important to the success of JR in Katherine, both because of the relatively young age groups within the focus cohort, but also because in seeking to prevent offending and incarceration initiatives and strategies likely to improve outcomes for children from conception onwards will be required.

Of note, the relatively high representation of Indigenous people within the focus cohort (see immediately below), along with other data identifying disproportionately negative justice and other outcomes for Indigenous people in Katherine (within and outside of the focus cohort) points to the necessity for this project to have a significant focus on improving Indigenous outcomes, with efforts developed in collaboration with and led by local Indigenous people.

Key findings on demographic data:

- Young persons (aged 24 years and below) constitute a sizeable proportion (35.2%) of Katherine's population. The project's focus cohort (10-24 years) makes up close to 20% of the population.
  - Indigenous people constitute 22% of Katherine's total population, though percentages for the local Aboriginal population is higher for younger age groups (reflected also in the lower median age for Indigenous persons, compared to non-Indigenous persons). Young Indigenous people in Katherine constitute nearly a third of all 15-19 year olds, over a third of all 10-14 year olds, and well over a third of 0-24 year olds. Of the focus cohort, just under a third are Indigenous.
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## DATA: GENERAL DEMOGRAPHICS

### 1.1 Total population (census data): Katherine (2011,<sup>3</sup> 2016<sup>4</sup>)

Total population (Census)	2011	2016
	9,187	9,717

### 1.2 Total population (Estimated Resident Population): Katherine (2017)<sup>5</sup>

Total population (Estimated Resident Population (ERP))	2011	2017
	10,488	10,571

### 1.3 Population by Indigenous status (no., %): Katherine (2016)<sup>6</sup>

Population by Indigenous status	No. of persons	Percentage <sup>7</sup>
Indigenous population	2,145	22%
Non-Indigenous population	5,705	59%
Indigenous status not stated	1,869	19%

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<sup>3</sup> Australian Bureau of Statistics (ABS) (2011), *Census of Population and Housing, Katherine: QuickStats*, Canberra: ABS, Catalogue No. 2002.0

<sup>4</sup> Australian Bureau of Statistics (ABS) (2016a), *Census of Population and Housing*, are generally *General Community Profile: Katherine*, Canberra: ABS, Catalogue No. 2001.0

<sup>5</sup> Estimated Resident Population (ERP) is the official measure of the Australian population. ERP is published annually, with a reference date of 30 June. Australian Bureau of Statistics, *Estimated Resident Population by LGA (ASGS), 2001-2016*: ABS

<sup>6</sup> Australian Bureau of Statistics (ABS) (2016b), *Census of Population and Housing, Aboriginal and Torres Strait Islander Profile: Katherine* Canberra: ABS, Catalogue No. 2002.0

<sup>7</sup> Percentages in this report that are whole numbers percentages rounded to the nearest whole number

TOTAL	9,717	100%
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#### 1.4 Population by age group (no., %): Katherine (2016)<sup>8</sup>

Population by age group					
Age group	Indigenous population	Non-Indigenous population	Indigenous status not stated	Total persons	Age group as percentage of total population
<u>Younger population (0-24 years)</u>					
0-4 years	213	458	125	800	8.2%
5-9 years	496	373	97	716	7.4%
10-14 years	253	290	141	683	7.0%
15-19 years	186	275	104	572	5.9%
20-24 years	166	367	118	647	6.7%
<i>Total for all 0-24 year olds</i>	<i>1,314</i>	<i>1,763</i>	<i>585</i>	<i>3,418</i>	<i>35.2%</i>
<i>Total for all 10-24 year olds</i>	<i>605</i>	<i>932</i>	<i>364</i>	<i>1,902</i>	<i>19.6%</i>

<sup>8</sup> ABS (2016a)

<u>Population 25 years and over</u>					
25-29 years	157	571	181	909	9.3%
30-44 years	379	1,341	400	2,117	21.7%
45-64 years	443	1,095	517	2,462	25.3%
65 + years	113	516	198	831	8.5%
TOTAL	2,145	5,705	1,869	9,717	100%

1.5 Indigenous population, by key age groups (%): Katherine (2016)<sup>9</sup>

Indigenous population as percentage of key age groups	Percentage
Indigenous persons as percentage of each age group:	
0-4 years	26.7%
5-9 years	69.3%
10-14 years	37.0%
15-19 years	32.6%
20-24 years	25.7%

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<sup>9</sup> ABS (2016a)



Indigenous population: percentage of persons aged 0-24 years	38.4%
Indigenous population: percentage of focus cohort (10-24 years)	31.6%

#### 1.6 Median age, by Indigenous status: Katherine (2016)<sup>10</sup>

Median age (years)	Indigenous population	Non-Indigenous population	All population	National <sup>11</sup>
	25	34	33	38

Missing/potential additional data

- Socio-Economic Indexes for Areas (SEIFA) scores: % population by index of relative socio-economic disadvantage (SEIFA) – 1<sup>st</sup> quintile<sup>12</sup>

<sup>10</sup> ABS (2016a)

<sup>11</sup> Australian Bureau of Statistics (ABS) (2016d), *Census of Population and Housing, General Community Profile: Australia*, Canberra: ABS, Catalogue No. 2001

<sup>12</sup> Socio-Economic Indexes for Areas (SEIFA) is a product developed by the ABS that ranks areas in Australia according to relative socio-economic advantage and disadvantage. The indexes are based on information from the five-yearly Census. SEIFA scores are available by SA1 areas, so could be provided for neighbourhoods within Katherine.

## **2. EARLY CHILDHOOD**

Section 2 presents data relating to the early years of children living in Katherine (0-6 years of age).

These early years are vitally important to all individuals' physical, social and other development, with substantial consequences for one's life course. Improving outcomes during early childhood, from conception onwards, is likely to have significant positive impacts – in the short and longer-term. Conversely, failure to address relevant problems or issues and/or to provide opportunity for optimal development is likely to have significant negative impacts.

### **Mothers and babies data**

Section 2 begins by setting out publicly available data on mothers and babies.

This data firstly identifies numbers and rates of babies exhibiting low birthweight. (As noted in Section 7, and in this section in relation to early childhood health, further data is likely to be necessary to accurately assess a broader range of health outcomes for children of all ages).

Secondly, the maternal health data then detailed encompasses rates of smoking during pregnancy, of young mothering (young maternal age at birth (< 20 years)), and numbers of antenatal visits per mother and the trimester during which a first antenatal visit occurs. Where available, Aboriginal-specific data is included.

It should be noted that the bulk of the maternal health data has been collected from across the NT Department of Health's Health District of Katherine, covering a much greater area than is the focus of this project. Only the data related to smoking during pregnancy is Katherine (township) specific, though there is also some secondary maternal health data collected from Katherine Hospital and reported by the Department of Health.<sup>13</sup> Self-reports of alcohol intake during pregnancy are also set out, but are only at this stage available as NT-wide data. This and other NT maternal health data is included so as to enable comparisons to be made with Katherine data when/if it becomes available, and also to give some idea of the data that might be available at a local level, upon request. Further data should be gathered that is Katherine specific.

Key findings on maternal health and babies are as follows.

- Katherine has a higher proportion of low birthweight babies than is the case nationally and across the NT.
- Katherine mothers also smoke during pregnancy at a higher rate than Australian and NT mothers.
- Katherine Health District has a similar proportion of young Indigenous mothers (birthing at < 20 years of age) and a slightly higher rate of young non-Indigenous mothers to the NT. Katherine Hospital figures about young mothering are similar to those of Katherine District Health.
- Katherine Health District mothers are attending less antenatal visits than NT mothers generally.

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<sup>13</sup> This may not be for people whose place of residence is Katherine, however.

- Katherine Health District mothers are significantly less likely to attend their first antenatal visit during their first trimester than NT mothers.
- The data in this section also highlights differences between Indigenous and non-Indigenous mothers and babies.
  - As noted above, though rates at which Indigenous mothers are birthing at a young age are similar to those of the NT in general, these rates (both in Katherine District and the NT) are much higher than those of non-Indigenous mothers.
  - Across the NT, Indigenous mothers are attending less antenatal visits than non-Indigenous mothers, overall. There is no Indigenous-specific data for Katherine for this indicator.
  - Across the NT, Indigenous mothers attend less antenatal visits than non-Indigenous mothers, and their first antenatal appointment is likely to be later than non-Indigenous mothers' first visit. Indigenous-specific data is not available for Katherine for this indicator.
  - Across the NT, self-reporting of alcohol use by mothers at an antenatal visit is significantly more common for Indigenous mothers (though this data is not available for Katherine, as noted).

### **Early childhood development data**

Australian Early Development Census (AEDC) data presented below identifies how Katherine is faring in terms of early childhood development. By way of brief introduction to the data, most children surveyed through the AEDC are aged around 5 ½ years old, with the census capturing the data taking place every 3 years, allowing for comparisons over time. The data measures whether children are developmentally vulnerable (below the 10<sup>th</sup> percentile), at risk (between the 10<sup>th</sup> and 25<sup>th</sup> percentile), or on target (above the 25<sup>th</sup> percentile) across 5 different areas or domains (physical health and wellbeing, emotional maturity, social competence, language and cognitive skills and communication skills and general knowledge (all defined below)). Data is also available measuring the percentage of children that are vulnerable across one or more, and two or more domains. Statistics measuring children's developmental strengths when they start their first year of full-time school (Multiple Strength Indicator (MSI)) is also collected. All AEDC data is available at a community level, including for Katherine.

AEDC data included in this section details the percentage of children in Katherine, NT and Australia developmentally vulnerable on one or more, and two or more domains; and developmentally vulnerable, at risk or on track across all five domains. Also included is the latter data for Katherine specifically across recent reporting periods (2009, 2012, 2015), though only in relation to vulnerability of children (not in relation to children 'at risk' or 'on track'). Aboriginal-specific data is recorded for Katherine in relation to vulnerability on one or more, two or more and in all 5 domains, again across recent reporting periods. This Indigenous-specific data for the NT and Australia is included for the purpose of comparison. Katherine data for the MSI is also provided.

Key findings from the AEDC data are as follows:

- Katherine children demonstrate similar or slightly lower levels of vulnerability across 1 or more, and 2 or more domains to those of NT children, but higher levels than those

of all Australian children. Their levels of vulnerability across 1 or more, and 2 or more domains has decreased since 2009.

- In all 5 AEDC domains Katherine children are identified as significantly less *developmentally vulnerable* than NT children and Australian children.
- The extent to which Katherine children are *developmentally at risk*, however, varies across the 5 domains, with emotional maturity and language and cognitive skills areas in which higher percentages of risk are recorded. In two domains they are at risk at higher levels than NT children generally, and in 3 domains they are at risk at similar levels to NT children. They are at risk at similar levels to Australian children with respect to one domain only. Otherwise, their levels of risk are higher than those for Australian children. Katherine levels of risk have also improved since 2009 across all 5 domains.
- For Indigenous children in Katherine, their levels of developmental vulnerability and risk across all 5 domains are generally substantially higher than those of Australian children. Their levels are higher than those of other Indigenous Australian children, particularly in relation to language and cognitive skills, but lower than Indigenous children living in the NT in all but one domain (sometimes quite substantially so).
- Katherine has lower percentages of children than the NT and Australia with highly developed strengths at the time of their first school enrolment. Katherine children are evenly represented across highly developed, well developed and emerging strength categories (compared to the NT and Australia, for which a higher percentage of children are recorded as having highly developed strengths than percentages of children recorded as having well developed or emerging strengths).

### **Early learning data**

A first start has been made on identifying the types and extent of engagement with early learning by young children in Katherine. Numbers of Indigenous and non-Indigenous children attending preschool in Katherine have been sourced from ABS Census data (2016). Indigenous preschool enrolments as a percentage of all Indigenous kids who could enrol in preschool are provided for Katherine, NT and Australia. Katherine-specific preschool enrolment numbers and attendance rates have been sourced from (the only publicly available) Annual Reports from (two) Katherine primary schools. One of these schools disaggregates the data by Indigenous status. (Attendance data (rates, levels) for Katherine schools (not preschool specific) is also set out in Section 6: Education). Finally, AEDC data on the type of early learning with which Katherine children have engaged by the time they've enrolled in school is also set out.

Key findings on early learning are as follows:

- AEDC data indicates that the most prevalent type of early learning for Katherine children is preschool and kindergarten.
- A third of Indigenous children in Katherine attended preschool in 2016, which is lower than the rate of Indigenous preschool attendance across the NT and Australia-wide.
- Local data that measures Indigenous attendance at preschool also indicates lower levels of Indigenous student attendance.

### **Early childhood health data**

Data on early childhood health is somewhat limited, and more data is required to enable an effective assessment of outcomes in this area. Presented below are rates of immunisation at 2 years of age, including by Indigenous status, and emerging trends with regards to children with special needs in Katherine.

Key findings in on early childhood health are as follows:

- Katherine children are immunised at age 2 at similar levels to those of NT and Australian children.
- Indigenous children in Katherine have higher rates of immunisation than Indigenous NT and Australian children.
- According to AEDC data, the proportion of children identified as having special needs in Katherine has remained fairly constant since 2009, but the proportion of children needing further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development assessment) has almost doubled in the last decade.

## DATA: EARLY CHILDHOOD

### 2.1 Mothers and babies

#### 2.1.1 Babies exhibiting low birthweight (no., %): Katherine, NT, Australia (2012-2014)<sup>14</sup>

Babies exhibiting low birthweight	Babies exhibiting low birthweight	No. of births	Percentage of babies exhibiting low birthweight %
Katherine	59	648	9.1%
NT	964	11,720	8.2%
Australia	54,592	902,076	6.1%

#### 2.1.2 Babies exhibiting low birthweight, by Indigenous status (no., %): Katherine town, NT, Australia (2012-2014)<sup>15</sup>

Babies exhibiting low birthweight, by Indigenous status	Babies exhibiting low birthweight	No. of births	Percentage of babies exhibiting low birthweight %
Katherine	99 <sup>16</sup>	694	14.3%
NT	537	3,829	14.0%

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<sup>14</sup> Public Health Information Development Unit (PHIDU) (2018a), *Social Health Atlas of Australia: Northern Territory. Data by Local Government Area*, published April 2018:.

<sup>15</sup> Public Health Information Development Unit (PHIDU) (2018b), *Aboriginal and Torres Strait Islander Social Health Atlas of Australia: Northern Territory. Data by Indigenous Area*, published April 2018.

<sup>16</sup> This data is for Indigenous Area 705005, whilst ABS data is for LGA 72200, likely to explain the discrepancy in the data across the two tables.

Australia	3,856	33,392	11.5%

2.1.3 Smoking during pregnancy (no., %): Katherine, NT, Australia (2012-2014)<sup>17</sup>

Smoking during pregnancy	Smoking during pregnancy	No. of pregnancies	Smoking during pregnancy %
Katherine	169	648	26%
NT	2,646	11,682	22.7%
Australia	110,865	901,190,123	12.3%

2.1.4 Smoking during pregnancy, by Indigenous status (no., %): Katherine town, NT, Australia (2012-2014)<sup>18</sup>

Smoking during pregnancy, by Indigenous status	Smoking during pregnancy (Indigenous)	No. of pregnancies	Smoking during pregnancy %
Katherine	387	697	55.6%
NT	1,867	3,836	48.7%
Australia	15,991	33,775	47.3%

<sup>17</sup> PHIDU (2018a)

<sup>18</sup> PHIDU (2018b)

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#### 2.1.5 Young maternal age (<20 years), by Indigenous status (no., %): NT (2015)<sup>19</sup>

Young maternal age (<20 years), by Indigenous status	All mothers: maternal age < 20 years		
	No. of mothers aged < 20 years	Total mothers	Percentage mothers aged < 20 years
Indigenous mothers	235	1266	18.6% <sup>20</sup>
Non-Indigenous mothers	49	2620	1.9%
All mothers (NT)	284	3886	7.3%

#### 2.1.6 Young maternal age (<20 years), by Indigenous status (no., %): Katherine district, NT (2015)<sup>21</sup>

Young maternal age (<20 years), by Indigenous status	No. of mothers < 20 years	All mums	Mothers < 20 years as percentage of all mothers

<sup>19</sup> Department of Health (NT) (2015) *Mothers and Babies: Northern Territory Midwives' Collection*. Darwin. This report is also available for 2012, 2013, 2014

<sup>20</sup> This is further broken down by age. For Indigenous mums, 2.5%, 5.1%, and 11.1% were aged < 16, 16-17, 18-19 at time of birth, respectively. For non-Indigenous mums, 0.1%, 0.3% and 1.5% were aged < 16, 16-17, 18-19 at time of birth, respectively. Across the NT, 0.8%, 1.9% and 4.6% of mums were aged < 16, 16-17, 18-19 at time of birth, respectively.

<sup>21</sup> Department of Health (2015)



Katherine: Aboriginal mothers	36	211	17.1%
Katherine: Non-Aboriginal mothers	2	117	2.6%
All mothers (NT)	284	3886	7.3%

2.1.7 Young maternal age (< 20 years) (no., %), Katherine Hospital data (2015)<sup>22</sup>

Young maternal age (< 20 years), Katherine Hospital data	Aboriginal mothers		Non-Aboriginal mothers		All mothers	
Total mothers	124		98		222	
Maternal age: < 20 years	No.	Percentage	No.	Percentage	No.	Percentage
	21	16.9%	2	2.0%	23	10.4%

2.1.8 Ante-natal visits, by Indigenous status (no., %): NT only (2015)<sup>23</sup>

Ante-natal visits, by Indigenous status, NT	
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<sup>22</sup> Department of Health (2015)

<sup>23</sup> Department of Health (2015)

No. of visits	Aboriginal		Non-Aboriginal		All NT	
	No.	Percentage	No.	Percentage	No.	Percentage
0	18	1.5%	3	0.1%	21	0.5%
1-3	114	9.3%	41	1.6%	155	4.0%
4-7	337	27.4%	475	18.3%	812	21.2%
8+	761	61.9%	2083	80.1%	2844	74.2%
<i>Total stated</i>	<i>1230</i>	<i>100%</i>	<i>2602</i>	<i>100%</i>	<i>3832</i>	<i>100%</i>
Total not stated	36	-	18	-	54	-
Total	1266	-	2620	-	3886	-

#### 2.1.9 Ante-natal visits, by district: Katherine district (2015)<sup>24</sup>

Ante-natal visits, by district: Katherine district	No. of antenatal visits						
	0	1-3	4-7	8+	<i>Total stated</i>	Total not stated	Total
	Percentage				No.		
Katherine district	2.6%	11.2%	27.6%	58.7%	195	15	211

<sup>24</sup> Department of Health (2015)

All districts	1.5%	9.3%	27.4%	61.9%	1230	36	1266
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#### 2.1.10 Gestation at first antenatal visit, by Aboriginal status: NT (2015)<sup>25</sup>

Gestation at first antenatal visit, by Aboriginal status (NT)	Aboriginal		Non-Aboriginal		All NT	
	No.	%	No.	%	No.	%
First trimester	770	61.9%	2351	90.2%	3121	81.1%
Second trimester	399	32.1%	232	8.9%	631	16.4%
Third trimester	74	6.0%	22	0.8%	96	2.5%
Total stated	1243	100	2605	100	3848	100
Not stated	23	-	15	-	38	-
Total	1266	-	2620	-	3886	-

#### 2.1.11 Gestation at first antenatal visit: Katherine district (2015)<sup>26</sup>

Gestation at first antenatal visit: Katherine district	Gestation at first antenatal visit					
	First trimester	Second trimester	Third trimester	Total stated	Total not stated	Total

<sup>25</sup> Department of Health (2015)

<sup>26</sup> Department of Health (2015)

	Percentage			No.		
Katherine	52%	41.6%	6.4%	202	9	211
All districts	61.9%	32.1%	6.0%	1243	23	1266

#### 2.1.12 Self-reported alcohol consumption at first ante-natal visit, by Aboriginal status, NT (2015)<sup>27</sup>

Alcohol consumption, NT	Aboriginal		Non-Aboriginal		All NT	
	No.	Percentage	No.	Percentage	No.	%
Alcohol	127	10.9%	48	1.9%	175	4.7%
No alcohol	1043	89.1%	2486	98.1%	3529	95.3%
<i>Total stated</i>	<i>1170</i>	<i>100%</i>	<i>2534</i>	<i>100%</i>	<i>3704</i>	<i>100%</i>
Not stated	96	-	86	-	182	-
Total	1266	-	2620	-	3886	-

#### Missing/potential additional data

- Katherine (township)-specific data for the above measures or indicators, where it is currently Health District or NT specific only
- Mean age of mothers, all mothers and by Indigenous status
- Teen pregnancy (maternal age < 18 years, by age (16, 17, 18 years)), all mothers and by Indigenous status
- Smoking in first 20 weeks and/or in second 20 weeks, all mothers and by Indigenous status
- Pre-term babies, all mothers and by Indigenous status

<sup>27</sup> Department of Health (2015)

- Early childhood health, including for babies (see Section 7: Health)

## 2.2 Early childhood developmental vulnerability

### 2.2.1 Percentage of children developmentally vulnerable<sup>28</sup> on one or more domain and on two or more domains: Katherine, NT, Australia (2015)<sup>29</sup>

	Vulnerable 1 or more domains %	Vulnerable 2 or more domains %
Katherine	34.8	20.0
NT	37.2	23.1
Australia	22.0	11.1

### 2.2.2 Percentage of children developmentally vulnerable on each domain: Katherine, NT, Australia (2015)<sup>30</sup>

<sup>28</sup> A child placed below the 10<sup>th</sup> percentile is considered to be 'developmentally vulnerable'

<sup>29</sup> Australian Early Developmental Census (AEDC), *Community Profile 2015: Katherine, NT*. Collated using AEDC data: AEDC (2015), *Australian Early Developmental Census National Report: A snapshot of early childhood development in Australia*.

<sup>30</sup> AEDC (2015)

	Physical health and wellbeing <sup>31</sup> %	Social competence <sup>32</sup> %	Emotional maturity <sup>33</sup> %	Language and cognitive (school-based) skills <sup>34</sup> %	Communication skills and general knowledge <sup>35</sup> %
Katherine	9.7	9.9	8.4	6.5	8.5
NT	15.1	18.5	15.5	21.5	16.2
Australia	14.2	17.4	15.5	20.6	10.3

### 2.2.3 Percentage of children developmentally at risk<sup>36</sup> on each domain: Katherine, NT, Australia (2015)<sup>37</sup>

	Physical health and wellbeing %	Social competence %	Emotional Maturity %	Language and cognitive (school-based) skills %	Communication skills and general knowledge %
Katherine	13.5	18.1	27.1	18.1	17.4

<sup>31</sup> AEDC (2015). The AEDC physical health and wellbeing domain measures children's physical readiness for the first day of school, physical independence and gross and fine motor skills

<sup>32</sup> AEDC (2015). The AEDC social competence domain measures children's overall social competence, responsibility and respect, approaches to learning and readiness to explore new things

<sup>33</sup> AEDC (2015). The AEDC emotional maturity domain measures children's pro-social and helping behaviours, absence of anxious and fearful behaviour, aggressive behaviour, hyperactivity and inattention

<sup>34</sup> AEDC (2015). The AEDC language and cognitive skills domain measures children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.

<sup>35</sup> AEDC (2015). The AEDC communication skills and general knowledge domain measures children's communication skills and general knowledge

<sup>36</sup> A child placed between the 10<sup>th</sup> and 25<sup>th</sup> percentile is considered to be 'developmentally at risk'.

<sup>37</sup> AEDC (2015). This data can be further broken down by specific location within Katherine: Katherine East/Tindal, Katherine South, Katherine, Binjari/Cossack/Emungalan.

NT	15.2	17.6	18.6	13	17
Australia	13	15	15.3	8.9	15.1

#### 2.2.4 Percentage of children developmentally on track<sup>38</sup> on each domain: Katherine, NT, Australia (2015)<sup>39</sup>

	Physical health and wellbeing %	Social competence %	Emotional Maturity %	Language and cognitive (school-based) skills %	Communication skills and general knowledge %
Katherine	72.3	64.5	76.4	61.3	72.3
NT	68.9	63.9	65.9	65.6	66.7
Australia	77.3	75.2	57.4	84.6	76.3

#### 2.2.5 Percentage of children developmentally vulnerable on one or more domains, two or more domains: Katherine (2009, 2012, 2015)<sup>40</sup>

	Vulnerable on 1 or more domains %	Vulnerable on 2 or more domains %
2009	59	46.5

<sup>38</sup> A child placed above the 25<sup>th</sup> percentile is considered to be 'developmentally on track'

<sup>39</sup> AEDC (2015). This data can be further broken down by specific neighbourhood within Katherine: Katherine East/Tindal, Katherine South, Katherine, Binjari/Cossack/Emungalan.

<sup>40</sup> AEDC (2015). Can be further broken down by neighbourhood: Katherine East, Katherine South etc.

2012	37.2	29.6
2015	34.8	20

#### 2.2.6 Percentage of children developmentally vulnerable on each domain: Katherine (2009, 2012, 2015)<sup>41</sup>

	Physical health and wellbeing %	Social competence %	Emotional Maturity %	Language and cognitive (school-based) skills %	Communication skills and general knowledge %
2009	28.1	20.5	20.6	37.6	25.4
2012	27.5	25.2	19.7	23.8	16.9
2015	14.2	17.4	15.5	20.6	10.3

#### 2.2.7 Percentage of children developmentally vulnerable on one or more domains, two or more domains, and on each domain, by Indigenous status: Katherine town (2009, 2012, 2015)<sup>42</sup>

	Vulnerable on 1 or more domains %	Vulnerable on 2 or more domains %	Physical health and wellbeing %	Social competence %	Emotional maturity %	Language and cognitive (school-based) skills %	Communication skills and general knowledge %
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<sup>41</sup> AEDC (2015). Can be further broken down by community: Katherine East, Katherine South etc.

<sup>42</sup> PHIDU (2018b)



2009	73.9	47	35.8	26.9	26.4	50	32.1
2012	60	45.7	44.3	32.9	30	41.4	28.6
2015	52.5	34.4	27.9	29.5	21.3	37.7	21.3

2.2.8 Percentage of children developmentally vulnerable on one or more domains, two or more domains, and on each domain, by Indigenous status: NT, Australia (2015)<sup>43</sup>

	Vulnerable on 1 or more domains %	Vulnerable on 2 or more domains %	Physical health and wellbeing %	Social competence %	Emotional Maturity %	Language and cognitive (school-based) skills %	Communication skills and general knowledge %
NT	63.0	45.4	29.2	33.7	27.4	47.3	33.5
Australia	42.1	26.2	21	20.5	16.9	20.2	19.3

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<sup>43</sup> PHIDU (2018b)

### 2.2.9 Multiple strength indicator, percentage of children: Katherine, NT, Australia (2015)<sup>44</sup>

	Highly developed strengths <sup>45</sup> % of children	Well developed strengths <sup>46</sup> % of children	Emerging strengths <sup>47</sup> % of children
Katherine	35.5%	29%	35.5%
NT	42.8%	22.4%	34.8%
Australia	55.8%	22.5%	21.7

## 2.3 Early childhood learning

### 2.3.1 Attending preschool (3-4 years), by Indigenous status: Katherine (2016)<sup>48</sup>

Preschool enrolments	Indigenous	Non-Indigenous	Indigenous status not stated	Total preschool enrolments
	46	120	4	171

### 2.3.2 Preschool enrolments, by Indigenous status: Katherine town, NT, Australia (2016)<sup>49</sup>

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<sup>44</sup> AEDC (2015)

<sup>45</sup> These children have strengths in most of the 39 MSI items. These children are likely to be on track on all five AEDC domains, and show strengths across all AEDC domains.

<sup>46</sup> These children are showing strengths in 50-70% of the following skills: relating to peers and teachers, self-control, curiosity about the world, working independently, reading and writing simple words, communicating effectively with peers and teachers, and story-telling.

<sup>47</sup> These children may be meeting developmental expectations when they start school but they do not demonstrate a high number of strengths. Children in this category range from those with strengths in none of the 39 MSI items, to children with strengths in about half of the MSI items.

<sup>48</sup> ABS (2016a)

<sup>49</sup> PHIDU (2018b)

	Aboriginal preschool children	No. of Aboriginal 3-4 year olds	Aboriginal preschool children %
Katherine town	31 <sup>50</sup>	94	33%
NT	1,016	2,300	44.2%
Australia	12,775	30,133	42.4%

### 2.3.3 Preschool enrolments and attendance rates

Clyde Fenton Primary School (2014-15)<sup>51</sup>

	Clyde Fenton: preschool enrolments and attendance rates	
	Enrolments (average)	Attendance (average) %
2014	26	70.25%
2015	28	71.9%

Katherine South Primary (2016-17), by Indigenous status<sup>52</sup>

	Katherine South Primary: preschool enrolments and attendance, by Indigenous status			
	Indigenous enrolments	All enrolments	Indigenous attendance	All attendance

<sup>50</sup> Note that this figure is different to that provided within ABS data

<sup>51</sup> Clyde Fenton Primary School (2016), *Annual Performance Report to the School Community*, 28; Clyde Fenton Primary School (2015) *Annual Performance Report to the School Community*, 28

<sup>52</sup> Katherine South Primary School (2018) *Annual Performance Report to the School Community*, 22. Not able to access Annual Report for Macfarlane Primary School

		(average over the year)	%	%
2016	17	51	66.2%	76.7%
2017	22	48	62.5%	76.5%

#### 2.3.4 Early learning, by type, % of children (2012, 2015) (AEDC data): Katherine<sup>53</sup>

	Playgroup %	Day care %	Preschool or kindergarten %	Family day care %	Grandparent %	Other relative %	Nanny %	Other %
2012	3.4	7.4	89.7	≤1.7	9.7	8	0	4
2015	3.6	16	75.7	≤1.8	6.5	3.6	≤1.8	3

Missing/potential additional data

- AEDC and other data measuring transition to school outcomes (data gathered from teachers, available in AEDC data)
- Preschool numbers, attendance for all schools, including by Indigenous status

## 2.4 Early childhood health

### 2.4.1 Immunisation at 2 years of age (no., %): Katherine, NT, Australia (2015)<sup>54</sup>

	No. of children fully immunised at 2 years	Total children registered (at 2 years)	Immunisation at 2 years %
Katherine	245	273	89.8%

<sup>53</sup> AEDC (2015): reported by teachers, and includes only children where teachers knew they had a non-parental early childhood education and/or care experience in the year before entering full-time school

<sup>54</sup> PHIDU (2018a). Data also available at 1 and 5 years

NT	3,128	3,570	87.6%
Australia	275,939	308,959	89.3%

#### 2.4.2 Immunisation at 2 years of age, by Indigenous status (no, %): Katherine, NT, Australia (2015)<sup>55</sup>

	No. of children fully immunised at 2 years (Indigenous)	Total children registered (at 2 years)	Immunisation at 2 years %
Katherine	142	160	88.8%
NT	1,089	1,259	86.5%
Australia	13,365	15,508	86.2%

#### 2.4.3 Special needs, emerging trends (AEDC data) (no., %): Katherine (2015)<sup>56</sup>

Special needs amongst children	2009		2012		2015	
	No.	%	No.	%	No.	%
Children with special needs	8	3.6%	14	8.0%	10	5.9%
Children needing further assessment (e.g. medical and physical, behaviour)	23	10.3%	30	17.1%	33	19.5%

<sup>55</sup> PHIDU (2018b). Data also available at 1 and 5 years

<sup>56</sup> AEDC (2015)

management, emotional and cognitive development)						
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#### Missing/potential additional data

- Hospital admissions (0-5 years (or similar)), primary reasons (see Section 7: Health, below), including by Indigenous status
- Community health service provision data (0-5 years (or similar)), including by Indigenous status
- School readiness health assessments (no. of children attending, % referred for follow up, and for what health reasons), including by Indigenous status<sup>57</sup>

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<sup>57</sup> This is available in NSW, but needs to be confirmed whether similar data is available in the NT

### 3. FAMILY LIFE

Section 3 sets out data related to families. This data describes aspects of family life for all families in Katherine, which includes those in which the focus cohort live as both dependent children and as parents themselves.

Families are of fundamental importance to outcomes for children and young people, in a multitude of ways. The data provided below for the most part identifies levels of education, and of income, unemployment and welfare dependency of families. Though there is much more to family life than parental finances, education and employment status, these are factors that have a strong influence on the wellbeing of children and young people. As one example of this, during initial consultations participants spoke of parents' experiences of school as impacting on their interest in their children's engagement with education. Financial struggles of families are also relevant, including as one aspect of social disadvantage that can underpin offending.

Data presented below includes numbers and percentages of:

- single parent families with dependent children (< 15 years), including by Indigenous status;
- jobless families with dependent children, including by Indigenous status;
- dependent children in jobless families, including by Indigenous status;
- low income families with dependent children;
- children in low income families (bottom 40% of income distribution);
- Aboriginal low income families; and
- children in families where the female parent has low educational attainment (< Year 10, did not attend school), including by Indigenous status.

All of the above data is provided for Katherine, NT and Australia, allowing for comparison.

Key findings on family life are as follows:

- The extent to which Katherine is above or below national and NT rates in all of these areas varies considerably, but the data for Katherine clearly indicates consistently poorer economic outcomes for Indigenous families, compared to non-Indigenous families; and consistently poorer economic outcomes for families in Katherine compared to all Australian families.
- The proportion of single parent families in Katherine sits at about one in five families, and at over 40% of Indigenous families. Katherine's overall proportion of single parent families is similar to that of the NT, and slightly higher than the national rate. Katherine's proportion of Indigenous single parent families is slightly lower than the national rate, and higher than the NT rate.
- Around one in 6 families in Katherine are defined as 'jobless'. In comparison, over 40% of Indigenous families in Katherine are defined as jobless. Katherine's overall rate of jobless families is somewhat lower than that of the NT, and higher than the national rate. Katherine's rate of Indigenous jobless families is lower than the NT rate and higher than the national rate.
- Around one in six children in Katherine are being raised in jobless families, compared to around one in ten children Australian children. For Indigenous children, the rates increase to over 40% for Katherine and nationally, with Indigenous children in

Katherine marginally more likely to be in a jobless family compared with Indigenous Australian children in general. Katherine children are less likely than other NT children (both Indigenous and non-Indigenous) to be in a jobless family, however.

- Nearly one in five Katherine families are classified as low income and welfare dependent and over a quarter of all Katherine children live in low income, welfare dependent families. These rates are higher than the national rates (one in ten families are classified as low income and welfare dependent nationally), but similar to NT rates.
- There is a higher percentage of Aboriginal low income families in Katherine (18.2%) compared to Australia (13.1%), but a lower percentage than across the NT in general (24.8%).
- Also included here is data measuring the proportion of children in Katherine growing up in families where their female parent has lower educational attainment (finishing school in Year 10, or not attending school). Just over one in five children fall into this category in Katherine (22%). This compares to the NT percentage of 24.2% and the Australian percentage of 17%.



## DATA: FAMILY LIFE

### 3.1 Single parent families with dependent children

#### 3.1.1 Single parent families with children < 15 years (no., %): Katherine, NT, Australia (2016)<sup>58</sup>

Single parent families with children < 15 years	No. of single parent families with children < 15 years	No. of families with children < 15 years	Single parent families %
Katherine	213	963	22.1%
NT	5,370	24,271	22.1%
Australia	475,321	2,335,407	20.4%

#### 3.1.2 Single parent families with children < 15 years, by Indigenous status (no., %): Katherine, NT, Australia (2016)<sup>59</sup>

Aboriginal single parent families with children < 15 years	No. of Aboriginal single parent families with children < 15 years	No. of Aboriginal families with children < 15 years	Single parent Aboriginal families %
Katherine	146	335	43.6%
NT	3,118	8,388	37.2%
Australia	57,188	124,503	45.9%

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<sup>58</sup> PHIDU (2018a)

<sup>59</sup> PHIDU (2018b)

### 3.2 Unemployment, welfare dependency: parents

#### 3.2.1 Jobless families with children < 15 years of age (no., %): Katherine, NT, Australia (2016)<sup>60</sup>

Jobless families with children < 15 years	No. of jobless families	No. of families	Jobless families %
Katherine	156	963	16.2%
NT	4,482	24,270	18.5%
Australia	278,539	2,335,402	11.9%

#### 3.2.2 Jobless families with children < 15 years of age, by Indigenous status (no., %): Katherine, NT, Australia (2016)<sup>61</sup>

Aboriginal jobless families with children < 15 years	No. of Aboriginal jobless families	No. of Aboriginal families	Aboriginal jobless families %
Katherine	147	335	43.9%
NT	4,029	8,388	48.0%
Australia	44,941	124,503	36.1%

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<sup>60</sup> PHIDU (2018a)

<sup>61</sup> PHIDU (2018b)

### 3.2.3 Children < 15 years in jobless families (no., %): Katherine, NT, Australia (2016)<sup>62</sup>

Children < 15 years in jobless families	No. of children in jobless families	Total children	Children in jobless families %
Katherine	339	2,272	14.9%
NT	8,662	50,568	17.1%
Australia	503,923	4,389,175	11.5%

### 3.2.4 Children < 15 years in jobless families, by Indigenous status (no., %): Katherine, NT, Australia (2016)<sup>63</sup>

Aboriginal children < 15 years in jobless families	No. of Aboriginal children in jobless families	Total Aboriginal children	Aboriginal children in jobless families %
Katherine	307	715	42.9%
NT	8,025	17,485	45.9%
Australia	87,525	220,397	39.7%

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<sup>62</sup> PHIDU (2018a)

<sup>63</sup> PHIDU (2018b)

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### 3.2.5 Low income welfare dependent families with children (no., %): Katherine, NT, Australia (June 2016)<sup>64</sup>

Low income welfare dependent families	Low income welfare dependent families with children	Total families	Low income welfare dependent families with children %
Katherine	388	2,105	18.4%
NT	8,676	48,058	18.1%
Australia	574,381	5,684,062	10.1%

### 3.2.6 Children in low income welfare dependent families (no., %): Katherine, NT, Australia (June 2016)<sup>65</sup>

	Children in low income welfare dependent families	Total children < 15 years	Children in low income welfare dependent families %
Katherine	777	2,849	27.3%
NT	16,112	57,179	28.2%
Australia	1,071,570	4,769,045	22.5%

<sup>64</sup> PHIDU (2018a)

<sup>65</sup> PHIDU (2018b)

### 3.2.7 Aboriginal low income families (no., %): Katherine, NT, Australia (2016)<sup>66</sup>

	Aboriginal low income families	Total Aboriginal families	Aboriginal low income families %
Katherine	98	539	18.2%
NT	3,469	13,965	24.8%
Australia	29,383	2,246,555	13.1%

### 3.3 Children in family with female parent with low educational attainment

#### 3.3.1 Children < 15 years in family with female parent with low educational attainment (no., %): Katherine, NT, Australia (2016)<sup>67</sup>

Children < 15 years in family with low educational attainment of mother	No. of children in family with low educational attainment of mother low income families	No. of children < 15 years	Children in family with low educational attainment of mother %
Katherine	503	2,272	22.1%
NT	12,239	50,568	24.2%
Australia	746,089	4,389,175	17.0%

See other data:

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<sup>66</sup> PHIDU (2018b)

<sup>67</sup> PHIDU (2018a)

- Maternal health data (Section 2: Early Childhood)
- Female sole parent pensioners (Section 5: Income and Employment)

Missing/potential additional data:

- Single parent employment status, including by Indigenous status
- Single parents under 25 years, including by Indigenous status
- Children in single parent families (no., %), including by Indigenous status
- Children in couple families (no., %), including by Indigenous status

## 4. HOUSING

Section 4 sets out data relating to housing in Katherine.

Housing is of significant relevance to the work of JR in Katherine. Access to stable, appropriate housing has significant positive impacts on quality of life. Conversely, difficulties in accessing housing, including housing in good condition and fit for purpose (enough room for all residents) can lead to a range of negative health, justice, educational and other outcomes.

As one example of the importance of housing in the context of this project, during consultations the community identified overcrowding as decreasing levels of safety and comfort in a home, leading young people to leave the house and to potentially then get caught up in opportunistic offending.<sup>68</sup> Data on average household size, average number of persons per bedroom, and proportion of dwellings that need extra bedrooms is presented below, including by Indigenous status.

Data is also provided in relation to housing security: identifying to what extent households are renting or buying a property, including by Indigenous status. Renting a property (rather than being able to purchase one's own home) has implications for access to housing, as well as broader socio-economic implications. As a start, it reduces security because it is generally a more temporary arrangement than owning a home. Further, where individuals are reliant on subsidised tenancies provided by government housing or other bodies their access to housing will depend on availability of such tenancies.

Key findings for housing are as follows:

- Indigenous homes are more likely to be overcrowded (according to mainstream definitions) than non-Indigenous homes in Katherine.
- More homes are being rented in Katherine than are being purchased/owned outright.
- The proportion of homes in Katherine that are rented from subsidised housing bodies (including government housing) is substantially higher than the national proportion (but similar to the proportion for the NT, as a whole).
- Indigenous people in Katherine are much more likely to be renting, and renting subsidised housing than non-Indigenous people. Around 13% of all private dwellings in Katherine are subsidised tenancies, compared with around 38% of private dwellings housing Indigenous households. Across the NT, the proportion of private dwellings with Indigenous households renting subsidised housing sits at around 50%.

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<sup>68</sup> It is noted that definitions of overcrowding may vary, including between Indigenous and non-Indigenous people.

## DATA: HOUSING

### 4.1 Housing overcrowding and suitability

#### 4.1.1 Average household size, by Indigenous status (no.): Katherine (2016)<sup>69</sup>

Average household size	Indigenous	Non-Indigenous	All persons	National <sup>70</sup>
	3.5	2.5	2.8	2.6

#### 4.1.2 Average number of persons per bedroom, by Indigenous status (no.): Katherine (2016)<sup>71</sup>

Average no. of persons per bedroom	Indigenous	Non-Indigenous	All persons	National <sup>72</sup>
	1.3	0.9	1.0	0.9

#### 4.1.3 Proportion of dwellings that need one or more extra bedrooms, by Indigenous status (no.): Katherine (2016)<sup>73</sup>

Proportion of dwellings that need 1 or more extra bedrooms (%)	Indigenous	Non-Indigenous	All persons
	20.9	4.5	8.2

### 4.2 Housing security

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<sup>69</sup> ABS (2016b)

<sup>70</sup> ABS (2016d)

<sup>71</sup> ABS (2016b)

<sup>72</sup> ABS (2016d)

<sup>73</sup> ABS (2016b)



#### 4.2.1 Housing tenure, by Indigenous status (%): Katherine, Australia (2016)<sup>74</sup>

Type of tenure	Indigenous households %	Non-Indigenous households %	All households %	National <sup>75</sup> %
Proportion of dwellings where home is owned/being purchased (%)	28%	47%	43%	66%
Proportion of dwellings where home is rented (%)	67%	48%	53%	31%
Other tenure type, tenure type not stated (%)	5%	5%	4%	3%
TOTAL	100	100	100	100

#### 4.2.2 Dwellings rented from government housing authority and housing cooperative, community or church group (%): Katherine, NT, Australia (2016)<sup>76</sup>

Dwellings rented from government housing authority or housing cooperative, community or church group	Percentage of private dwellings rented from government housing authority %	Percentage of private dwellings rented from housing cooperative, community or church group %
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<sup>74</sup> ABS (2016b). Data also available: dwelling structure type (eg. caravan, separate house, flat etc.); amount of rent paid for occupied private dwellings by landlord type; median rent by Indigenous, non-Indigenous status; rent stress; mortgage stress; financial stress from rent, mortgage (PHIDU and Census data).

<sup>75</sup> ABS (2016d)

<sup>76</sup> PHIDU (2018b). Also available, households in dwellings receiving rent assistance (all households); real estate tenancies

All Katherine	9.8%	3.2%
NT	11.9%	2.1%
Australia	3.6%	0.6%

4.2.3 Dwellings rented from government housing authority and housing cooperative, community or church group, by Indigenous status (%): Katherine town, NT, Australia (2016)<sup>77</sup>

Aboriginal dwellings rented from government housing authority or housing cooperative, community or church group	Percentage of private dwellings with Aboriginal households that are rented from government housing authority %	Percentage of private dwellings with Aboriginal households that are rented from housing cooperative, community or church group %
Katherine	22.9	14.9
NT	42.3	9.3
Australia	18.6	2.9

**4.3 Homelessness** (see also Missing/potential data below)

4.3.1 Total homelessness figures (2011, 2016): Katherine<sup>78</sup>

Total homeless persons: Katherine	
2016	418

<sup>77</sup> PHIDU (2018b). Also available, households in dwellings receiving rent assistance (all households); real estate tenancies by Indigenous status

<sup>78</sup> ABS (2016c) *2016 Census of Population and Housing: Estimating Homelessness*, by place of enumeration (Katherine LGA)

2011	456
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Missing/potential additional data:

- Public housing tenants (total numbers)
- Public housing applicants (total numbers)
- Public housing applicants to vacancies

HOMELESSNESS DATA: have requested data for Katherine, NT and Australia for 2011, 2016:

- Rate of homelessness per 10,000
- No. and % of homeless persons per age category
- No. and % of homeless persons according to Indigenous status

## 5. INCOME AND EMPLOYMENT

Section 4 sets out data related to income and employment in Katherine, including levels of reliance on social security benefits as income.

Income and employment are important issues for JR work. Poverty and disadvantage are recognised as causal factors of crime, and conversely, financial security and employment serve as protective factors against offending - for individuals and for whole communities. As an example of this, during consultations participants who had been incarcerated in youth detention indicated that having a job post-release had made a key difference in halting their offending behaviour, providing a sense of belonging and structure, as well as financial benefit. Participants highlighted the need for JR in Katherine to place some focus on increasing levels of employment, particularly for young people transitioning out of school and for Indigenous people. Increased employment was also directly linked to improving young peoples' engagement with education (see Section 6: Education). As an example of this, it was thought that if young people had enhanced access to employment opportunities they would better engage with school-based and other learning opportunities. Participants also emphasised the need for introduction of initiatives likely to increase local economic development so as to lift people out of intergenerational poverty and dependence on welfare benefits (and to increase employment opportunity).

Data relating to levels of income on which people in Katherine are dependent is set out below (personal, household: weekly – as medians, and as percentages of persons within lower and higher income brackets), as are rates of unemployment and the most common industries of employment/occupation. Employment statistics for 15-24 year olds are provided (where possible), including those measuring the extent to which they are 'learning/earning' (engaged in work or study). Data related to welfare benefits is also included in this section. This incorporates numbers and percentages of those on disability and female sole parent pensions, on unemployment benefits (including in the longer-term, and for those aged 16-24 years) and modelled estimates on rates at which those aged over 18 years in Katherine have been dependent on government support for more than 2 years, or for 13 months or more in the past 24 months. Where available, NT and national data is provided for the purpose of comparison.

Key findings for income and employment are as follows:

- Katherine's personal and household incomes compare well to national incomes, but Indigenous personal and household incomes are on average well below those of Katherine generally and of Australia. As an example, in Katherine the median personal income (weekly) for Indigenous people totalled less than half that of non-Indigenous people. Over a third of Indigenous people in Katherine are living on a personal income that falls within the lowest three income brackets (\$0-\$299), compared to one in 5 non-Indigenous people.
- Katherine's overall unemployment rate (3.8%) also compares favourably to the national rate (6.9%). More detailed analysis of unemployment rates, however, indicates that Indigenous people have much poorer employment prospects than non-Indigenous people in Katherine, and that those aged 15-19 years and 20-24 years also have higher rates of unemployment than is the case for Katherine generally. For

Indigenous people aged 15-24 years, for example, the rate of unemployment sits at a comparatively high 21%.

- Those aged 15-24 years, both Indigenous and non-Indigenous, were 'learning/earning' at a rate that was similar to that of the NT generally, but that was below the national rate. Young Indigenous people in Katherine, however, were 'learning/earning' at higher rates than was the case for young Indigenous people across the NT.
- The most common industries for employment across all ages were public administration and safety, healthcare and social assistance and construction, with some variation (and additional common industries), dependent on age bracket. The most common occupations were categorised as professionals (in education and training), technicians and trade workers, and community and personal service workers (the latter two both within the industry public administration and safety).
- Reliance on a range of government benefits was generally higher in Katherine than across Australia. How Katherine's reliance on benefits compared to that of the NT varied between benefit type. For eg., Katherine's rates of dependency on benefits were somewhat higher than the NT rates for both disability support pensions and female sole parent pensions.
- The community of Katherine's rate of reliance on benefits varied according to benefit type, with the highest rate of reliance being on disability support pensions and the lowest on female sole parent pensions. Overall, Katherine's reliance on those benefits for which data is available ranged from 5.6% to 7.7%. There is at this stage no data provided on social security benefit recipients in the Indigenous community in Katherine. Indigenous-specific statistics for Katherine may be higher.

## DATA: INCOME AND EMPLOYMENT

### 5.1 Personal and household income

#### 5.1.1 Median total income - personal and household, by Indigenous status (\$, weekly): Katherine, Australia (2016)<sup>79</sup>

	Indigenous	Non-Indigenous	All	National <sup>80</sup>
Median total personal income (\$/weekly)	406	1,062	922	663
Median total household income (\$/weekly)	1,292	1,965	1,819	1438

#### 5.1.2 Personal income (\$/weekly) brackets, percentage of persons in lower income brackets (<\$299/weekly)<sup>81</sup> and in higher income brackets (>\$1000/weekly), by Indigenous status (%): Katherine (2016)<sup>82</sup>

Personal income, lower and upper brackets	Percentage of all Indigenous persons %	Percentage of all persons %
Living on \$0 - \$299 per week (%)	36%	19%
Living on >\$1000 (%)	19%	46%

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<sup>79</sup> ABS (2016a)

<sup>80</sup> ABS (2016d)

<sup>81</sup> This can be further broken down into two income brackets: 0\$-\$149, \$150-\$299

<sup>82</sup> ABS (2016b). To calculate this, both Indigenous and non-Indigenous persons who did not state income are subtracted from totals. Income bracket data is also available by age.

5.1.3 Household income (\$/weekly) brackets, percentage of persons in lower income brackets (<\$499/weekly)<sup>83</sup> and in higher income brackets (>\$3000/weekly), by Indigenous status: Katherine (2016)<sup>84</sup>

	Indigenous	Non-Indigenous	All
Living on \$0 - \$499 (%)	16%	8%	9%
Living on >\$3000 (%)	11%	17%	16%

5.1.4 Low income households (no., %): Katherine, NT, Australia (2016)<sup>85</sup>

	No. of low income households (households in bottom 40% of income distribution)	All private dwellings	Percentage of low income households %
Katherine	1238	2616	32.7
NT	28076	65061	43.2
Australia	3,358,869	828,6077	40.5

## 5.2 Unemployment

5.2.1 Unemployment, labour force participation (no., %): Katherine (2016)<sup>86</sup>

<sup>83</sup> This can be further broken down into two income brackets: 0\$-\$149, \$150-\$299

<sup>84</sup> ABS (2016b). Indigenous and non-Indigenous persons who did not state income are subtracted from totals. Household income bracket data is also available by family composition (couple with children, without children; sole parent family; other family).

<sup>85</sup> PHIDU (2018a)

<sup>86</sup> ABS (2016a)

Unemployment, labour force participation		
Persons aged 15 years and over		7,526
Labour force status	Employed FT	3,100
	Employed PT	737
	Employed, away from work	273
	Unemployed, looking for work	162
	<i>Total labour force</i>	<i>4,281</i>
Not in the labour force		1641
Labour force status not stated		1,610
Unemployment <sup>87</sup> %		3.8% <sup>88</sup>
Labour force participation <sup>89</sup>		56.9%

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<sup>87</sup> The number of unemployed persons expressed as a percentage of the labour force.

<sup>88</sup> National unemployment rate according to 2016 Census data is 6.9%: ABS (2016d)

<sup>89</sup> The number of persons in the labour force expressed as a percentage of those aged 15 years and over



%		
Employment to population <sup>90</sup> %		54.6%

### 5.2.2 Unemployment, labour force participation, by Indigenous status (no., %): Katherine (2016)<sup>91</sup>

Unemployment, labour force participation, by Indigenous status					
Indigenous			Non-Indigenous		
Indigenous persons aged 15 years and over		1,442	Non-Indigenous persons 15 years and over		4,578
Labour force status	Employed	492	Labour force status	Employed	3,575
	Unemployed	77		Unemployed	89
	<i>Total labour force</i>	562		<i>Total labour force</i>	3,657
Not in the labour force		768	Not in the labour force		843
Labour force status not stated		109	Labour force status not stated		72
Unemployment		13.7%	% Unemployment		2.4%

<sup>90</sup> The number of persons working expressed as a percentage of those aged 15 years and over

<sup>91</sup> ABS (2016b)

%			
Labour force participation %	39.1%	% Labour force participation	80.0%
Employment to population %	34.2%	% Employment to population	78.2%

5.2.3 Unemployment, labour force participation, 15-19 years (no., %): Katherine (2016)<sup>92</sup>

Unemployment, labour force participation (15-19 years)		
Persons aged 15-19 years		572
Labour force status	Employed FT	62
	Employed PT	113
	Employed, away from work	11
	Hours work not stated	9
	<i>Total employed</i>	<i>189</i>
	Unemployed, looking for work	16

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<sup>92</sup> ABS (2016a)

	<i>Total labour force</i>	<i>209</i>
Not in the labour force		257
Labour force status not stated		109
Unemployment %		7.7

#### 5.2.4 Unemployment, labour force participation, 20-24 years (no., %): Katherine (2016)<sup>93</sup>

Unemployment, labour force participation (20-24 years)*		
Persons 20-24 years		647
Labour force status	Employed FT	291
	Employed PT	62
	Employed, away from work	20
	Hours work not stated	7

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<sup>93</sup> ABS (2016a)

	<i>Total employed</i>	374
	Unemployed, looking for work	21
	<i>Total labour force</i>	391
Not in the labour force		235
Labour force status not stated		123
Unemployment %		5.4%

5.2.5 Unemployment, labour force participation, 15-19 years, by Indigenous status (no., %): Katherine (2016)<sup>94</sup>

Indigenous unemployment, labour force participation (15-24 years)		
Indigenous persons aged 15-24 years		353
Labour force status	Employed FT	52
	Employed PT	28
	Employed, away from work	9
	Away from work	9
	<i>Total employed</i>	88

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<sup>94</sup> ABS (2016b)

	Unemployed, looking for work	22
	<i>Total labour force</i>	<i>105</i>
Not in the labour force		238
Labour force status not stated		16
Unemployment %		21%

#### 5.2.6 Top 3 industries of employment, by age (no., %): Katherine (2016)<sup>95</sup>

	15-19 years			20-24 years			All employed		
	Industry type	No. of persons employed	Percentage employed %	Industry type	No. of persons employed	Percentage employed %	Industry type	No. of persons employed	Percentage employed %
Top 3 industries of employment	Accommodation and food services	51	27	Public admin and safety	96	26	Public admin and safety	1,030	25

<sup>95</sup> ABS (2016a)

	Retail trade	42	22	Health care and social assistance	44	12	Health care and social assistance	600	15
	Public administration and safety	14	7	Construction	41	11	Construction	341	8
<i>Total employed</i>	189			374			4,120		

5.2.7 Top 3 occupations (industry in which most commonly employed) (no, %): Katherine (2016)

		All employed		
	Occupation type	Industry most commonly employed in	No. of persons employed	Percentage employed
Top 3 industries of employment	Professionals	Education and training	762	18.5%
	Technicians and trades workers	Public administration and safety	702	17%
	Community and personal service workers	Public administration and safety	671	16.3%

<i>Total employed</i>	4,120
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5.2.8 Learning or earning, 15-24 years (no., %): Katherine, NT, Australia (2016)<sup>96</sup>

	Learning or earning at 15-24 years	15-24 year olds	Percentage learning or earning at 15-24 years %
Katherine	776	1,218	63.7%
NT	20,098	30,720	65.4%
Australia	2,519,692	2,988,387	84.3%

5.2.9 Learning or earning, 15-24 year olds, by Indigenous status (no. %): Katherine, NT, Australia (2016)<sup>97</sup>

	Learning or earning 15-24	15-24 year olds	Learning or earning %
Katherine	181	358	50.6%
NT	4,619	11,099	41.6%

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<sup>96</sup> PHIDU (2018a)

<sup>97</sup> PHIDU (2018b)

Australia	80,856	123,718	65.4%
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### 5.3 Government benefits<sup>98</sup>

#### 5.3.1 Disability support pensioners (no., %): Katherine, NT, Australia (June 2016)<sup>99</sup>

	No. of disability support pensioners	All persons aged 16-64 years	Percentage of disability support pensioners %
Katherine	569	7,430	7.7%
NT	8,509	170,313	5%
Australia	782,891	15,439,712	5.1%

#### 5.3.2 Female sole parent pensioners (no., %): Katherine, NT, Australia (June 2016)<sup>100</sup>

	No. of female sole parent pensioners	All persons aged 15-54 years	Female sole parent pensioners %
Katherine	166	2,973	5.6%
NT	3,432	69,668	4.9%

<sup>98</sup> Also available, selected government allowances and benefits (2012-2016), by type of benefit, all persons (ABS)

<sup>99</sup> PHIDU (2018a)

<sup>100</sup> PHIDU (2018a)



Australia	245,738	6,477,991	3.8%
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5.3.3 People receiving an unemployment benefit (no., %): Katherine, NT, Australia (June 2016)<sup>101</sup>

	No. of persons receiving unemployment benefit	All persons aged 16-64 years	People receiving unemployment benefit %
Katherine	542	7,430	7.3%
NT	14,484	170,313	8.5%
Australia	830,200	15,439,712	5.4%

5.3.4 People receiving an unemployment benefit long term (no., %): Katherine, NT, Australia (June 2016)<sup>102</sup>

	No. of persons receiving unemployment benefit long-term (> 6 months)	All persons aged 16-64 years	People receiving unemployment benefit long-term %
Katherine	441	7,430	5.9%
NT	11,927	17,0313	7.0%
Australia	67,9269	15,439,712	4.4%

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<sup>101</sup> PHIDU (2018a)

<sup>102</sup> PHIDU (2018a)

5.3.5 Young people aged 16-24 receiving unemployment benefit (no., %): Katherine, NT, Australia (June 2016)<sup>103</sup>

	No. of young people (16-24) receiving unemployment benefit	All persons aged 16-24 years	Young people (16-24) receiving unemployment benefit %
Katherine	88	1,250	7%
NT	1,881	31,591	6%
Australia	98,100	2,842,552	3.5%

5.3.6 Estimated no. of persons (18 years and over) who had government support as their main source of income for the last 2 years (modelled estimates): Katherine, NT, Australia (2014)<sup>104</sup>

	Number	ASR per 100 <sup>105</sup>	SR <sup>106</sup>
Katherine	1,493	23.6	87
NT	16,482	14.7	54
Australia	4,811,478	27.1	100

<sup>103</sup> PHIDU (2018a)

<sup>104</sup> PHIDU (2018a)

<sup>105</sup> Indirectly age-standardised rate per 100, 1000, 10000, 100000 population

<sup>106</sup> Indirectly age standardised ratio

5.3.7 Estimated no. of persons (18 years and over) who had government support as their main source of income for 13 months or more in the past 24 months (modelled estimates): Katherine, NT, Australia (2014)<sup>107</sup>

	Number	ASR per 100	SR
Katherine	1,207	20.6	104
NT	10,223	9.9	50
Australia	3,530,554	19.9	100

See other data:

- Section 2: Family life
- Section 6: Education and training

Missing/potential additional data

- Income support, by Indigenous status

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<sup>107</sup> PHIDU (2018a)

## 6. EDUCATION AND TRAINING

Section 6 presents data on education for persons of all ages in Katherine.

Education issues are also of great importance to the project. Firstly, some of the focus cohort are still of school age. Engagement with schooling was recognised during consultations as a strong protective factor against (re-)offending. Conversely, disengagement from school (including, for instance, where children have complex issues that schools are under-resourced to respond to, or where parents are not effectively facilitating their children's engagement with school) may, in combination with other factors, increase the risk of offending. Poor educational outcomes more broadly, across all ages, are also significant in the context of JR work. For a start, education does not stop at school, with post-school training and learning likely to protect against offending in those aged 15 years and over. More generally, lower levels of educational attainment for individuals and whole communities contribute to socio-economic disadvantage, including where they lead to limited employment opportunities. As noted elsewhere in this report, disadvantage is known to commonly underpin offending. In other ways, the education levels of adults impacts on outcomes for children and young people: for e.g. reducing capacity of parents to engage with their children's education and/or to encourage their children to engage with education, identified as an issue of note immediately above.

The first data presented below identifies for those aged 15 years and over the highest level of schooling attained by both Indigenous and non-Indigenous people in Katherine (for individuals no longer at school) and non-school qualifications by type (such as postgraduate, bachelor, Certificate IV, etc.) (for individuals with such a qualification). Engagement with education for all ages is then described by way of data, incorporating participation rates for school leavers in higher education and in Vocational Education Training (VET). Numbers attending all educational institutions, from preschool to tertiary institutions, are also included.

Section 6 then goes on to report school-focused statistics for Katherine. These statistics identify for each school in 2017 its numbers of students enrolled, percentage of Indigenous enrolments, and respective Index of Community Socio-Educational Disadvantage (ICSEA), which defines the level of advantage for individual schools. In general, the higher the ICSEA score for a school the more likely it will be to produce better educational outcomes, as we see below in the data. Attendance rates and attendance levels (percentage of students attending 90% of the time or more) are also set out for each school (for 2015-17), alongside average attendance rates (not levels) for the NT. Indigenous and non-Indigenous statistics are provided in relation to attendance.

To provide a measure of school-based educational outcomes, the report relies on 2017 National Assessment Program Literacy and Numeracy (NAPLAN) data for individual schools. For each school, the percentage of students sitting below the minimum standard of academic achievement is detailed across all five NAPLAN areas (reading, writing, numeracy, grammar and punctuation, and spelling). NAPLAN data is provided for all four year levels that participate in NAPLAN testing (Years 3, 5, 7, 9). National rates at which students sit below the minimum standard are also presented for the purpose of comparison, as are rates for schools with similar students to those of each school.

Finally, numbers of enrolments and of disciplinary absences (suspensions only) are set out for each school for 2016-18 (year to date), dependent on available data.

Key findings: highest level of education achieved and engagement with education, all ages

- Whilst only 1% of persons in Katherine overall did not go to school, 6% of Indigenous people in Katherine reported not attaining a school education. Similarly, Indigenous people were more likely to report levels less than Year 12 as their highest level of schooling than non-Indigenous people in Katherine. Additionally, over a quarter of Indigenous people in Katherine finished their education in Year 10, compared with one in five non-Indigenous people.
- In terms of rates of attainment of non-school (post-school) qualifications the most common qualifications were Certificate III and IV and a Bachelor Degree. Accounting for different population sizes, Indigenous people are less likely to attain higher education qualifications than non-Indigenous people, based on the statistics presented below.
- Also of note, whilst the rate at which school leavers are participating in higher education in Katherine is very similar to that of the NT in general, it is much lower than the national rate (7.9% compared with 33.6%). The participation rate in Vocational Education Training (VET) is higher in Katherine than the national rate, and the Indigenous participation rate in VET in Katherine is higher than the non-Indigenous participation rate.

Key findings: School-based education

- ICSEA scores varied across schools in Katherine, but all schools were below the national benchmark/average score of 1000. The scores in Katherine ranged from 652 to 909.
- Indigenous enrolments also varied: from 31% of students to as high as 93% of students.
- In terms of attendance rates, at least in primary school, for both Indigenous and non-Indigenous students these rates were higher than the rates for the NT in general. At Katherine High School, attendance rates were similar to or slightly under those of the NT. At St Joseph's Catholic College, attendance was generally higher than was the case across the NT. Attendance levels are much lower than attendance rates in all Katherine schools, however: up to around 40 percentage points lower in some cases and falling to as low as 25% of students enrolled. Across all Katherine schools, Indigenous attendance rates and levels were generally lower (and sometimes substantially lower) than those for non-Indigenous students. Full time participation in secondary school at 16 years was lower in Katherine, compared to the NT and Australia.
- NAPLAN data indicates that the percentage of students in Katherine sitting below the national minimum standard is higher than is the case nationally - for all school years and all NAPLAN areas, almost without exception. The differences between Katherine and other schools' academic outcomes, however, are less pronounced when the comparator is a school with similar students. In the latter case, Katherine schools' percentages of students sitting below the minimum standard come much closer to and/or are lower than percentages for the relevant similar schools. The data indicates

that in general, the lower the ICSEA score a school has, the higher the percentage of its students falling below minimum standards.

- Finally, based on available data, numbers of suspensions in each school indicate that in primary school between 6% and 13% of all students in individual schools were suspended. At Katherine High School, 25% and 30% of students were suspended in 2016, 2017, respectively.

## DATA: EDUCATION

### 6.1 Level of education attained (for those no longer at school)

6.1.1 Highest level of school completed, persons 15 years or over and no longer in primary or secondary school, by Indigenous status (no., %):  
Katherine (2016)<sup>108</sup>

Highest level of school completed	Indigenous		Non-Indigenous		Indigenous status not stated	All populations	
	No. of Indigenous persons	Percentage of Indigenous persons %	No. of persons	Percentage of persons %	No. of persons	No. of persons	Percentage of persons %
Year 12 or equivalent	211	16%	2,411	55%	34	2,656	36%
Year 11 or equivalent	206	15%	518	12%	5	728	10%
Year 10 or equivalent	365	27%	943	21%	21	1,329	18%
Year 9 or equivalent	163	12%	195	4%	9	368	5%
Year 8 or below	155	11%	158	4%	4	321	4%

<sup>108</sup> ABS (2016a)

Did not go to school	80	6%	12	0%	0	96	1%
School level not stated	173	13%	171	4%	1,430	1,773	24%
Total	1,356	100	4408	100	1,506	7,268	100

6.1.2 Non-school qualification, level of education (15 years and over with a qualification) (no, %), by Indigenous status: Katherine (2016)<sup>109</sup>

Level of education	Indigenous persons completing qualification	Non-Indigenous persons completing qualification	Indigenous status not stated	Total no. persons completing qualification <sup>110</sup>	Percentage of all persons aged 15 years and over completing qualification
Postgraduate degree	3	143	0	148	2%
Graduate diploma, graduate certificate	14	118	0	133	1.8%

<sup>109</sup> ABS (2016a)

<sup>110</sup> These are the totals provided by ABS. They do not accurately represent an accurate tally of the Indigenous, non-Indigenous, Indigenous status not stated totals, for a reason that is unclear.



Bachelor degree	38	688	4	734	9.8%
Advanced diploma, diploma	62	518	9	593	7.9%
Certificate level: III and IV level	161	1,083	21	1,266	16.8%
II level	33	69	0	108	1.4%
<i>Total no. of persons aged 15 years and over</i>	<i>1,442</i>		<i>4,578</i>	<i>7,526</i>	-

6.1.3 Non-school qualification, level of education (15 years and over with a qualification), 15-24 years (no.): Katherine (2016)<sup>111</sup>

Level of education	Qualifications attained by Indigenous persons: 15-24 years	Qualifications attained by non-Indigenous persons: 15-24 years
Postgraduate degree graduate diploma, graduate certificate	0	6
Bachelor degree	0	46
Advanced diploma, diploma	0	22

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<sup>111</sup> ABS (2016a)

Certificate level: III and IV level	18	130
I and II level	10	20
Certificate level NFD	3	3
Level not stated	72	31
Total	113	263

## 6.2 Engagement with education, all ages

### 6.2.1 Full time participation in secondary school at 16 years (2016) (no., %): Katherine, NT, Australia<sup>112</sup>

	F/T participation at 16 years	All 16 year olds	FT participation %
Katherine	86	130	66.2%
NT	2,039	2,926	69.7%
Australia	237,292	282,100	84.1%

### 6.2.2 School leaver participation in higher education (no., %): Katherine, NT, Australia (2016)<sup>113</sup>

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<sup>112</sup> PHIDU (2018a)

<sup>113</sup> PHIDU (2018a)

School leaver participation in higher education	No. enrolled in higher education	No. of persons 17 years and over (2015)	Enrolment in higher education %
Katherine	10	126	7.9%
NT	245	3,154	7.8%
Australia	97,777	290,726	33.6%

#### 6.2.3 Participation in Vocational Education Training, by Indigenous status: Katherine, NT, Australia (2015)<sup>114</sup>

	Aboriginal population			Non-Aboriginal population			Total population		
	Katherine	NT	Australia	Katherine	NT	Australia	Katherine	NT	Australia
No.	1,167	13,208	165,105	2,001	44,722	3,532,921	3,492	64,205	4,362,372
ASR per 100	30.1	17.4	22.6	25.3	24.2	15.3	30.9	24	18.3
SR	164	77	100	165	158	100	168	131	100

#### 6.2.4 Attendance at educational institution, all ages (no.): Katherine (2016)<sup>115</sup>

Type of schooling	Indigenous	Non-Indigenous	Indigenous status not stated	All population totals
Preschool	46	120	4	171

<sup>114</sup> PHIDU (2018b). Data also available, pass rate for VET training, Indigenous, non-Indigenous, total students

<sup>115</sup> ABS (2016b)

Infants/Primary <sup>116</sup>	294	479	12	782
Secondary	203	307	19	522
Technical or further educational institution (includes TAFE):				
FT student				
15-24 years	3	8	0	11
25 years and over	3	3	0	7
PT student				
15-24 years	6	21	0	29
25 years and over	12	54	0	68
FT/PT status not stated	0	0	0	0
Total	19	85	0	105
F/T student:				
University or other tertiary institution				
<u>FT student</u>				
15-24 years	0	18	0	18

<sup>116</sup> Data is available for type of primary/secondary school attended (eg. government, Catholic)

25 years and over	5	31	0	38
<u>PT student</u>				
15-24 years	4	22	0	24
25 years and over	12	139	3	156
<u>FT/PT status not stated</u>	0	3	0	3
Total	25	212	3	241
Other type of educational institution	17	36	0	53
Type of educational institution not stated	201	161	1,695	2,054
Total	811	1,402	1,721	3,937

### 6.3 Primary and secondary school engagement

6.3.1 Katherine schools data: total enrolment (no.), Indigenous enrolment (%), Index of Community Socio-Educational Disadvantage (ICSEA),<sup>117</sup> attendance rates, attendance levels

(a) CLYDE FENTON PRIMARY SCHOOL

Clyde Fenton Primary School: general data (2017)<sup>118</sup>

<sup>117</sup> ICSEA defines the level of advantage in a school, with 1000 being an average score (benchmark). The higher the score, the higher the level of advantage of students attending a school. It is calculated using factors such as parents' education level, occupation, geographic location, etc.

<sup>118</sup> Data for all schools available on the MySchools website: <https://www.myschool.edu.au/>

Clyde Fenton Primary School	
Total enrolment (no. of students)	195
Indigenous students (%)	72
Index of Community Socio-Educational Disadvantage (ICSEA) <sup>119</sup>	778 (Average = 1000)

Clyde Fenton Primary School: attendance rates, attendance levels, NT comparison (for attendance rates only) (2015-2017)<sup>120</sup>

Clyde Fenton Primary School	2015 %		2016 %		2017 %	
Student attendance rate %	Clyde Fenton Primary School	NT-wide (all students)	Clyde Fenton Primary School	NT-wide (all students)	Clyde Fenton Primary School	NT-wide (all students)
All students	85%	81.2%	80	80.8	79%	79.1
Indigenous students	81%	67.4%	76%	67	74%	64.5
Non-Indigenous students	92%	89.9%	90	89.3	92%	88.3
Student attendance level	%					

<sup>119</sup> Also available, distribution of students across ICSEA, for all schools

<sup>120</sup> Clyde Fenton Primary School also has detailed attendance and enrolment data, per year level (2014-15); and retention rates, all students, Indigenous and non Indigenous students (2015-16)

(proportion of students attending 90% of the time or more)			
All students	55	48	46
Indigenous students	46	41	36
Non-Indigenous students	73	66	69

(b) KATHERINE SOUTH PRIMARY SCHOOL

Katherine South Primary School: general data (2017)<sup>121</sup>

Katherine South Primary School	
Total enrolment (no. of students)	331
Indigenous students (%)	34%
ICSEA	924 (Average = 1000)

Katherine South Primary School: attendance rates, attendance levels, NT comparison (for attendance rates only) (2015-2017)

Katherine South Primary School	2015 %		2016 %		2017 %	
Student attendance rate	Katherine South Primary School	NT	Katherine South Primary School	NT	Katherine South Primary School	NT

<sup>121</sup> MySchool data. Katherine South Primary School also has detailed attendance and enrolment data, per year level (2016-17), Indigenous, non-Indigenous, all students

All students	89	81.2	90	80.8	89	79.1
Indigenous students	83	67.4	83	67	83	64.5
Non-Indigenous students	92	89.9	93	89.3	92	88.3
Student attendance level (proportion of students attending 90% of the time or more)	%					
All students	61		63		66	
Indigenous students	41		42		53	
Non-Indigenous students	69		72		72	

(c) MACFARLANE PRIMARY SCHOOL  
Macfarlane Primary School: general data (2017)

Macfarlane Primary School	
Total enrolment (no. of students)	230
Indigenous students (%)	93
ICSEA	652 (Average = 1000)

Macfarlane Primary School: attendance rates, attendance levels, NT comparison (for attendance rates only) (2015-2017)

Macfarlane Primary School	2015 %	2016 %	2017 %



Student attendance rate	Macfarlane Primary School	NT	Macfarlane Primary School	NT	Macfarlane Primary School	NT
All students	82	81.2	79	80.8	77	79.1
Indigenous students	81	67.4	78	67	76	64.5
Non-Indigenous students	92	89.9	91	89.3	94	88.3
Student attendance level (proportion of students attending 90% of the time or more)	%					
All students	42		30		34	
Indigenous students	38		28		30	
Non-Indigenous students	78		63		88	

(d) KATHERINE HIGH SCHOOL

Katherine High School: general data (2017)

Katherine High School	
Total enrolment (no. of students)	606
Indigenous students (%)	55%
ICSEA	853 (Average = 1000)

Katherine High School: attendance rates, attendance levels, NT comparison (for attendance rates only) (2015-2017)<sup>122</sup>

Katherine High School	2015 %		2016 %		2017 %	
Student attendance rate	Katherine High School	NT	Katherine	NT	Katherine	NT
All students	79	81.2	76	80.8	71	79.1
Indigenous students	68	67.4	64	67	60	64.5
Non-Indigenous students	89	89.9	89	89.3	88	88.3
Student attendance level (proportion of students attending 90% of the time or more)	%					
All students	43		40		34	
Indigenous students	27		22		16	
Non-Indigenous students	60		62		61	

(e) ST JOSEPHS CATHOLIC COLLEGE

St Josephs Catholic College: general data (2017)

St Josephs Catholic College	
Total enrolment (no. of students)	225
Indigenous students (%)	31%

<sup>122</sup> Data also available for VET enrolments at Katherine High School (no. of enrolments, qualifications completed) (2015-2017) and senior secondary certificate awarded, no. completed senior secondary school (2016 and prior)

ICSEA	909 (Average = 1000)
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St Josephs Catholic College: attendance rates, attendance levels, NT comparison (for attendance rates only) (2015-2017)<sup>123</sup>

St Josephs Catholic College	2015		2016		2017	
Student attendance rate	St Joseph's College	NT	St Joseph's College	NT	St Joseph's College	NT
All students	82	81.2	86	80.8	85	79.1
Indigenous students	71	67.4	79	67	76	88.3
Non-Indigenous students	86	89.9	90	89.3	89	64.5
Student attendance level (proportion of students attending 90% of the time or more)						
All students	49		53		47	
Indigenous students	32		32		33	
Non-Indigenous students	58		62		53	

#### 6.4 Educational outcomes: school-based

##### 6.4.1 NAPLAN results: Katherine schools

- (a) Percentage of students below national minimum standard (Band 1) for all subject areas: Katherine, national comparison (2017) – YEAR 3<sup>124</sup>

<sup>123</sup> Data also available for VET enrolments at St Joseph's Catholic College (no. of enrolments, qualifications completed) (2015-2017) and senior secondary certificate awarded, no. completed senior secondary school (2016 and prior)

<sup>124</sup> National Assessment Program Literacy and Numeracy (NAPLAN) (2017) *National Report for 2017*, ACAPA, NSW. Naplan data for each school drawn from MySchools website

	Reading %	Writing %	Spelling %	Grammar & punctuation %	Numeracy %
Australia	3.1	2.5	4.6	3.7	8.7
Clyde Fenton Primary School	56	6	20	33	25
Similar schools to Clyde Fenton	24	16	22	31	22
Katherine South Primary School	9	9	8	21	10
Similar schools to Katherine South Primary School	10	4	7	13	8
Macfarlane Primary School	46	39	53	62	28
Similar schools to Macfarlane Primary School	40	42	51	46	40
St Josephs	8	14	21	N/A	N/A

Similar schools to St Joseph	10	6	10	13	7
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(b) Percentage of students below national minimum standard (Bands 1, 2, 3) for all subject areas: Katherine, national comparison (2017) – YEAR 5

	Reading %	Writing %	Spelling %	Grammar & punctuation %	Numeracy %
Australia	4.2	6.4	4.4	5.9	2.9
Clyde Fenton Primary School	33	53	35	44	31
Similar schools to Clyde Fenton	26	39	26	33	23
Katherine South Primary School	16	17	27	27	12
Similar schools to Katherine South Primary School	10	18	13	15	7
Macfarlane Primary School	54	97	59	48	54

Similar schools to Macfarlane Primary School	57	73	50	60	48
St Joseph's (Catholic)	13	29	14	14	13
Similar schools to St Joseph's	11	17	12	16	7

(c) Percentage of students below national minimum standard (Bands 1, 2, 3, 4) for all subject areas, Katherine, national comparison (2017) – YEAR 7

	Reading %	Writing %	Spelling %	Grammar & punctuation %	Numeracy %
Australia	4.3	10.4	5.1	6.0	2.9
Katherine High School	25	46	22	34	10
Similar schools to Katherine High School	22	35	19	28	12
St Joseph's	13	13	4	21	4
Similar schools to St Joseph	13	21	11	17	6

(d) Percentage of students below national minimum standard (Bands 1, 2, 3, 4, 5) for all subject areas, Katherine, national comparison (2017) – YEAR 9

	Reading %	Writing %	Spelling %	Grammar & punctuation %	Numeracy %
Australia	6.4	16.4	7.5	16.7	2.3
Katherine High School	29	50	24	35	13
Similar schools to Katherine High School	22	48	22	29	5
St Joseph's	42	59	52	48	12
Schools with similar students to St Joseph's	16	36	16	21	4

## 6.5 Disciplinary absences: all Katherine schools

6.5.1 Average enrolments, no. of students suspended: Katherine schools (2016-2018)<sup>125</sup>

<sup>125</sup> Data on suspensions available from NT Department of Education, Statistics, Research and Strategies: <https://education.nt.gov.au/education/statistics-research-and-strategies/enrolment-and-attendance/2017-average-enrolments-and-suspensions>

	Average enrolment <sup>126</sup>	Number of students suspended <sup>127</sup>	Students suspended %
<b>Katherine High School</b>			
2018 (Term 1)	653	75	N/A
2017	599	178	30%
2016	605	151	25%
<b>Katherine South Primary School</b>			
2018	394	n.p. <sup>128</sup>	-
2017	393	n.p.	-
2016	385	n.p.	-
<b>Clyde Fenton Primary School</b>			
2018	211	n.p.	-
2017	217	28	13%
2016	212	13	6%
<b>Macfarlane Primary School</b>			
2018	223	0	0%
2017	243	28	12%
2016	237	25	11%
<b>Casuarina Street Primary School</b>			
2018	401	0	0%

<sup>126</sup> The average enrolment number is the average enrolments of students over the reporting period

<sup>127</sup> Number of students suspended is the number of individual students that have been suspended. A student can be suspended more than once.

<sup>128</sup> np = not publishable as enrolments are less than 12 and/or the number of students suspended is less than 12



2017	375	0	0%
2016	346	n.p.	
<b>Kintore Street School</b>			
2018	53	0	0%
2017	50	n.p.	
2016	36	0	0%

See other data:

- Educational attainment of female parent (Section 3: Family life)
- Early learning (Section 2: Early Childhood)
- Learning/earning 15-24 years (Section 5: Income and Employment)

Missing/potential additional data

- TAFE only enrolment numbers, Indigenous, non-Indigenous
- University only enrolment numbers, Indigenous, non-Indigenous
- NAPLAN: % of students below minimum standard by LGA
- NAPLAN: % of students below minimum standard by LGA, by Indigenous status
- Enrolments and attendance by school by level of schooling (eg. preschool, Year 1, Year 2 and so on) (other than for Clyde Fenton, Katherine South Primary School)
- Enrolments and attendance by age
- Disciplinary absences: exclusions, including by Indigenous status, age
- No. of suspensions per student, length of suspensions
- Students subject to disciplinary absences and in justice system (identifying link between the two outcomes)
- Students enrolled and also in justice system (eg. on youth justice orders)
- Data related to re-entry to school, post-release (eg. student retention)

- Year 10-12 retention, including by Indigenous status
- Parent teacher interview data (% of parents attending)
- Other schools: School of the Air, (new) flexi school data (likely to include focus cohort?)

## 7. HEALTH

Section 7 provides health-related data.

Again, this is an issue of considerable relevance to JR work in Katherine. Participants spoke of disability, drug and alcohol use and mental health issues as prominent drivers of entry into the justice system, including as incarceration. The coincidence between these issues and justice outcomes occurs in a number of ways. As just some examples of this, offending may be related to drug intake both as drug offences and where this intake leads to offending behaviour (such as domestic violence). Participants pointed to the need to better identify and respond to these issues, including within the justice system and by increasing services and engagement by the community with existing services - particularly by those most in need of support and assistance. (Maternal health and early childhood health also has impacts on justice and other outcomes for children and young people, as noted above).

There have been difficulties in accessing health-related data through publicly available sources, including in terms of the latter issues. Primary Health Network (PHN) data, for instance, is provided for the NT as a single location (i.e. there is only one PHN area in the Territory, with no public data on local level health outcomes). In part, gaps in public data appear to be due to concerns about privacy for smaller populations. A list of missing and/or potential additional data relating to health is set out at the end of this section, as in previous sections.

Data provided below measures numbers and rates of admissions to hospital for mental health related conditions, numbers and percentages of those requiring assistance with core activities (due to disability) by age, and by Indigenous status. An overall rate of persons with a profound or severe disability in Katherine is set out, alongside the national rate. A significant percentage of persons with this level of disability are 65 years or over, however (and so may not have a high degree of relevance to this project).

Key findings on health are as follows:

- Katherine's rate of admissions to hospital for mental health related conditions is lower than the national rate, and slightly higher than the NT rate.
- Similarly, Katherine's rate of profound/severe disability is the same as the national rate, but lower than the NT rate. (Lower rates of disability may mean lower rates of identification, rather than of incidence, however).
- Differences between percentages of Indigenous and non-Indigenous persons identified as needing assistance with core activity varied dependent on age groups, but ranged across both groups (from 0.8% to 3.3%). Overall, across all ages the percentage of need for assistance identified was almost double for Indigenous people, compared to non-Indigenous people (6.9% and 3.8%, respectively).

## DATA: HEALTH

### 7.1 Hospital admissions<sup>129</sup>

#### 7.1.1 Hospital admissions for mental health related condition: Katherine (2014-15)

Admission for mental health related condition, all hospitals	No.	ASR per 100,000	SR
Katherine	129	1316.3	74
NT	2,765	1257.6	71
Australia	395,613	1770.9	100

### 7.2 Disability<sup>130</sup>

#### 7.2.1 Need for assistance with core activity, by age (0-4, 5-14, 15-19, 20-24, all ages) (no., %): Katherine (2016)<sup>131</sup>

Age group	Percentage needing assistance within age group <sup>132</sup> (%)	Needs assistance	Doesn't need assistance	Need not stated	Total
0-4 years	0.8	5	648	141	800
5-14 years	2.3	26	1106	259	1,392

<sup>129</sup> Data also available for estimated no. of people experiencing barrier to accessing health care services (and needed health care) in the last 12 months due to cost (PHIDU (2018))

<sup>130</sup> Data also available related to persons providing unpaid assistance to someone needing assistance with core activity, by age, and by Indigenous status (ABS)

<sup>131</sup> ABS (2016a). Measures the number of people with a profound or severe disability. People with a profound or severe disability are defined as those people needing help or assistance in one or more of the three core activity areas of self-care, mobility and communication, because of a disability, long-term health condition (lasting six months or more) or old age. Data available for various age groups (0-85 years and over)

<sup>132</sup> The percentage needing assistance has been calculated as a percentage of those who have stated whether or not they need assistance.

15-19 years	3	14	451	107	572
20-24 years	2.6	13	495	139	647
All ages	3.8	284	7,364	2,067	9,717

7.2.2 Need for assistance with core activity, by age (0-4, 5-14, 15-19, 20-24, all ages) (no., %), by Indigenous status: Katherine (2016)<sup>133</sup>

Age group	Percentage needing assistance within age group <sup>134</sup> (%)	Needs assistance	Doesn't need assistance	Need not stated	Total
0-4 years	1.2	3	196	20	293
5-14 years	1.7	8	454	34	496
15-19 years	3.3	6	181	3	186
20-24 years	2.7	4	495	16	166
All ages	6.9	137	1,841	170	2,145

7.3 People with profound or severe disability (no, %): Katherine, NT, Australia (2016)<sup>135</sup>

People with profound or severe disability	No. of persons with disability	Total population	Persons with disability %
Katherine	287 <sup>136</sup>	9,058	3.2%
NT	97,777	290,726	5.4%

<sup>133</sup> ABS (2016a). Data available for various age groups (0-85 years and over)

<sup>134</sup> The percentage needing assistance has been calculated as a percentage of those who have stated whether or not they need assistance.

<sup>135</sup> PHIDU (2018a)

<sup>136</sup> 113 persons (or 39.4%) of those with a profound/severe disability are aged 65 years and over

Australia	1,192,966	22,160,383	3.2%

See also:

- Special needs (Section 1: Early Childhood)
- Disability pensions (Section 5: Income and Employment)

Missing/potential additional data:

- Hospital admissions, primary reasons, by age group (e.g. 0-5, 5-9, 10-14, 15-19, etc.). Hospital admission data is available for Katherine for all ages, including ear related conditions, respiratory conditions, injury and other external causes, etc. This needs to be broken down by age group (early years, focus cohort age groups) – and by Indigenous status. Drug and alcohol-related admissions and mental health related admissions are also important.
- Community based health service provision
  - Mental health related and drug and alcohol related service provision (occasions of service, clients, failure to attend appointments), including by Indigenous status
  - Other relevant areas (for e.g. maternal health, childhood health, specific age-brackets – i.e 0-4, 5-9 years, etc.)

## 8. OTHER DATA<sup>137</sup>

This final section, Section 8, contains miscellaneous data relevant to issues directly or less directly connected to justice outcomes.

The only data provided at this stage measures levels of internet connection for households, both Indigenous and non-Indigenous. This provides some indication of levels of social and other inclusion of Katherine's community members. It is likely to have impacts on, for instance, access to services and information, and on educational levels and outcomes.

Key findings, miscellaneous data:

- Katherine households' rate of access to the internet is lower than the national rate of access, but this difference is most prominent for Indigenous households. Their rate of access is almost 30 percentage points lower than the national rate.

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<sup>137</sup> PHIDU (2018a). Additional data on 'Community Strengths' includes Estimated no. of people (18 years or over) able to access support in times of crisis from persons outside of their household; Estimated no. of people (18 years or over) (or their partner) who provide support to other relatives outside of their household

**DATA: MISCELLANEOUS****8.1 Internet connection, by Indigenous status (no., %): Katherine (2016)**

	Indigenous		Other households		All households		National <sup>138</sup>
	No.	%	No.	%	No.	%	%
Internet accessed from dwelling	328	55	1,629	81	1959	75	83.2
Internet not accessed from dwelling	230	39	302	15	529	20	14.1
Not stated	33	6	91	4	127	5	2.7
Total	596	100	2019	100	2616	100	100

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<sup>138</sup> ABS (2016d)



## LIST OF DATA SOURCES

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