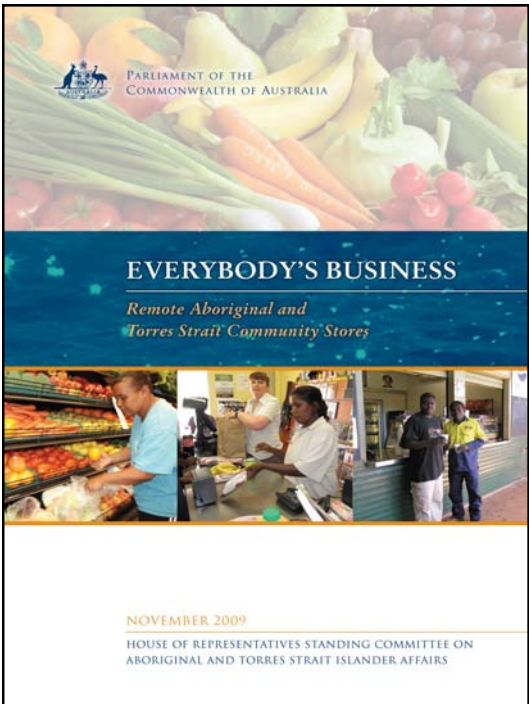
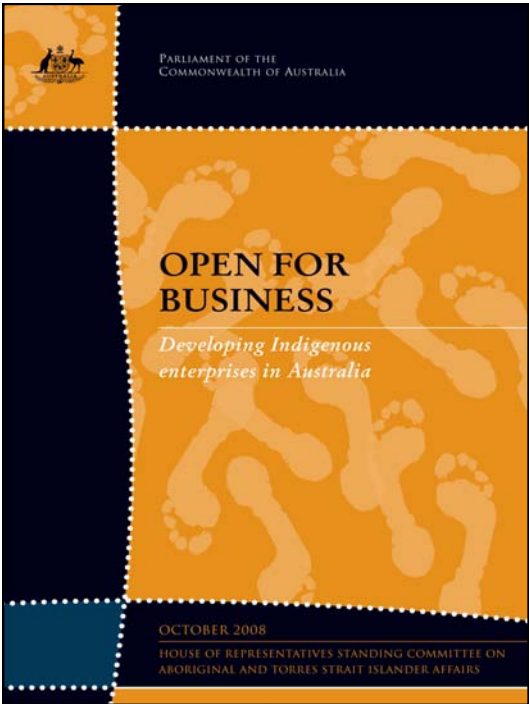
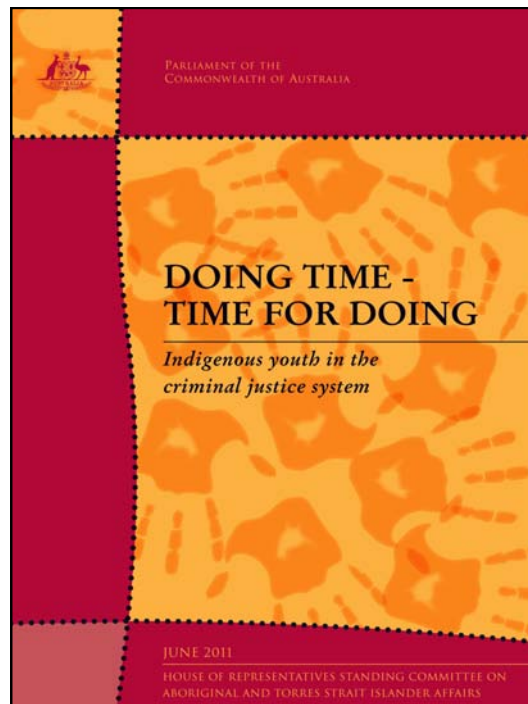


PARLIAMENT of AUSTRALIA
HOUSE of REPRESENTATIVES

**The inquiry process:
key steps at a glance**

1. Determine / receive terms of reference
2. Advertise and invite written submissions
3. Receipt and authorisation for publication of submissions
4. Taking oral evidence:
 - public hearings
 - inspections
5. Assessing the evidence, report preparation and consideration
6. Report printing and tabling
7. Government response





House of Representatives Standing Committee on
Aboriginal and Torres Strait Islander Affairs
Inquiry into language learning in Indigenous communities

Terms of reference

The Committee will inquire into and report on Indigenous languages in Australia, with a particular focus on:

- ▶ The benefits of giving attention and recognition to Indigenous languages
- ▶ The contribution of Indigenous languages to Closing the Gap and strengthening Indigenous identity and culture
- ▶ The potential benefits of including Indigenous languages in early education
- ▶ Measures to improve education outcomes in those Indigenous communities where English is a second Language
- ▶ The educational and vocational benefits of ensuring English language competency amongst Indigenous communities
- ▶ Measures to improve Indigenous language interpreting and translating services
- ▶ The effectiveness of current maintenance and revitalisation programs for Indigenous languages, and
- ▶ The effectiveness of the Commonwealth Government Indigenous languages policy in delivering its objectives and relevant policies of other Australian governments.

Submission No. 27
RECEIVED
13 JAN 2010
Tuggerah Council

**Central Australian Youth Link-Up Service
CAYLUS**

P. 08 8081 4200 F. 08 8082 8221
470 Pitt St, Alice Springs, NT 0871
www.centralyouth.org.au/centralyouth_youthlinkup

20 December 2009

Submission of the Inquiry into the high levels of involvement of Indigenous juveniles and young adults in the criminal justice system

This submission will focus on prevention and early intervention strategies implemented successfully in the region by CAYLUS and other agencies to assist in reducing the number of Indigenous Australians involved in the criminal justice system by outlining:

1. Strategies to promote the development of positive social norms and behaviours for Indigenous juveniles and young adults;
2. How alcohol and substance abuse contribute to Indigenous youth incarceration rates and the way in which CAYLUS and other agencies have implemented strategies that have greatly reduced this in relation to alcohol abuse in our region;
3. How we have implemented initiatives to improve the effectiveness of the education system and to grow employment opportunities in the region to reduce young Indigenous people's involvement with the criminal justice system;
4. How the Yipirala and Mi Thoo nutrition programs provide diversion of Indigenous people from juvenile detention centres and crime;
5. A potential cross-jurisdictional issue that may affect responses to young people who are offending and have substance misuse issues in Central Australia.

These issues will be addressed throughout the submission. This will not be a lengthy submission due to our workload - the summer school holiday period is a busy time for us due to the high risk of substance abuse in that time and the closing down of various agencies. However, we have demonstrated capacity to develop and implement successful strategies that address the issues that this Inquiry is focused on. In partnership with NPY Women's Council and General Properties Trust, we received the National Award for Prevention from the Australian Drug Council in 2007 for our work around the rollout of Opal fuel in the region. Further background on CAYLUS is provided at attachment 1 and 2.

House of Representatives Standing Committee on
Aboriginal and Torres Strait Islander Affairs
Inquiry into language learning in Indigenous communities

QUESTIONNAIRE

1. What are the languages spoken in your community?
2. How well are they spoken by children, adults and elders?
3. Describe your group and project:
 - ✧ Why was it important to start up?
 - ✧ How long have you been running?
 - ✧ What age group(s) are you working with?
 - ✧ How many people are involved?
4. What activities do you do to record or encourage the use of languages, including local languages?
 - ✧ How are local schools involved?
 - ✧ What help do you receive from the government or other organisations to carry out your activities?
 - ✧ Can you describe how your project's activities may have helped the whole community?
5. How are your languages, including your local languages taught in school?
 - ✧ What difference has the teaching of local languages made to children's attendance and achievement at school?
6. What interpreting and translating services are available in your local languages? How useful and effective are they?
7. What are the main difficulties facing your project?
8. What are you aiming to achieve in the future?

The Committee welcomes further comments from you about your project or on any or all of the Inquiry's terms of reference. Please find the Terms of Reference overleaf and note that the Committee may use this information in preparing its report and making recommendations to the Government.
If accepted as a submission, your document will be published on the inquiry website.
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