

Children and Schooling Implementation Plan

NATIONAL PARTNERSHIP ON
NORTHERN TERRITORY REMOTE ABORIGINAL INVESTMENT

PART 1: PRELIMINARIES

1. This Implementation Plan sits under the National Partnership on Northern Territory Remote Aboriginal Investment (the Agreement) and should be read in conjunction with that Agreement. This Implementation Plan will support the achievement of the objectives of the Agreement to improve schooling for Aboriginal children.
2. This Implementation Plan will contribute to the achievement of outcomes under the Agreement by improving the school readiness, attendance, attainment, engagement and educational achievement of Aboriginal students from remote or very remote areas in the Northern Territory.
3. The Council of Australian Governments (COAG) and the COAG Education Council have agreed to improve Indigenous school attendance outcomes by 2018, halve the gap in literacy and numeracy achievement by 2018 and halve the gap in Year 12 or equivalent attainment by 2020.
4. The Northern Territory is committed to achieving the COAG benchmark of 90 per cent attendance for Indigenous students and recognises the importance of engaging and retaining students in education, particularly in early childhood and the primary years, to establish strong patterns of attendance and contribute to improvements in literacy and numeracy outcomes and Year 12 or equivalent completions. The activities under this Implementation Plan are part of a larger series of approaches by both Parties that contribute to the achievement of the agreed COAG targets.
5. This Implementation Plan will support increased local Aboriginal employment, professionalisation and career development in the delivery of government funded services. The goal of increasing local Aboriginal employment needs to be undertaken in the context of improving Aboriginal student outcomes as the first priority of this Implementation Plan.
6. The Northern Territory will seek to provide opportunities for the participation of Indigenous businesses in the roll out of the capital works funded under this Implementation Plan.

Dependencies

7. The 2014 review of Indigenous education in the Northern Territory, 'A Share in the Future', shows that outcomes for the Northern Territory's Indigenous students remain well below non-Indigenous students nationally. In response to the 2014 'A Share in the Future' Review's recommendations, the Northern Territory is implementing a 10-year strategy titled 'A Share in the Future - Indigenous Education Strategy 2015-2024' (the Strategy) to ensure the effective alignment of resources, focusing on actions that will have a direct and measurable impact on educational outcomes for Indigenous students. The Northern Territory remains responsible for implementation and achievement of outcomes under the broader strategy.
8. Funding under this Implementation Plan will supplement the Northern Territory's investment in this reform and will contribute to Stage 2 of the Strategy. Funding will also provide additional program capacity in recognition of the complexity and size of educational issues. The mid-term review of the Agreement has assessed the degree to which the agreed objectives, outcomes and/or outputs have been achieved, and the interim findings of that review have informed negotiations for this Implementation Plan. Reforms progressed under this Implementation Plan will be developed in such a way that they will be sustainable beyond the term of the Agreement. In particular, activities focus on feedback received under the Evaluation and Consultations process of Stage 1 of the Strategy recently completed by the Northern Territory government and their strong commitment to community engagement and local decision making.

Scope of this Implementation Plan

9. This Implementation Plan formalises Stage 2 of the Strategy and investment and effort under the current Agreement between the Commonwealth and the Northern Territory. This Implementation Plan details agreed activities for government schools in the Northern Territory as part of five overarching project activities: Foundations; Essentials; Pathways; Engagement; and Workforce. The activities focus on Aboriginal students with the highest need-students in or from a remote or very remote area who are attending school in a remote or very remote area and in some circumstances a provincial school.
10. References to schools within this Implementation Plan mean schools located in remote and very remote areas, as defined by the Australian Bureau of Statistics. References to students within this Implementation Plan mean Aboriginal and/or Torres Strait Islander students attending schools in remote or very remote communities, as well as Aboriginal and/or Torres Strait Islander students from remote or very remote communities who may be attending school in a provincial area (e.g. boarding school).
11. The Parties acknowledge that some issues affecting educational outcomes are outside the control of schools and the education system, such as health and development of the community and limited economic opportunity in many remote communities. The Parties are committed to progressing holistic responses and are committed to working with communities, the not-for-profit sector and businesses to make a contribution to addressing these issues.

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

12. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Indigenous Affairs, and the Northern Territory represented by the Minister for Education.
13. As a schedule to the Agreement, the purpose of this Implementation Plan is to provide the public with an indication of Commonwealth and Northern Territory effort in relation to the aims that:
 - a) Aboriginal children entering primary schooling have the skills and attributes they need to succeed in their education;
 - b) Aboriginal children at all stages of schooling attend school regularly and are supported in their education by their families and community;
 - c) Aboriginal student outcomes are improved through a consistent, system-wide approach to providing highly skilled and motivated educators and leaders in our schools;
 - d) Aboriginal students complete schooling well equipped to take up employment, training and higher education opportunities; and
 - e) Aboriginal students achieve age benchmarks in literacy and numeracy in their primary years of schooling, and plan for their secondary education with confidence.
14. This Implementation Plan will cease on completion or termination of the Agreement, including final performance reporting and processing of final payments against performance benchmarks or milestones. This Implementation Plan may be varied by written agreement between the Commonwealth and Northern Territory Ministers responsible for it under the overarching Agreement.
15. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the plan and its full implementation.

PART 3: STRATEGY FOR IMPLEMENTATION

Relevant Northern Territory Context

16. In developing this Implementation Plan consideration has been given to relevant Northern Territory context.
17. The Northern Territory's school age population differs in profile from all other jurisdictions. The differences demonstrated in Table 1 impact on the costs and challenges of effective and quality education service delivery in the Northern Territory.

Table 1: Characteristics of the Northern Territory School Aged Population

Dimension	Northern Territory %	Australia %
School age population in the most disadvantaged socio-economic group (lowest decile) ¹	19.5	10.0
Population under 15 years of age ²	22.0	19.0
Aboriginal and Torres Strait Islander students ³	40.5	5.5
Population from a language background other than English ¹	37.2	23.2
Young people living in remote and very remote areas ⁴	44.8	2.3
Developmentally vulnerable on 2 or more Australian Early Development Census (AEDC) domains ⁵	23.1	11.1

Sources: ¹ABS 2011 Census (Basic Community Profile); ²ABS 2016 QuickStats: People, Demographics & Education; ³Schools Australia 2016 excludes preschool students; ⁴DEEWR unpublished; ⁵AEDC National report 2015

18. Many Northern Territory students live in challenging circumstances, where they experience multiple complex barriers to education engagement. It is incorrect to assume that the relationship between education outcomes and student background is inevitable. The overlapping nature of these barriers make it difficult to identify the impact of any one intervention, particularly when measured at the aggregate level.
19. The Northern Territory has responsibility for the delivery of education services within its jurisdiction, and is best placed to determine the strategic priorities and service delivery arrangements that will support the specific needs of students, including those from remote and very remote communities.
20. Teacher quality is acknowledged as a key factor in improving educational outcomes for disadvantaged students. As such, the Northern Territory continues to offer incentives to attract highly skilled and motivated people to work in remote and very remote schools. This includes provision of professional pathways for assistant teachers supported by systemic training programs linked to pay progression for staff with higher qualifications.

21. The Commonwealth and Northern Territory have implemented a range of measures to improve attendance, including the Remote School Attendance Strategy (RSAS), Northern Territory truancy provisions, and local school initiatives. It is essential to the delivery of outcomes within this Implementation Plan for the two governments to work together to ensure all attendance efforts are cooperatively and strategically deployed, including the development of principles and processes for the implementation of attendance efforts.
22. Activities 1-5 link with a range of existing reforms and other projects being implemented by the Parties. The Parties agree to work together to align initiatives and maximise coordination of service delivery.

Project information

23. Activities 1-5 are those with potential to have a direct and measurable positive impact on student outcomes. Activities also include provision for the development of systems data collection and monitoring of outcomes, as well as evaluation.
24. Activity 1 — Foundations — the Evaluation and Consultations process of Stage 1 of the Strategy recommended the consolidation of services that have demonstrated success and the strengthening of parental engagement and school readiness through Families as First Teachers (FaFT) Programs; with a particular focus on increasing the number of days attended per week. This activity acknowledges the importance of establishing strong patterns of attendance in early childhood as a precursor to strong school attendance in the primary and secondary years.
25. Activity 2 — Essentials — the Evaluation and Consultations process of Stage 1 of the Strategy recommended a different approach to delivering education services in remote and very remote settings. Where feasible, Aboriginal first languages should also be taught. This activity is identified as critical in preparing Aboriginal children for ongoing success at school, and ensuring they are engaged in school throughout their education journey. It is noted that projects in Activity 2 are to be fully funded by the Northern Territory for the duration of this Implementation Plan.
26. Activity 3 — Pathways — the Evaluation and Consultations process of Stage 1 of the Strategy highlighted the importance of a quality secondary education in providing opportunities for students in accessing employment, training and further education. There are two valid options for secondary education in the Northern Territory. The first model is parents elect for their children to undertake senior secondary and the majority of middle years schooling in regional and urban schools, supported with residential arrangements. The second option is that parents elect for their children to undertake a secondary education program (Employment Pathways) in their community understanding that this program provides pathways suited to employment within the local community. The Transition Support Unit (TSU) is focused on ensuring secondary education provision meets the needs of remote and very remote students and communities.
27. Activity 4 — Engagement — prioritises the importance of students attending school every day. Research clearly identifies that without at least four days attendance at school per week, students find it difficult to achieve outcomes and national benchmarks. The delivery of quality education that is tailored to meet the needs of Aboriginal students is critical to their ongoing engagement in education throughout their years of schooling. The Review identifies many of the contributing factors that lead to poor school attendance rates for remote and very remote schools. School efforts need to be enhanced by a whole of government approach that addresses the existing issues of welfare reform, employment opportunities and community safety issues. Governments will also seek to align efforts in these areas.

28. Activity 5 — Workforce — the Evaluation and Consultations process of Stage 1 of the Strategy highlighted the importance of attracting and retaining high quality teaching staff and principals in remote settings and increasing the number of local Aboriginal employees, including assistant teachers, teachers and principals. The focus on high quality staff is to ensure Aboriginal children receive quality educational programs that optimise learning.

Estimated costs

29. The maximum financial contribution to be provided by the Commonwealth to the Northern Territory for this Implementation Plan is \$134.284 million covering 2018-19 to 2021-22, which includes \$115.725 million in National Partnership payments to the Northern Territory and \$18.559 million in payments to non-government schools.

30. National Partnership payments to the Northern Territory are payable in accordance with milestones and performance benchmarks specified in this Implementation Plan. Maximum National Partnership payments to the Northern Territory under this Implementation Plan total \$115.725 million covering 2018-19 to 2021-22. All payments are exclusive of GST.

31. The estimated overall budget (exclusive of GST) is set out in Table 2 and the budget for the activities under this Implementation Plan is set out in Table 3. The budget is indicative only and the Northern Territory retains the flexibility to move funds between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 2: Estimated financial contributions ^(b)

(\$ million)	2018-19	2019-20	2020-21	2021-22	Total
Estimated total budget (1)	37.458	37.319	30.231	29.276	134.284
Estimated National Partnership payments (2)	30.922	32.540	26.622	25.641	115.725
Payments to non- government schools (3)	6.536	4.779	3.609	3.635	18.559
Total Commonwealth contribution (4) = (2) + (3)	37.458	37.319	30.231	29.276	134.284
Balance of non-Commonwealth contributions (5) = (1) -(4) ^(a)	0.000	0.000	0.000	0.000	0.000

(a) The Northern Territory is not required to make a financial contribution under the terms of this Agreement. However, as the Northern Territory is responsible for the provision of public education services in its jurisdiction, it allocates its own source funding accordingly, including through its 'A Share In the Future - Indigenous Education Strategy 2015-2024', in support of services funded under this Agreement.

(b) The above table reflects the original National Partnership allocation less the discontinued Student Enrolment and Attendance Measure allocation.

Table 3: Estimated financial contributions for this Implementation Plan

Activity	2018-19	2019-20	2020-21	2021-22	Total
	\$million				
1. Foundations	9.685	9.951	7.562	6.989	34.187
2. Essentials	0.000	0.000	0.000	0.000	0.000
3. Pathways	4.491	4.896	3.020	3.089	15.496
4. Engagement	3.887	3.899	3.980	3.154	14.920
5. Workforce	5.349	5.438	4.001	3.994	18.782
5a. Workforce capital*	3.800	3.800	3.800	3.800	15.200
Sub – Total (1)+(2)+(3)+(4) +(5+5a)	27.212	27.984	22.363	21.026	98.585
6. Performance benchmarks	3.710	4.556	4.259	4.615	17.140
Total Commonwealth Contribution (1)+(2)+(3)+ +(4)+(5 + 5a)+(6)	30.922	32.540	26.622	25.641	115.725

*A Capital Works Schedule will be agreed between the Parties on an annual basis.

Program logic

32. This Implementation Plan is based on the 2014 ‘A Share in the Future’ Review's findings and recommendations and learnings from the previous Agreement. It focuses on five activities: (1) Foundations; (2) Essentials; (3) Pathways; (4) Engagement; and (5) Workforce, which include a number of evidence-based key outputs that contribute to the achievement of objectives and outcomes set out in the Agreement. Each of these activities and their outputs (1 January 2018-31 December 2021) are detailed in Table 4 below.

Table 4: Program logic

Activity	Outputs	Outcomes	Objectives
1. Foundations	<p>Across all Families as First Teachers (FaFT) sites develop place-based strategies to engage parents to have their children participating more regularly.</p> <p>Establish four sites (eight programs) delivering Adult Literacy training focused on improving levels of parental engagement in their children’s schooling. Programs will be provided for both Aboriginal men and women at existing Child and Family Centres.</p>	<p>Aboriginal children entering primary schooling have the skills and attributes they need to succeed in their education.</p>	<p>Enhance the delivery of early childhood education to remote and very remote children through:</p> <ul style="list-style-type: none"> • More exposure of children to successful programs; and • Students have access to more integrated early childhood services in very remote communities with government schools.

Activity	Outputs	Outcomes	Objectives
2. Essentials	Not Applicable - fully funded by the NT.		
3. Pathways	<p>Actively prepare Year 6 and 7 students and their parents from 70 very remote communities to engage with and complete secondary school boarding.</p> <p>Identify and support students at Northern Territory boarding schools to transition to work and further study on completion of their schooling.</p>	Aboriginal students complete schooling well equipped to take up employment, training and higher education opportunities.	<p>Provide access to secondary education for very remote students that meets the academic and vocational aspirations of students and families.</p> <p>To improve the completion of secondary education of students from very remote communities in the NT.</p>
4. Engagement	<p>Work with the Commonwealth to repurpose existing attendance resources to develop new initiatives that enable children to access school, engage in the classroom and achieve growth.</p> <p>Support Senior Attendance and Truancy Officers (SATO) to:</p> <ul style="list-style-type: none"> • work both inside and outside the school fence, supporting students on their re-entry to school; • work with other agencies to refer families where there are underlying issues that need to be addressed; • liaise and work with the Remote School Attendance Strategy team within the community and relevant cultural authorities; • develop strong relationships with schools; • coordinate home visits; • engage with early learner families; • engage in incentive and reward activities; and • effectively report responses to community issues (volatile substance abuse, night-time activity etc). 	Aboriginal children at all stages of schooling attend school regularly and are supported in their education by their families and community.	<p>Increase community engagement, including with relevant cultural authorities and governance in remote schools with a specific focus on improving:</p> <ol style="list-style-type: none"> a) literacy and numeracy; and b) students attending primary school four days per week or more. <p>Increase enrolment and attendance of remote and very remote students through alignment of efforts (Commonwealth and Northern Territory) to improve school attendance.</p>

Activity	Outputs	Outcomes	Objectives
5. Workforce	70% of Indigenous assistant teacher workforce enrolled in further accredited training.	Aboriginal student outcomes are improved through a consistent, system-wide approach to providing highly skilled and motivated educators and leaders in our schools.	Support and develop a highly skilled and motivated education workforce through: <ul style="list-style-type: none"> • Comprehensive staff induction and preparation; and • Strengthened professional development and training.
5a. Workforce Capital*	Strategically target specific housing initiatives of: <ul style="list-style-type: none"> • New housing; • Upgrades to existing housing; and • Increased security; to ensure that appropriate housing is available for teachers to deliver quality education in very remote schools (min. 25% Indigenous employment rate subject to community capacity).	Improved teacher housing will contribute to attracting and retaining a skilled and motivated teacher workforce.	Support and develop a highly skilled and motivated education workforce through: <ul style="list-style-type: none"> • Improved teacher housing (refurbishment and construction).

*New houses counted towards meeting milestones under this Implementation Plan may not be counted towards meeting milestones or performance benchmarks under any other agreement, and vice versa, at any time.

Risk Management

33. A risk management plan is in place. Risks have been actively identified, entered into a risk log and categorised in terms of impact and likelihood.

PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

Payment Benchmarks and Milestones

34. While activity under this Implementation Plan is based on calendar years (1 January 2018 to 31 December 2021), payments will be made based on financial years (2018-19 to 2021-22).
35. To qualify for the associated payment outlined at Table 5, the Northern Territory must meet the milestones in Table 6 and performance benchmarks in Table 7.

Table 5: Payment Distribution

Payments	2018-19	2019-2020	2020-2021	2021-2022
	(\$million)			
Milestone payment	27.212	27.984	22.363	21.026
Performance Benchmark payment	3.710	4.556	4.259	4.615
TOTAL	30.922	32.540	26.622	25.641

36. Payments related to achievement of performance benchmarks are specified in Table 5. Benchmarks have been chosen because they enable the monitoring of changes and sustained improvement in student outcomes, and align with key outcomes of the strategy.
37. To achieve total funding for each performance benchmark, the Northern Territory must achieve the relevant benchmarks in full. Where a benchmark is not achieved in full, but performance exceeds the baseline set in Table 7, partial payments will be made based on the proportion of each benchmark achieved above the baseline, in accordance with Table 8.
38. Separate to the operation of clause 38, if the Northern Territory does not achieve one or more of the performance benchmarks in full due to circumstances beyond its control, the Commonwealth may consider making a partial payment subject to the:
- Northern Territory demonstrating to the satisfaction of the Commonwealth Minister that it would have achieved the relevant benchmark but for those circumstances;
 - Commonwealth Minister making a written offer of payment to the Northern Territory Minister; and
 - Northern Territory Minister accepting that offer in writing.
39. The Commonwealth Minister will have regard to clauses 4 and 11 of this Implementation Plan in making an assessment under clause 38 (a).

Table 6: Milestones

Milestone	Reporting Period	Reporting Due Date	Percentage of financial year milestone payment
2018-19			
<p>1. Foundations</p> <ul style="list-style-type: none"> • Operation of Families as First Teachers (FaFT) in 32 sites; • each FaFT program is delivered at least three days per week; • 1400 children supported by their families are enrolled in FaFT programs; and • development of an adult literacy program in four sites. 	<p>1 January to 31 December 2018</p>	<p>31 March 2019</p>	<p>36%</p>
<p>2. Essentials</p> <ul style="list-style-type: none"> • Not Applicable - fully funded by the NT. 			<p>0%</p>
<p>3. Pathways</p> <ul style="list-style-type: none"> • Transition support provided to at least 56 remote and very remote government schools that do not offer a Northern Territory Certificate of Education and Training (NTCET). 			<p>16%</p>
<p>4. Engagement</p> <ul style="list-style-type: none"> • Transition 11 Senior Attendance and Truancy Officers (SATO) into case workers to support chronically disengaged students and families; • establish an engagement framework that targets families to improve attendance in remote and very remote schools; and • establish a community engagement and local decision making unit, that includes local cultural authority to enhance school engagement and local governance. 			<p>14%</p>
<p>5. Workforce</p> <ul style="list-style-type: none"> • 150 Indigenous assistant teachers enrolled in further accredited training, reported by gender. 			<p>20%</p>
<p>5a. Workforce Capital</p> <ul style="list-style-type: none"> • Delivered as per agreed Capital Works Schedule (min. 25% Indigenous employment rate subject to community capacity). 			<p>14%</p>

Milestone	Reporting Period	Reporting Due Date	Percentage of financial year milestone payment
2019-20			
<p>1. Foundations</p> <ul style="list-style-type: none"> • Operation of FaFT in 32 sites; • each FaFT program is delivered at least three days per week; • 1500 children supported by their families are enrolled in FaFT programs; and • expansion of an adult literacy program delivering to 40 parents and guardians in four sites, reported by gender. 	1 January to 31 December 2019	31 March 2020	36%
<p>2. Essentials</p> <ul style="list-style-type: none"> • Not Applicable - fully funded by the NT. 			0%
<p>3. Pathways</p> <ul style="list-style-type: none"> • Transition support provided to at least 60 remote and very remote government schools that do not offer a Northern Territory Certificate of Education and Training (NTCET). 			17%
<p>4. Engagement</p> <ul style="list-style-type: none"> • 11 case workers supporting chronically disengaged students and families; • increase in the number of families engaged to improve attendance in remote and very remote schools to 750; and • Community engagement and local decision making unit engaging with 30% of remote and very remote schools. 			14%
<p>5. Workforce</p> <ul style="list-style-type: none"> • 170 Indigenous assistant teachers enrolled in further accredited training, reported by gender. 			19%
<p>5a. Workforce Capital</p> <ul style="list-style-type: none"> • Delivered as per agreed Capital Works Schedule (min. 25% Indigenous employment rate subject to community capacity). 			14%

Milestone	Reporting Period	Reporting Due Date	Percentage of financial year milestone payment
2020-21			
1. Foundations <ul style="list-style-type: none"> • Operation of FaFT in 32 sites; • each FaFT program is delivered at least three days per week; • 1600 children supported by their families are enrolled in FaFT programs; and • delivery of an Adult Literacy Program to 60 parents and guardians in four sites, reported by gender. 	1 January to 31 December 2020	31 March 2021	34%
2. Essentials <ul style="list-style-type: none"> • Not Applicable - fully funded by the NT. 			0%
3. Pathways <ul style="list-style-type: none"> • Transition support provided to at least 63 remote and very remote government schools that do not offer a Northern Territory Certificate of Education and Training (NTCET). 			13%
4. Engagement <ul style="list-style-type: none"> • 11 case workers supporting chronically disengaged students and families; • increase in the number of families engaged to improve attendance in remote and very remote schools to 850; and • community engagement and local decision making unit engaging with 50% of remote and very remote schools. 			18%
5. Workforce <ul style="list-style-type: none"> • 190 Indigenous assistant teachers enrolled in further accredited training, reported by gender. 			18%
5a. Workforce Capital <ul style="list-style-type: none"> • Delivered as per agreed Capital Works Schedule (min. 25% Indigenous employment rate subject to community capacity). 			17%

Milestone	Reporting Period	Reporting Due Date	Percentage of financial year milestone payment
2021-22			
1. Foundations <ul style="list-style-type: none"> • Operation of FaFT in 32 sites; • each FaFT program is delivered at least three days per week; • 1700 children supported by their families are enrolled in FaFT programs; and • delivery of an Adult Literacy Program to 60 parents and guardians in four sites, reported by gender. 	1 January to 31 December 2021	31 March 2022	33%
2. Essentials <ul style="list-style-type: none"> • Not Applicable - fully funded by the NT. 			0%
3. Pathways <ul style="list-style-type: none"> • Transition support provided to at least 63 remote and very remote government schools that do not offer a Northern Territory Certificate of Education and Training (NTCET). 			15%
4. Engagement <ul style="list-style-type: none"> • 11 case workers supporting chronically disengaged students and families; • increase in the number of families engaged to improve attendance in remote and very remote schools to 950; and • community engagement and local decision making unit engaging with 70% of remote and very remote schools. 			15%
5. Workforce <ul style="list-style-type: none"> • 200 Indigenous assistant teachers enrolled in further accredited training, reported by gender. 			19%
5a. Workforce Capital <ul style="list-style-type: none"> • Delivered as per agreed Capital Works Schedule (min. 25% Indigenous employment rate subject to community capacity). 			18%

Table 7: Performance Benchmarks

Performance measure	Performance Indicator	Weighting	Baseline	2018	2019	2020	2021		
Families As First Teachers (FaFT) program increase in dosage	10% per year increase in the average number of days a child participates	7.00%	20.0 days	22.0 days	24.2 days	26.6 days	29.3 days		
Transition Support Unit case management retention rate	Retention rate of year seven boarding students case managed by the Transition Support Unit	7.00%	53.00%	56.00%	59.00%	62.00%	65.00%		
Indigenous Assistant Teachers supported to complete accredited training	Completion rate of enrolled Indigenous Assistant Teachers in accredited training	6.00%	45.00%	46.50%	48.00%	49.50%	51.00%		
Indigenous student attendance rate of 90 per cent	Increase in the attendance rate of Indigenous students in the Northern Territory toward a COAG benchmark of 90 per cent	5.00%	64.50%	67.50%	70.50%	73.50%	76.50%		
Indigenous students attending at least four days per week or more	Increase in the proportion of remote and very remote Indigenous students attending at least four days per week or more	25.00%	21.50%	22.60%	23.70%	24.80%	25.90%		
Indigenous government school students achieving at or above national minimum standard in National Assessment Program – Literacy and Numeracy (NAPLAN) reading and numeracy	Increase in the proportion of remote and very remote Indigenous students achieving at or above national minimum standard in NAPLAN reading and numeracy	Literacy	Year 3	7.00%	38.00%	38.95%	39.92%	40.92%	41.94%
			Year 5	7.00%	29.00%	29.72%	30.46%	31.23%	32.01%
			Year 7	6.00%	20.00%	20.5%	21.01%	21.53%	22.07%
			Year 9	5.00%	23.00%	23.57%	24.16%	24.76%	25.38%
		Numeracy	Year 3	7.00%	45.00%	46.12%	47.27%	48.46%	49.67%
			Year 5	7.00%	38.00%	38.95%	39.92%	40.92%	41.94%
			Year 7	6.00%	48.00%	49.20%	50.40%	51.69%	54.27%
			Year 9	5.00%	62.00% ¹	63.55%	65.13%	66.76%	68.43%

Notes:

1. The baseline figures are taken from 2017 results.
2. NAPLAN results, year to year, are volatile, due to small cohorts of students. The proportion of remote and very remote Indigenous students achieving at or above National Minimum Standard (NMS) in Year 9 NAPLAN Numeracy recorded the highest levels in 2017.

Table 8: Partial Payments

Performance Indicator	Measure	Thresholds
Families As First Teachers (FaFT) program increase in dosage	Increase in the number of children and their families attending the program for at least three days per week	<ul style="list-style-type: none"> • 50 per cent of payment dependent on achieving or maintaining the higher of the baseline or the previous year's actual rate; and • 50 per cent of payment calculated pro rata based on the proportion of each year's benchmark achieved above the baseline or the previous year's actual attendance rate, whichever is higher.
Transition Support Unit case management retention rate	Retention rate of year seven boarding students case managed by the TSU	<ul style="list-style-type: none"> • 50 per cent of payment dependent on achieving or maintaining the higher of the baseline or the previous year's actual retention rate; and • 50 per cent of payment calculated pro rata based on the proportion of each year's benchmark achieved above the baseline or the previous year's actual attendance rate, whichever is higher.
Indigenous assistant teachers supported to complete accredited training	Completion rate of enrolled Indigenous assistant teachers completing a statement of attainment each year	<ul style="list-style-type: none"> • 50 per cent of payment dependent on achieving or maintaining the higher of the baseline or the previous year's actual completion rate; and • 50 per cent of payment calculated pro rata based on the proportion of each year's benchmark achieved above the baseline or the previous year's actual attendance rate, whichever is higher.

Indigenous student attendance rate of 90 per cent	Increase in the attendance rate of Indigenous students in the Northern Territory toward a COAG benchmark of 90 per cent	<ul style="list-style-type: none"> • 50 per cent of payment dependent on achieving or maintaining the higher of the baseline or the previous year's actual attendance rate; and • 50 per cent of payment calculated pro rata based on the proportion of each year's benchmark achieved above the baseline or the previous year's actual attendance rate, whichever is higher.
Indigenous students attending at least four days per week	Increase in the proportion of students attending at least four days per week or more	<ul style="list-style-type: none"> • 50 per cent of payment dependent on achieving or maintaining the higher of the baseline or the previous year's actual attendance rate; and • 50 per cent of payment calculated pro rata based on the proportion of each benchmark achieved above the baseline or the previous year's actual attendance rate, whichever is higher.
Indigenous government school students achieving at or above national minimum standard in National Assessment Program – Literacy and Numeracy (NAPLAN) reading and numeracy	Increase in the proportion of students achieving at or above national minimum standard in NAPLAN reading and numeracy	<ul style="list-style-type: none"> • 50 per cent of payment dependent on achieving or maintaining baseline; and • 50 per cent of payment calculated pro rata based on the proportion of each benchmark achieved above the baseline or the previous year's outcome, whichever is higher.

Performance Indicators

Table 9: Performance indicators

Activity	Performance measure	Performance indicator
1. Foundations	Developmental vulnerability of Indigenous children in one or more domain of the Australian Early Development Census (AEDC).	A reduction in the proportion of remote and very remote Indigenous children who are developmentally vulnerable on one or more domains of the AEDC*.
		Increase in remote and very remote Indigenous preschool attendance rate.
2. Essentials	Indigenous students in government schools achieving at or above national minimum standard in Years 3 and 5.	Increase in the proportion of remote and very remote Indigenous students achieving at or above national minimum standard for NAPLAN reading and numeracy in Years 3 and 5.
		Increase in the proportion of remote and very remote Indigenous students in Years 3 and 5 participating in NAPLAN reading and numeracy.
3. Pathways	Indigenous government school students achieving at or above national minimum standard in Years 7 and 9.	Increase in the proportion of remote and very remote Indigenous students achieving at or above national minimum standard for NAPLAN reading and numeracy in Years 7 and 9.
		Increase in the proportion of remote and very remote Indigenous students in Years 7 and 9 participating in NAPLAN reading and numeracy.
	Indigenous students achieving the Northern Territory Certificate of Education and Training.	Increase in the number and proportion Indigenous students achieving the Northern Territory Certificate of Education and Training who are from a remote or very remote area.
	Indigenous students achieving a VETiS Certificate II and above.	Increase in the number and proportion of Indigenous students achieving a VETiS Certificate II and above who are from a remote or very remote area**.
4. Engagement	Indigenous student attendance rate of 90 per cent.	Increase in the attendance rate of Indigenous students in the Northern Territory toward a COAG benchmark of 90 per cent.
	Indigenous students attending at least four days per week or more.	Increase in the proportion of remote and very remote Indigenous students attending at least four days per week or more.
	Attendance rate of Indigenous government school students.	Increase in remote and very remote Indigenous student attendance rates: <ul style="list-style-type: none"> • aggregated; and • by stage of schooling (including preschool).
5. Workforce***	A high quality and stable workforce.	Increase in the proportion of Indigenous staff in remote and very remote schools.
	Length of service of staff in government remote and very remote schools.	Increase in the proportion of staff in remote and very remote schools with a length of service of 2 years or more.

* Not an annual measure. Reported as data is available.

** Data provided will be for the preceding year due to availability of data at time of reporting.

***The Parties agree to work together to identify an appropriate measure relating to the quality of the workforce and to incorporate this into the Implementation Plan in the future.

40. The performance indicators identified in Table 9 above, will assist to measure the impact of the activities being progressed through this Implementation Plan, and will be reported in the Annual Report each year.
41. The Parties acknowledge that Activities funded under this Implementation Plan will contribute to new and/or more regular data collection, as well as the development of new reporting systems.

Reporting

42. The Northern Territory will report against the agreed milestones and performance benchmarks every 12 months during the operation of this Implementation Plan. Reports will be provided to the Commonwealth by 31 March each year.
43. The Annual Report must:
 - a) include a summary of progress against each milestone outlined in Table 6 (covering the period 1 January to 31 December of the previous year);
 - b) outline achievement of deliverables as set out in the Annual Capital Works Schedule (covering the period 1 January to 31 December of the previous year); and
 - c) report against the performance benchmarks as detailed in Table 7 (covering the period 1 January to 31 December of the previous year).
 - d) report against performance indicators as detailed in Table 9 (covering the period 1 January to 31 December of the previous year).
44. The Annual Report template will be agreed by the Commonwealth and the Northern Territory.
45. Circumstances may give rise to additional reporting being sought from the Northern Territory. Such requests should be kept to the minimum necessary for the effective assessment of the project or reform. Requests should not place an undue reporting burden on the Northern Territory and portfolio agencies.

Review and Evaluation

46. The Implementation Plan will be reviewed in line with reviews of the overarching Agreement. This also aligns with the review cycle of the Northern Territory's Indigenous Education Strategy.
47. The Commonwealth and Northern Territory will meet at least twice each year to discuss the operation and progress of this Implementation Plan, noting formal governance arrangements are outlined in the Agreement.

Sign off

The Parties have confirmed their commitment to this agreement as follows:

Signed for and on behalf of the Northern Territory by

Signature 

Date 18/12/2018

**The Hon Selena Uibo
Minister for Education**

*Signed for and on behalf of the Commonwealth of
Australia by*

Signature 

Date

23.10.18

**Senator the Hon Nigel Scullion
Minister for Indigenous Affairs**