

# Northern Territory's Implementation Plan

NATIONAL PARTNERSHIP AGREEMENT ON UNIVERSAL ACCESS  
TO EARLY CHILDHOOD EDUCATION - 2015

## PART 1: PRELIMINARIES

1. This Implementation Plan is a schedule to the extended National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE or National Partnership) – 2015 and should be read in conjunction with that Agreement.
2. The objective of the NP UAECE is to reaffirm the commitment to Universal Access to quality preschool programme(s), with a focus on improved participation of vulnerable and disadvantaged children, and in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.

## PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Training, and the Northern Territory, represented by the Minister for Education.
4. As a schedule to the NP UAECE, the purpose of this Implementation Plan is to provide the public with an indication of how universal access is intended to be delivered and demonstrate the Northern Territory's capacity to achieve the outcomes of the NP UAECE by the expiry of the National Partnership.
5. This Implementation Plan supports the national approach to the regulation and quality assessment of education and care services consistent with the National Quality Framework.
6. This Implementation Plan will cease on completion or termination of the NP UAECE, including the processing of final payments against performance benchmarks.
7. This Implementation Plan may be varied by written agreement between the Commonwealth and State Ministers with responsibility for Early Childhood Education under the overarching NP UAECE.
8. 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

### Project information

9. The NP UAECE reaffirms the commitment to provide universal access to, and improved participation by, children in quality early childhood education in the year before full-time school, with a focus on vulnerable and disadvantaged children and in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.
10. Commonwealth, state and territory governments will collaborate to develop a nationally agreed definition of vulnerable and disadvantaged children over time. This should be progressed through the Early Childhood Policy Group. In the Northern Territory (NT), vulnerable and disadvantaged children are provisionally defined in terms of children's "access to material and social resources, and their ability to participate in society"<sup>1</sup> and are measured by geolocations in the bottom 20 per cent using Socio-Economic Indexes for Areas (SEIFA) Index of Socio-economic disadvantage.
11. The project elements planned are as follows:
  - (a) Maintain Universal Access to 600 hours of quality preschool for children in the year before full-time school, increased from a NT base of 480 hours of quality preschool in 2008.
  - (b) Additional funding to preschools to enable them to increase preschool participation by Indigenous and vulnerable and disadvantaged children.

Table 1: Project elements

No.	Short description	Planned start date	Planned end date	Dependent on projects
1	Maintain universal access to 600 hours of quality preschool for children in the year before full-time school  Complementary activities to support this element are outlined in Table 4.	1 January 2015	31 Dec 2015	Element 1 of Table 4
2	Through the equity loadings within the NT student needs based funding model, provide additional funding to preschools to enable them to increase preschool participation by Indigenous and vulnerable and disadvantaged children.  Complementary activities to support this element are outlined in Table 4.	1 January 2015	31 Dec 2015	Element 2 of Table 4

12. As required by clause 21 (b) of the NP UAECE, address critical gaps in support as identified in the Review of the previous NP UAECE, as follows:

<sup>1</sup> The Australian Bureau of Statistics (ABS), 2011, 2033.0.55.001 - Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), <http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/2033.0.55.001Glossary100152011?opendocument&tablename=Notes&prodno=2033.0.55.001&issue=2011&num=&view=>, released 28 March 2013.

- (a) Implement an equity approach to all government preschools in provincial, remote and very remote localities<sup>2</sup> to maintain increased hours to preschool to 600 hours per year;
  - (b) Provide funding, using the Northern Territory Department of Education’s student needs-based funding model to government, non-government and standalone preschools and long day care centres with preschool programmes to support delivery of quality preschool programmes to 600 hours per year.
13. As required by clause 21 (e) of the National Partnership, the following strategies will ensure that funding is directed to support participation in all preschool programmes, regardless of whether programmes are delivered through schools (government and non-government), standalone preschools or long day care centres.
- (a) Universal Access funding to all government, non-government and standalone preschools offering a preschool programme will be calculated using the Northern Territory Department of Education’s student needs-based funding model, which includes loadings to reflect a child’s needs associated with Indigeneity, socio-economic status, year level and remoteness; and
  - (b) Universal Access funding to all long day care centres with a preschool programme will be determined by the 2015 long day care centres’ survey in March 2015.

### Estimated costs

- 14. The maximum financial contribution to be provided by the Commonwealth for the project to the Northern Territory is \$4,933,173 payable in accordance with the performance milestones and benchmarks set out in the National Partnership. All payments are exclusive of GST.
- 15. The estimated overall budget (exclusive of GST) is set out in Table 2. 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

(\$ million)	2014–15	2015–16	Total
*Total Commonwealth contribution	\$1.5	\$3.4	\$4.9

\* The Commonwealth is using \$1.5 million of the allocated \$406 million under the NP UAECE for national data development activities.

### Programme logic

- 16. The project elements detailed in this Implementation Plan will achieve the outcomes and objectives stated in the National Partnership including for vulnerable and disadvantaged children.

<sup>2</sup> According to the ABS (2014), the Northern Territory does not contain a Major City or an Inner Regional classification (ABS, 2013 Preschool Education, p.55, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4240.02013?OpenDocument> released 7 March 2014).

17. The way in which project elements 1 and 2 will achieve the outcomes and objectives set out in the National Partnership are detailed in Table 3 below.

Table 3: Programme Logic

Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives	Responsibility
<p><i>Element 1</i></p> <p>Maintain universal access to 600 hours of quality preschool for children in the year before full-time school</p>	<p>Implementing accessible quality preschool programmes which meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for vulnerable and disadvantaged children.</p> <p>Supporting all children's preschool participation through schools (government and non-government), standalone preschools or long day care centres.</p>	<p>All preschool-aged children have access to quality early childhood education and transition to school by maintaining universal access to, and improving participation in, affordable quality preschool programmes that include:</p> <p>(a) Vulnerable and disadvantaged children have access to, and participate in, an affordable quality preschool programme.</p> <p>(b) All Indigenous 4 years olds in remote communities have access to quality early childhood education.</p>	<p>Maintain universal access to quality preschool programmes with a focus on improved participation of Indigenous, vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to access.</p> <p>Children living in remote Indigenous communities remain a focus of universal access with an ongoing commitment to ensure that every Indigenous four year old in a remote school has access to a quality preschool programme.</p>	<p>Northern Territory</p>

Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives	Responsibility
<p><i>Element 2</i></p> <p>Through the equity loadings within the NT student needs based funding model, provide additional funding to preschools to enable them to increase preschool participation by Indigenous and vulnerable and disadvantaged children.</p>	<p>Implementing accessible quality preschool programmes which meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for Indigenous and vulnerable and disadvantaged children.</p> <p>Supporting all children's preschool participation through schools (government and non-government), standalone preschools or long day care centres.</p>	<p>All preschool-aged children have access to quality early childhood education and transition to school by maintaining universal access to, and improving participation in, affordable quality preschool programmes that include:</p> <p>(a) Vulnerable and disadvantaged children have access to, and participate in, an affordable quality preschool programme.</p> <p>(b) All Indigenous 4 years olds in remote communities have access to quality early childhood education.</p>	<p>Maintain universal access to quality preschool programmes with a focus on improved participation of Indigenous, vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to access.</p> <p>Children living in remote Indigenous communities remain a focus of universal access with an ongoing commitment to ensure that every Indigenous four year old in a remote school has access to a quality preschool programme.</p>	<p>Northern Territory</p>

### Risk management

18. The Northern Territory Department of Education has a risk management plan in place. Risks have been actively identified, entered into a risk log and categorised in terms of impact and likelihood.

### Northern Territory Context

19. In developing this Implementation Plan, consideration has been given to relevant contextual information to aid interpretation:

The Northern Territory has unique demographic, geographic, economic and historic characteristics that are extensively different from other jurisdictions. Data sourced from the Australian Bureau of Statistics (ABS) and other reliable sources evidence that:

- the Northern Territory has the lowest population of all states and territories with a small population of 245,100 people<sup>3</sup> representing approximately 1 per cent of the total Australian population, spread over an area of 1,349,129 sq.km.;<sup>4</sup>
- Indigenous people make up a significant component of the NT population. 68,850 people or 30 per cent (2011 ABS data)<sup>5</sup> of the total population identified as Indigenous, the highest proportion of all states and territories;<sup>6</sup>
- 80 per cent of the Indigenous population live in either remote or very remote localities;<sup>7</sup>
- the Northern Territory has 19,036 children aged birth to four years<sup>8</sup> of which approximately 40 per cent (7,413 children) are Indigenous<sup>9</sup> compared to 5.3 per cent nationally;<sup>10</sup>
- Northern Territory children have high levels of developmental vulnerability across all five domains of the Australian Early Development Census (AEDC): physical health and wellbeing, social competence, language and cognitive skills, and communication skills and general knowledge;<sup>11</sup>
- 20.9 per cent of Northern Territory children are vulnerable in two or more domains of the AEDC compared with 10.8 per cent nationally.<sup>12</sup>

The above data demonstrates the complexity of delivering educational services in the NT, particularly preschool which is a non-compulsory stage of schooling in the NT.

To cater for the NT's diverse geographic contexts, government school students have access to preschool programmes via a range of models including: onsite and standalone preschools, multi-level early year's classes, outreach and mobile early childhood education services, and

<sup>3</sup> ABS, Australian Demographic Statistics, June 2014, <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0>, released 18 December 2014.

<sup>4</sup> Geoscience Australia, Area of Australia – States and Territories, <http://www.ga.gov.au/scientific-topics/geographic-information/dimensions/area-of-australia-states-and-territories>, accessed 14 January 2015.

<sup>5</sup> ABS, Estimates of Aboriginal and Torres Strait Islander Australians, June 2011, <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3238.0.55.001>, released 30 August 2013.

<sup>6</sup> ABS, Regional Statistics, Northern Territory, Mar 2011 <http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/1362.7Feature%20Article1Mar%202011?opendocument>, released 24 March 2011.

<sup>7</sup> Australian Institute of Health and Welfare, 2011, The health and welfare of Australia's Aboriginal and Torres Strait Islander People: An Overview, p.5, <http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=10737418955> and ABS, 2011 Census Quickstats Northern Territory Outback, [http://www.censusdata.abs.gov.au/census\\_services/getproduct/census/2011/quickstat/702?opendocument&avpos=220](http://www.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/702?opendocument&avpos=220), released 28 March 2013.

<sup>8</sup> ABS, 2014, Population Estimates by Age and Sex, Regions of Northern Territory (ASGS 2011), 2008 and 2013, [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/84C2BDD5BEF3B1C3CA257D4100173981/\\$File/32350ds0008\\_nt\\_2008\\_2013.xls](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/84C2BDD5BEF3B1C3CA257D4100173981/$File/32350ds0008_nt_2008_2013.xls), released 28 August 2014.

<sup>9</sup> ABS, 2014, Australian Demographic Statistics June 2014, [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/C046861EA086C60BCA257DB100161BAA/\\$File/31010do001\\_201406.xls](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/C046861EA086C60BCA257DB100161BAA/$File/31010do001_201406.xls), released 18 December 2014.

<sup>10</sup> The Australian Government, 2013, A Snapshot of Early Childhood Development in Australia 2012: Australian Early Development (AEDI) National Report, p.32, Canberra.

<sup>11</sup> Ibid., pp.16, 18, 20, 22 and 23.

<sup>12</sup> Ibid., p.24.

where these options are not practicable, distance education through satellite schools. Work is continuing to refine the preschool delivery models to ensure quality preschool programmes are accessible and delivered consistently across the Northern Territory. Currently there are nine non-government preschools.

In 2013, the Northern Territory provided 143 preschool services and 33 preschool programmes within long day care centres.<sup>13</sup> The majority of preschool programmes (93.7 per cent) are delivered free of charge for children aged from 4 years in provincial and remote areas and from 3 years in very remote areas by the Northern Territory Government. Government preschools are usually integrated with a primary school and almost all are located on the same site as the primary school. A range of non-government providers, including long day care centres with a preschool programme, deliver fee-for-service programmes, with fees ranging from \$1 to \$19 per hour.<sup>14</sup> However, a small number of remote non-government schools provide a non-fee paying preschool programme.

In 2013, 3,521 students aged between four and five years of age were enrolled in the year before full-time schooling.<sup>15</sup> Of the total preschool students, 1,363 were identified as Indigenous,<sup>16</sup> which represented 38.7 per cent of children enrolled in preschools. Approximately 985 Indigenous children were enrolled in a preschool programme in remote and very remote areas of the Northern Territory,<sup>17</sup> considerably the highest in the nation. Of the Indigenous children enrolled in remote and very remote areas, 97.9 per cent were enrolled in a preschool programme for 15 hours or more per week.<sup>18</sup>

The Northern Territory Government has implemented the *A Share in the Future – Indigenous Education Strategy 2015-2024*, a 10-year strategy of Indigenous education reform, to ensure that Indigenous students in the Northern Territory are successful and confident in their education journey.<sup>19</sup> The Foundation element of the strategy aims to ensure that Indigenous children entering primary schooling have the skills and attributes they need to succeed in their education.<sup>20</sup> Implementation of this strategy will be supported by the National Partnership Agreement on Stronger Futures in the Northern Territory Schooling Implementation Plan 2015-2017. Extensive collaboration with Indigenous stakeholder and community groups is underway to ensure that responsive and innovative approaches are implemented to improving education outcomes of all children in remote communities.

The Northern Territory Department of Education's Strategic Plan *Creating Success Together, Goal 1 A great start for children: Successful learning starts from birth*, states a commitment delivery of quality early childhood education services and integrated and targeted support programmes to improve child wellbeing and overall school readiness, particularly for remote

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<sup>13</sup> ABS, 2013 Preschool Education Australia, Table A1, p.58, [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/29F19DF79445D0EECA257C93000CF9C8/\\$File/42400\\_2013.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/29F19DF79445D0EECA257C93000CF9C8/$File/42400_2013.pdf), released 7 March 2014.

<sup>14</sup> Ibid., Table 28, p.43.

<sup>15</sup> Ibid., Table 5, p.20.

<sup>16</sup> Ibid., Table 8, p.23.

<sup>17</sup> Ibid., Table 25, p.40.

<sup>18</sup> Ibid., Table 25, p.40.

<sup>19</sup> Northern Territory Department of Education, 2014, unpublished 'A Share in the Future – Indigenous Education Strategy 2015-2024', p.4, Darwin, NT.

<sup>20</sup> Ibid., p.6.



and Indigenous children.<sup>21</sup> Delivery will be through the provision of quality preschool programmes for all children in the year before full-time schooling.<sup>22</sup> In 2015, the Department will focus on implementing a system-wide approach to: (1) the provision of early childhood education and care in schools and communities; and (2) curriculum and learning in preschools and developing an assessment process to support this.<sup>23</sup>

In addition to delivering quality preschool programmes for all children in the year before full-time school, the Northern Territory Department of Education continues to engage vulnerable and disadvantaged Indigenous children, their parents and caregivers living in remote and very remote communities with education. A structured, positive transition to preschool programme is provided through initiatives such as the Families as First Teachers and Mobile Early Childhood Education programme. The Mobile Early Childhood Education programme is designed to increase access to quality early childhood education in small and very remote communities. This will implement a hybrid Families as First Teachers programme and mobile preschool model to reach vulnerable and disadvantaged Indigenous children aged birth to five years, their parents and caregivers.

The programmes work with communities, schools and families to support children's learning on entry to preschool, attendance and positive educational and social outcomes. Indigenous children have access to quality early literacy and numeracy experiences through the evidence-based quality early childhood education programme, the Abecedarian Approach Australia (3a). Indigenous parents and caregivers engage in learning activities to increase their knowledge and capacity to better support their children's development and learning. Regular interaction between the school and families with children prior to school entry promotes familiarity with the school environment and facilitates a smooth transition to school.

A significant improvement in the Northern Territory's AEDC data can be attributed to the positive outcomes being achieved from the Territory's quality preschool programmes in remote communities. The 2012 AEDC (previously Index) data shows that 39 per cent of Indigenous children in remote Northern Territory areas were developmentally on track in four or more domains, a substantial increase of 14.1 percentage points for Indigenous children from the 2009 data collection of 24.9 per cent.<sup>24</sup> In very remote areas, more Indigenous children were also developmentally on track in four or more AEDC domains (21.5 per cent) compared to the 2009 data wherein 19.0 per cent of Indigenous children were on track.<sup>25</sup>

Investment through the National Partnership Agreement on Universal Access to Early Childhood Education 2015 has enabled the Northern Territory to continue to increase access to preschool from 12 hours per week to over 15 hours per week in the year before full-time schooling. In 2014, 131 of 140 preschools<sup>26</sup> (93.6 per cent) offered preschool programmes of 15 hours or more per week.<sup>27</sup>

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<sup>21</sup> Northern Territory Department of Education, 'Creating Success Together: Department of Education Strategic Plan 2013-2015, 2015 Key Actions', Darwin, NT, p.11, [http://www.education.nt.gov.au/\\_data/assets/pdf\\_file/0013/39010/Strategic-plan-2015-key-actions.pdf](http://www.education.nt.gov.au/_data/assets/pdf_file/0013/39010/Strategic-plan-2015-key-actions.pdf).

<sup>22</sup> Ibid., p.11.

<sup>23</sup> Ibid., p.11.

<sup>24</sup> The Australian Government, unpublished Australian Early Development Census data, 2012 data collection.

<sup>25</sup> Ibid.

<sup>26</sup> The data does not include long day care centres, which are included in ABS 4240: Preschool Education Australia for reporting on NPA UAECE.

<sup>27</sup> Northern Territory Department of Education, unpublished 2014 'Age Grade Census'.



During the dry season, school attendance drops significantly as students travel with their families to engage in cultural and traditional ceremonies. Attendance is higher during the wet season when heavy rain limits travel out of communities. In an effort to improve attendance in the dry season, the Northern Territory has implemented flexible school year arrangements in some remote schools in line with local trends of school attendance associated with weather patterns. Some remote schools start early in the wet season, and students are compensated with longer holidays during the dry season.

Socio-economic and social factors also contribute to the high level of mobility of Indigenous students and their families. These include overcrowding and inadequate housing, disputes between clan groups, cultural activities (ceremonies and sorry business) and domestic violence. These factors result in a transient lifestyle with Indigenous people moving between communities and bordering states. Mobility across borders in particular raises a number of issues for data collection. A lack of coordination of cross border services makes obtaining a complete picture of preschool attendance very challenging. The complexity in accessing cross border data has impacted educational service arrangements particularly those with funding linked to preschool attendance.

20. Existing reforms and activities that have influenced the proposed direction are set out in Table 4.

Table 4: Links with existing reforms or projects

Proposed project elements	Existing reforms or projects	Complementary nature of activities
Element 1 – Government preschools	Providing quality early childhood education programmes for all children in the year before full-time schooling aligning with the Northern Territory Department of Education’s strategic plan goal 1: a great start for children. The Department will undertake the following key actions: <ul style="list-style-type: none"> <li>• Deliver a system-wide approach to the provision of early childhood education and care in schools and communities</li> <li>• Implement a system-wide approach to curriculum and learning in preschools and develop an assessment process to support this.</li> </ul>	The Northern Territory Department of Education works together with families, communities and agencies to deliver quality early childhood education services to improve child wellbeing and a positive transition to school. These activities will enhance early years learning and development outcomes of all preschool students and those in the formal years of schooling.

Proposed project elements	Existing reforms or projects	Complementary nature of activities
	<p>Implementing 'A Share in the Future Indigenous Education Strategy 2015-2024'. The Foundation element of the strategy aims to ensure that Indigenous children entering primary school have the skills and attributes they need to succeed in their education.<sup>28</sup> Implementation of this strategy will be supported by the National Partnership Agreement on Stronger Futures in the Northern Territory Schooling Implementation Plan 2015-2017.</p>	<p>The Northern Territory Department of Education will build on the work already underway to support families and children as they embark on their education journey. The initiatives will facilitate the delivery of evidence-based, quality early childhood education programmes (focusing on literacy learning) and parental engagement in supporting their children's learning and development.</p>
	<p>Implementing strategies to increase student attendance.</p>	<p>Working closely with Schools and Remote School Attendance Teams to improve student attendance.</p>
	<p>Developing quality early childhood education programme models that are appropriate to remote and very remote and Indigenous context.</p>	<p>Work with schools in remote and very remote Indigenous communities to develop appropriate quality early childhood education programme models.</p>
<p>Element 1 – non-government and standalone preschools and long day care centres</p>	<p>Providing funding to all non-government and standalone preschools and long day care centres with a preschool programme on the basis of a student needs based allocation.</p>	<p>The Department of Education's student needs-based funding model will be used to allocate funds to non-government and standalone preschools to support delivery of quality preschool programmes to 600 hours per year.</p> <p>Funding to all long day care centres with a preschool programme will be determined by the 2015 long day care centres' survey in March 2015.</p>

<sup>28</sup> Northern Territory Department of Education, 2014, unpublished 'A Share in the Future – Indigenous Education Strategy 2015-2024', p.6, Darwin, NT.

Proposed project elements	Existing reforms or projects	Complementary nature of activities
	Providing Northern Territory Government Child Care Subsidy to long day care centres, using per equivalent full-time place rate.	The subsidy is intended to offset the cost of child care in the Northern Territory, and assist service providers to reduce the cost of child care services for families.
Element 1 – all preschool providers including government, non-government and standalone preschools and long day care centres	Assisting providers to meet the early childhood degree qualification requirements in preschools and long day care services with a preschool programme through the Northern Territory More Early Childhood Teachers Scholarship Programme.	The Northern Territory More Early Childhood Teachers Scholarship Programme was introduced in 2012. The programme aims to increase the number of degree qualified early childhood teachers. In 2014, 25 people completed the programme (18 teachers and 7 long day care educators). <sup>29</sup> Since its inception, the Scholarship Programme has enabled 45 educators to become degree qualified early childhood teachers and thereby meet the requirements of the National Quality Framework. <sup>30</sup>
Element 2 – Through the equity loadings within the NT student needs based funding model, provide additional funding to preschools to enable them to increase preschool participation by Indigenous and vulnerable and disadvantaged children.	Implementing a funding equity approach to all preschools in provincial, remote and very remote localities to maintain increased hours to preschool to 600 hours per year.	Equity funding based on the Northern Territory Department of Education’s student needs based funding model will be distributed to all preschools.

<sup>29</sup> Centre for School Leadership, Learning and Development, Charles Darwin University, 2015, unpublished Draft NT More Early Childhood Teachers Scholarship Program: Joint Program Management Group Report to 31 December 2014.

<sup>30</sup> Ibid.

Proposed project elements	Existing reforms or projects	Complementary nature of activities
	<p>Providing quality early childhood education programmes to engage vulnerable and disadvantaged children, Indigenous children, parents and caregivers in remote and very remote communities with education including:</p> <ul style="list-style-type: none"> <li>• Families as First Teachers Programme.</li> <li>• Mobile Early Childhood Education Programme.</li> </ul>	<p>A range of activities will be provided including:</p> <ul style="list-style-type: none"> <li>• Building parents' and caregivers' capacity and knowledge to better support their preschool-aged children's early development and learning, transition to school, attendance and positive education and social outcomes.</li> <li>• Delivering a structured transition to preschool programme that includes: providing children with a positive transition to school; regular interaction between the school and families with children; and working with communities, schools and families to ensure that they support children's learning on entry to preschool.</li> </ul> <p>Increasing literacy and numeracy experiences for children using the evidence-based Abecedarian Approach Australia.</p>

## PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

### Performance indicators, benchmarks and targets

21. Key indicators, data sources and benchmarks for assessing and monitoring performance are set out in Part 4 and Schedule A of the NP UAECE.
22. With regard to reporting on attendance, the Northern Territory has agreed a target for 2015 with the Commonwealth, as set out in Table 5 below, and will report on progress towards this target as part of the National Early Childhood Education and Care Collection (National Collection).

Table 5: Bilaterally agreed attendance target/s

Nationally Agreed Target	NT Baseline data	NT 2014 Target	NT 2015 Target
<i>90 per cent of enrolled children attending an early childhood education programme to be achieved over time</i>	<i>88.0 per cent<sup>1</sup></i>	<i>Target 90 per cent</i>	<i>Target 90 per cent</i>

<sup>1</sup> 2013 National Early Childhood Education and Care Collection. Attendance is the number of children aged 4 and 5 years old as at 1 July of the collection year who are attending a preschool programme in the year before full-time schooling. Enrolment is the number of children aged 4 and 5 years old as at 1 July of the collection year who are enrolled in a preschool programme in the year before full-time schooling.

### Monitoring and reporting

23. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the NP UAECE, are set out in Schedule A of the NP UAECE.
24. The Parties agree that the Northern Territory may provide supplementary information to aid in the measurement of progress against the performance milestones and benchmark targets in the NP UAECE.
25. These data and performance specifications will be used to report the Northern Territory's performance.

**Sign off**

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

**Signature**

**Date**

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The Hon Peter Chandler MLA  
Minister for Education

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**Signature**

**Date**

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The Hon Christopher Pyne MP  
Minister for Education and Training




SCHEDULE H

**Sign off**

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

  
Signature Date 26.6.15  
The Hon Peter Chandler MLA  
Minister for Education

  
Signature Date 26/6/15  
The Hon Christopher Pyne MP  
Minister for Education and Training