



Australian Government

NORTHERN TERRITORY



IMPLEMENTATION PLAN

National Partnership for Improving Teacher Quality

National Partnership for Literacy and Numeracy

National Partnership for Low Socio-Economic
Status School Communities

Closing the Gap



Northern
Territory
Government



northern territory diocese of darwin
catholic education office



CONTENTS

1. INTRODUCTION.....	3
1.1 Low Socio-Economic Status School Communities National Partnership	3
1.2 Closing the Gap National Partnership (Schedule I Enhancing Literacy)	4
1.3 Literacy and Numeracy National Partnership	4
1.4 Improving Teacher Quality National Partnership.....	5
2. CROSS SECTOR INVOLVEMENT	5
3. REFORM INITIATIVES AND STRATEGIES.....	5
3.1 Low Socio-Economic Status School Communities National Partnership	6
3.2 Closing the Gap National Partnership.....	9
3.3 Literacy and Numeracy National Partnership	12
3.4 Improving Teacher Quality National Partnership.....	14
4. PERFORMANCE INDICATORS AND MEASURES	16
4.1 Low Socio-Economic Status School Communities National Partnership	17
4.2 Closing the Gap (Enhancing Education) National Partnership.....	18
4.3 Literacy and Numeracy National Partnership	18
4.4 Improving Teacher Quality National Partnership.....	19
5. SCHOOL SELECTION.....	21
6. SCHOOL LEVEL PLANS	21
7. SUPPORT FOR SPECIFIC STUDENT COHORTS.....	22
8. NATIONAL REFORMS	23

© Commonwealth of 2009

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation. Apart from any use as permitted under the *Copyright Act 1968*, all other rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to Commonwealth Copyright Administration, Attorney General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at <http://www.ag.gov.au/cca>

The Smarter Schools National Partnership on Literacy and Numeracy, for Low SES School Communities and on Improving Teacher Quality is a joint initiative of the Australian Government and the Northern Territory Government, Catholic and Independent school sectors.

1. INTRODUCTION

The Smarter Schools National Partnerships are a joint initiative between the Australian Government and the Northern Territory Department of Education and Training, Catholic and Independent schooling sectors.

This plan outlines the Northern Territory's effort to deliver reform under the Smarter Schools National Partnerships for Improving Teacher Quality, Literacy and Numeracy, Low Socio-Economic Status School Communities and the relevant components of Closing the Gap (Schedule I Enhancing Education). It aims to deliver accelerated and sustainable achievement of improved educational outcomes for students in the Northern Territory, particularly Indigenous students, through the implementation of evidence-based initiatives that will target intensive effort into areas of greatest need. Reforms will complement, intensify and value add to existing effort and ongoing research and evaluation will continue to build an evidence base that is relevant to the Northern Territory context that will influence educational service delivery.

School leaders, in collaboration with families and local communities, will be central to the design, planning and implementation of localised reform that builds an environment of high expectations and enhanced engagement with education. School improvement planning processes will be the central determinant for activity at the local level and will inform the provision of regional/sectoral and systemic services.

1.1 Low Socio-Economic Status School Communities National Partnership

The Australian Government will contribute \$70.125 million over seven years (2009 – 2015) to this National Partnership. The Northern Territory will match this funding. The Partnership will be rolled out in 113 Northern Territory schools from 2009. Of these, seven are Catholic schools and nine are Independent schools.

The plan integrates six key reform areas aimed at improving student learning outcomes in participating schools. These reform areas are:

- Incentives to attract high-performing principals and teachers;
- Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals;
- School operational arrangements which encourage innovation and flexibility;
- Provision of innovative and tailored learning opportunities;
- Strengthened school accountability;
- External partnerships with parents, other schools, businesses and communities and provision of access to extended services.

This plan provides an opportunity for schools to pilot new reforms in the way schooling is funded, structured and delivered in low socio-economic status school communities which, if shown to be successful, could be developed into recommendations for system wide transformational change. Many of these strategies will be part of formal evaluation which will inform future systemic application.

1.2 Closing the Gap National Partnership (Schedule I Enhancing Literacy)

The Australian Government will invest an additional \$44.294 million over three years (July 2009-June 2012) to improve the quality of education for remote Indigenous students living in prescribed communities in the Northern Territory. It aims to enhance the delivery of quality education services to Indigenous students and significantly improve teacher quality and Indigenous literacy and numeracy outcomes in participating schools.

76 schools – six of which are Catholic schools and three are Independent schools – will benefit from this funding. From 2010, schools will be provided support to regional/sectoral and system driven initiatives and will progressively commence implementing site-based reforms during 2010 and 2011, in line with their participation in the Low Socio-Economic Status School Communities National Partnership.

The schools involved are a sub-set of those involved in the Low Socio-Economic Status School Communities National Partnership. Reform will supplement and enhance the effort generated through under the other Smarter Schools National Partnership Agreements. Measures commenced under the Northern Territory Emergency Response, will be maintained, strengthened or modified based on the learning as to what works in different local contexts, and there will be a focus on ensuring a seamless transition to any new arrangements.

Effort under Closing the Gap will particularly focus on developing career pathways for Indigenous staff, increasing the number of Indigenous staff with education qualifications and providing support and programs to enable teachers and students in these remote school communities achieve improved outcomes in literacy and numeracy.

1.3 Literacy and Numeracy National Partnership

The Australian Government will contribute up to \$14.888 million over four years (2009 – 2012) to this National Partnership to assist the Northern Territory accelerate improvement in literacy and numeracy. This funding will be supplemented by co-investment by the Northern Territory. The focus of this effort will be on supporting targeted schools to accelerate improvement using locally determined evidence-based strategies, and on providing systemic support to all schools to enhance the use of data and evidence-based practice to improve literacy and numeracy outcomes.

The plan integrates three priority reform areas aimed at improving student learning outcomes in participating schools. These reform areas are:

- Effective and evidence based teaching of literacy and numeracy;

- Monitoring student and school literacy and numeracy performance to identify where support is needed; and
- Strong school leadership and whole school engagement with literacy and numeracy.

All schools involved in Smarter Schools National Partnerships will have a literacy and numeracy focus. Specific effort under this National Partnership will involve the introduction of systemic and regional support and services to enhance the use of evidence-based practice, diagnostic systems and data-based teaching and learning. Nineteen targeted schools will also implement evidence-based strategies to accelerate improve student outcomes in the first year of this partnership with groups of schools in outer years to be identified based on their literacy and numeracy improvement needs.

1.4 Improving Teacher Quality National Partnership

The Australian Government will contribute up to \$5.422 million over five years (2009 – 2013) to this National Partnership to assist the Northern Territory deliver system-wide reforms targeting critical points in the teacher life-cycle to attract, train, place, develop and retain quality teachers and leaders in schools and classrooms. This funding will be supplemented by co-investment by the Northern Territory.

2. CROSS SECTOR INVOLVEMENT

This plan has been developed through close collaboration between the Northern Territory's government and non-government sectors. The Non-Government Schools Ministerial Advisory Council (NGSMAC) has been appointed to provide strategic governance throughout the life of the Smarter Schools National Partnerships. The NGSMAC provides representation from each of the non-government sector groups as well as the Department of Education and Training (DET).

Whilst each sector will implement reforms aligned to the specific needs of their schools, there is general cross-sectoral agreement about the focus of reform and a number of initiatives in which all or multiple sectors will collectively participate.

The Northern Territory Catholic Education Office and the Association of Independent Schools Northern Territory will provide information and data to inform reporting to the Australian Government to generate annual reports and trigger release of payments.

3. REFORM INITIATIVES AND STRATEGIES

The degree to which individual schools participate in these reforms is dependent on their degree of need and will vary from site to site. A starting point for school-initiated effort for all participating schools will be the school improvement plan that has been developed in

consultation with their community and builds on identified local priorities, and where appropriate any supported review that has been undertaken at the site.

3.1 Low Socio-Economic Status School Communities National Partnership

The funding under this National Partnership will be directed to support reform at the system, regional/sectoral and school levels. To enable the depth and breadth of reform to be achieved, schools have been arranged into four groups that will be provided resourcing and support to target their effort in order to meet the intended outcomes of this agreement and support the achievement of the objectives outlined in the National Education Agreement.

The first set of twenty-two schools will be involved in Remote Whole School Reform (RWSR). At these sites, intensive resourcing and effort will ensure that schools will be supported, in partnership with the community to develop, trial and evaluate innovative solutions to address the range of complex and inter-related challenges that impact on the delivery of education in remote schools. These schools align with those communities identified in the Northern Territory Government's *A Working Future* initiative which incorporates the Remote Service Delivery National Partnership. The outcomes of this area of reform will be evaluated to inform further systemic improvement and will be shared cross-jurisdictionally, as appropriate.

Three sets of schools will participate in reforms targeting specific priority areas identified as:

- **Engaging Remote Indigenous Students (ERIS)**
Dedicated support for 51 very remote schools not participating in RWSR.
- **Engaging Urban Students (EUS)**
Wrap-around support for 16 schools with high proportions of students requiring additional support, including Indigenous students from town camp communities.
- **Supporting Indigenous Residential Students and Families (SIRSF)**
Support for remote Indigenous students attending schools in residential circumstances at seven schools.

The remaining seventeen eligible schools will have access to sectoral/regional and systemic initiatives as part of the Sustained Strategic Reform (SSR) to support the delivery of the priorities outlined in their school improvement plans.

Reforms by Output

The following list of strategies includes both systemic reforms and strategies that individual schools may pursue. Not all of these reforms will be taken up by all sectors, or by all participating schools:

In addition the Northern Territory Government will maintain Territory-wide data collection, analysis, monitoring and reporting for all improvement measures for this Agreement and ensure that funding continues to be realigned and directed toward successful initiatives that support the achievement of the outcomes required from the National Education Agreement.

Additional targeted reforms against these outputs for Closing the Gap prescribed schools are outlined at 3.2 below.

Incentives to attract high-performing principals and teachers

- Trial site-specific incentives to reward achievement of exceptional results and encourage staff retention in remote school communities.
- Introduce Annual School Improvement Awards to reward high achievement contributing to reform.

Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals

- Introduce Business Support Consultants to support principals to:
 - effectively trial the management of devolved budget and recruitment responsibilities.
 - provide professional support to principals to assist with developing management structures and processes to enable effective use of devolved responsibilities.
- Conduct research that assists to provide clarity about:
 - what a quality school in a very remote context looks like
 - what quality teaching looks like in very remote contexts (defining and measuring improvement and success)
 - the essential skill sets for successful school leadership and teaching in very remote school contexts.

School operational arrangements which encourage innovation and flexibility

- Trial innovative strategies, including blended delivery models to improve the quality of education in very remote contexts – particularly where there are teacher or housing shortages (these may include the trial of flexible school hours/terms, delivery of learning by community members or virtual delivery of training and professional learning, and includes flexible delivery of professional learning or training for educators).
- On-site professional development and support in mentoring & coaching techniques (both within and beyond the classroom) will enhance teacher performance and build more effective teaching partnerships with para-professionals in the classroom.
- Provide Residential Care Workers access to ongoing localised professional development to ensure they are equipped to support the changing needs of different students in their care and for them to undertake extension programs to further build capacity.

Provision of innovative and tailored learning opportunities

- Provide online access to virtual senior secondary and vocational courses will provide remote students access to specialised and other course offerings that would otherwise be not available.
- Provide specialised support targeted to the needs of disadvantaged students with an emphasis on resilience building programs, youth role-models and student support coordination.
- Establish an accredited ESL course and professional network of ESL educators in which staff working with Indigenous ESL students will be encouraged to participate.

Strengthened school accountability

- Support principals in remote schools to focus on instructional leadership in driving whole of school reform through:
 - access to extended professional support networks to enhance school improvement and planning processes and sharing of good practice and successful innovation
 - access to critical friends to enhance school review and improvement planning.

External partnerships with parents, other schools, businesses and communities and provision of access to extended services

- Implement innovative locally determined school-based strategies to improve Indigenous student attendance in very remote schools in line with priorities identified in school improvement planning processes.
- Implement site-specific attendance and engagement initiatives targeting the specific needs of disadvantaged students within urban and regional schools (priorities may include programs to assist managing the transition between schools as well as between home and school, development of flexible enrolment practices, personal learning plans, specialist transition units).
- Implement regional or sectoral attendance and engagement initiatives for targeted groups of students (priorities could include youth engagement strategies, retention programs, programs for youth at risk and young mums, out posted classes for mobile students).
- Provide wrap-around programs and trial locally developed solutions to support students and families to positively engage with schooling (may include parent programs, localised cross-agency community services planning, health programs).
- Residential schools will develop innovative ways to ensure quality and consistent communication with Indigenous students' families and local communities and provide opportunities for them to participate in key decision making and governance.

- Introduce a regional Indigenous education coordinator to support Indigenous staff and work with them to strengthen family, school and community partnerships and provide guidance to staff employed to support Indigenous students in the Darwin and Palmerston/Rural regions.
- Introduce a program to support ongoing contextualised local induction for staff in very remote sites to enhance cultural competency and engagement with the local community. This will be in addition to and supplement systemic induction programs.
- Support schools to initiate targeted and innovative approaches to improving engagement of Indigenous families and communities in education (including formal governance, language and culture programs such as Digital Keeping Places) and establish schools as the education hub of the community.
- Residential Care Workers will participate in pre-selection screening, pre-service and in-service programs to enhance the effectiveness of support provided to Indigenous students living in residential facilities and their families.

3.2 Closing the Gap National Partnership

This National Partnership provides funding to maintain and strengthen measures commenced under the Northern Territory Emergency Response in prescribed communities in the Northern Territory. It will enhance the delivery of quality education services to Indigenous students in remote school communities and focus on significant improvement in teacher quality and Indigenous literacy and numeracy outcomes. It will assist to increase the capacity of the Northern Territory to deliver quality Indigenous education services and support the achievement of the objectives outlined in the National Indigenous Reform Agreement.

Reforms by Output

The Closing the Gap National Partnership Agreement Schedule I (Enhancing Education) states that the Quality Teaching and Enhancing Literacy initiatives are bound by the conditions set out in the Smarter Schools National Partnership Agreements and associated Implementation Plan. They will be delivered to only approved schools and those in prescribed areas, however there is likely to be broader benefit and learning for students across the Northern Territory education system as a result of these reforms.

As such, activities have been arranged to support the delivery of relevant outputs across the other Smarter Schools National Partnership Agreements. The following list of strategies includes both systemic reforms and strategies that individual schools may pursue. Not all of these reforms will be taken up by all sectors, or by all participating schools.

In addition the Northern Territory Government will maintain Territory-wide data collection, analysis, monitoring and reporting for all improvement measures for this Agreement and ensure that funding continues to be realigned and directed toward successful initiatives that support the achievement of the outcomes required from the National Education Agreement.

Strengthened School Accountability^{SES}

- An Intensive Improvement Team will provide strategic support for targeted government school leaders to plan and implement whole of school approaches to literacy and numeracy, behaviour management and student wellbeing.
- Support principals in remote schools to focus on instructional leadership in driving whole of school reform through providing access to critical friends to enhance school review and improvement planning.

External partnerships with parents, other schools, business and communities and provision of access to extended services^{SES}

- Trial inclusive models of leadership in very remote schools to assist principals better manage the diverse range of demands in remote contexts and engage with their local community. This may include local community mentors, cultural advisors or co-principals.
- Provide wrap-around programs and trial locally developed solutions to support students and families to positively engage with schooling (may include parent programs, localised cross-agency community services planning, health programs).
- Continue the Discourse and Discernment program in remote schools to improve the effectiveness of school organisation & educational outcomes, especially in the areas of literacy and numeracy and engage communities more effectively in the strategic directions of the school & its day to day life.
- Provide regionally based Indigenous education coordinators to support Indigenous staff and work with them to strengthen family, school and community partnerships including building on Remote Learning Partnership Agreements. They will also provide guidance to staff employed to support Indigenous students in regional and remote government schools.
- Develop an Early Years integrated service delivery model to support remote schools to utilise AEDI information to improve services for students.
- Conduct formal evaluation of place-based approaches and very remote teacher recruitment and retention initiatives in partnership with Menzies School of Health Research to inform the future development of initiatives to support remote schools. This research will be jointly funded with the Low Socio-Economic Status School Communities National Partnership.

Provision of innovative and tailored learning opportunities^{SES}

- Provide opportunities for schools to deliver flexible pathways, including VET, for students in the middle years of schooling in remote schools.

- Regional ESL coordinators will provide materials and professional support to assist with the delivery of effective teaching and learning programs in schools with high numbers of Indigenous ESL learners.
- Establish Territory-wide conductive hearing coordination to ensure schools have access to appropriate levels of professional development to support students.
- Pilot a leadership and pathways program for Indigenous senior years students with exemplary attendance to enable them to participate in an intensive residential program to fast-track personal learning plans. This will identify career pathways and training options and will include virtual and blended ongoing support mechanisms.

School operational arrangements which encourage innovation and flexibility^{SES}

- Trial innovative strategies to improve the delivery of education in very remote contexts to support the delivery of priorities identified in school improvement planning processes.

Incentives to attract and retain high performing principals and teachers^{SES}

- Introduce improved screening and induction programs to ensure suitable quality staff are selected and prepared to be deployed to remote schools.

Effective and evidence based teaching of literacy and numeracy^{L&N}

- Provide training in the facilitation of evidence-based approaches to literacy, numeracy and ESL to equip schools with dedicated, on-site expertise to support teacher professional development (known evidence-based approaches include QuickSmart and First Steps. Additional programs will be identified once assessed favourably against the Evidence Based Framework).
- Establish school-based part-time coaches to provide on-going whole-school and in class feedback and professional support to teachers in the delivery of selected evidence-based approaches to literacy, numeracy and ESL. Coaches will enhance teacher performance through supporting documented robust self-enquiry into teaching practice linking national teacher standards and performance review processes.
- Support schools to build the capability and capacity of the teaching and assistant teaching workforce through on-site delivery of accredited professional development in the explicit teaching of evidence-based approaches in literacy and ESL (these programs will be identified once assessed favourably against the Evidence-Based Practices Framework).
- Establish a Remote Schools Specialist Support team to build the capacity schools in the area of ESL and literacy, special learning needs, health and well-being, numeracy, early years and secondary/VET/transitions. On-site support will be delivered within the scope of each individual school's improvement plan.

Strong school leadership and whole school engagement with literacy and numeracy^{L&N}

- Provide wrap-around programs and trial locally developed solutions to support students and families to positively engage with schooling (may include parent programs, localised cross-agency community services planning, health programs).

World leading PD and support empowering principals to better manage schools to achieve improved student results and to lead performance improvement at the local level^{TQ}

- Continue to support the Indigenous Education Leadership Institute's Stronger, Smarter Leadership Program for staff. The program focuses on the pursuit of improved educational outcomes for Indigenous students by challenging and supporting leadership at all levels through engagement with principals, teachers, community leaders and Government.
- Provide access to coaching programs to support school leaders in schools associated with the effectively deliver quality education services in challenging very remote contexts.

New pathways into teaching, Better pathways into teaching, Indigenous pathways into teaching^{TQ}

- Identify and support Indigenous senior years students an interest in progressing a career in education to progress along their chosen pathway.
- Continue to support Indigenous professionals, para-professionals and other local community members, to complete educational qualifications through the provision of regional and site-based based Indigenous Training Coordinators.
- Continue to implement the 'Growing Our Own' project which is developing an authentic 'two-way' model of teacher preparation, learning and professional growth for Indigenous staff.

Improved performance management and continuous improvement in schools^{TQ}

- Professional standards and workplace-based development packages for Indigenous para-professionals will enhance the quality of the remote Indigenous education workforce in the Northern Territory.

3.3 Literacy and Numeracy National Partnership

This National Partnership supports reform to improve the literacy and numeracy outcomes for all students particularly those in most need. It requires implementation of evidence-based literacy and numeracy strategies for targeted schools, school communities and students to inform a national understanding of and a shared accountability for student outcomes. Effort under this partnership will support the achievement of the objectives outlined in the National Education Agreement. These reforms are supplemented by additional effort in targeted

schools associated with the Closing the Gap National Partnership (refer section 3.2), and by initiatives being implemented by the Northern Territory Government.

Reforms by Output

All schools involved in Smarter Schools National Partnerships will have a literacy and numeracy focus. Specific effort under this National Partnership will involve the introduction of systemic and regional support and services to enhance the use of evidence-based practice, diagnostic systems and data-based teaching and learning. Nineteen targeted schools will also implement evidence-based strategies to accelerate improve student outcomes in the first year of this partnership with groups of schools in outer years to be identified based on their literacy and numeracy improvement needs.

Effective and evidence based teaching of literacy and numeracy

- Implement school and regionally determined evidence-based intervention and programs to support accelerated improvement in literacy and numeracy outcomes in targeted schools.
- Develop an Evidence-Based Practices Framework that defines the critical features of effective literacy and numeracy programs. This framework will be used to identify suitable literacy and numeracy programs, which will be further assessed against defined system scalability criteria before being resourced and made available to schools.

Targeted reforms against this output for Closing the Gap prescribed schools are outlined at 3.2 above.

Monitoring student and school literacy and numeracy performance to identify where support is needed

- Regionally-based Assessment for Learning coaches will provide mentoring and support for schools in the use of data to inform teaching and learning.
- Coordinate improved diagnostic and data systems to enhance the availability and use of data in schools.

Strong school leadership and whole school engagement with literacy and numeracy

- Literacy and numeracy leadership programs will build on outcomes of current Principals as Literacy Leaders (PALL) and Leading Aligned Numeracy Development (LAND) projects. *This initiative will be funded from Low Socio-Economic Status School Communities National Partnership.*

Targeted reforms against this output for Closing the Gap prescribed schools are outlined at 3.2 above.

3.4 Improving Teacher Quality National Partnership

The Teacher Quality National Partnership is designed to improve teacher and school leader quality to sustain a quality teaching workforce. The following actions have been identified to contribute to the Northern Territory's effort in this area to improve the quality of para-professionals, professionals and leaders in schools to be underpinned by robust and related performance and capability frameworks. These reforms are supplemented by additional effort in targeted schools associated with the Closing the Gap National Partnership (refer section 3.2 above) and by initiatives being implemented by the Northern Territory Government.

Facilitation Reforms	Actions
<p>World leading PD and support empowering principals to better manage schools to achieve improved student results and to lead performance improvement at the local level</p>	<ul style="list-style-type: none"> • Provide programs to build capacity of aspiring leaders to build system capability to provide effective leadership in complex school communities and hard to fill schools. These will be developed in association with institutions such as the Australian Council for Educational Leaders to ensure the delivery of leading edge programs that develop capacity to engage with communities <i>(this initiative is funded from Low Socio-Economic Status School Communities National Partnership)</i>.
<p>New pathways into teaching Better pathways into teaching Incigenous pathways into teaching</p>	<ul style="list-style-type: none"> • Pre-service practicum programs delivered in partnership with local and interstate tertiary providers will offer supported on-site internships in order to better prepare graduates to work in remote schools, and assist with retention of the remote workforce. In addition to provider-funded placements, the Northern Territory will self-select, orientate and fund 20 high-performing under-graduates per annum to participate. • Established a scholarship program to attract high performing Northern Territory senior secondary students into teaching programs at Charles Darwin University.
<p>New professional standards to underpin national reforms</p>	<ul style="list-style-type: none"> • The Teacher Registration Board will ensure national pre-service teacher education course accreditation and registration standards are adopted and embedded across all sectors.
<p>Nationally agreed process for accrediting/certifying Accomplished and Leading Teachers</p>	<ul style="list-style-type: none"> • The Northern Territory will adopt the national Accomplished and Leading Teacher certification process and 20 dedicated positions will be established in selected remote schools to attract high performing teachers to hard to staff schools and enhance the in-school support for early-career teachers and those new to remote contexts <i>(this</i>

Facilitation Reforms	Actions
	<p><i>initiative is funded through the Low Socio- Economic Status School Communities National Partnership).</i></p>
<p>Joint engagement with higher education providers to improve teacher quality</p> <p>Establish quality placements for teacher education courses</p> <p>Establish School Centres of Excellence</p>	<ul style="list-style-type: none"> Two very remote Centres of Excellence will be established as hubs at which pre-service teachers as well as high potential teachers and leaders can experience on-site professional learning and the delivery of quality remote Indigenous education. The Northern Territory will ensure that Centres of Excellence are established in line with any nationally agreed guidelines (<i>this initiative is being jointly funded through the Low Socio-Economic Status School Communities National Partnership).</i>
<p>Improved mobility of the Australian teaching workforce</p> <p>Improved quality and availability of teacher workforce data</p>	<ul style="list-style-type: none"> The Northern Territory will continue to support the work of the relevant Teacher Quality Steering Committee sub-group and will ensure that available workforce data sets align with and contribute to the development of the nationally consistent approach.
<p>Improved performance management and continuous improvement in schools</p>	<ul style="list-style-type: none"> The Northern Territory Government's complementary effort to improve workforce data collection and analysis, performance management systems, will complement specific reforms aimed at supporting Indigenous staff in schools associated with the Closing the Gap National Partnership (refer 3.2 above).

4. PERFORMANCE INDICATORS AND MEASURES

The Northern Territory will aggregate performance against the following indicators to report progress against the Smarter Schools National Partnerships.

Outcomes	Performance indicators
All children are engaged in and benefiting from schooling.	The proportion of children enrolled in and attending school.
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.	<p>The proportion of Indigenous and low socio-economic status children enrolled in and attending school.</p> <p>Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low socio-economic status students in national testing.</p> <p>The proportion of the 19-year-old Indigenous and low socio-economic status population having attained at least Year 12 or equivalent or Australian Quality Framework (AQF) Certificate II.</p> <p>The proportion of Indigenous students completing Year 10.</p>
Australian students excel by international standards.	The proportion of students in the bottom and top levels of performance in international testing (e.g. Program for International Student Assessment, Trends in International Mathematics and Science Study).
Young people make a successful transition from school to work and further study.	<p>The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II.</p> <p>The proportion of young people participating in post-school education or training six months after school.</p> <p>The proportion of 18-24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.</p>

4.1 Low Socio-Economic Status School Communities National Partnership

The following performance indicators will be used by sectors to report on progress and outcomes achieved by schools participating in the Low Socio-Economic Status School Communities National Partnership. The scope of the reform delivered at each site will determine an individual school's participation in this National Partnership and therefore the specific performance measures against which they will contribute.

Outcomes	Relevant NT Performance Measures
<p>All children are engaged in, and benefiting from, schooling^{NEA}</p> <p>Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children^{NEA}</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <p>Average attendance rates – Baseline 2009</p> <p>Proportion of students attending over 80% - Baseline 2008</p> <p>Proportion of 'at risk' enrolments – Baseline 2009</p> <p>Average enrolment – Baseline 2008</p> <p>Apparent retention rates - Baseline 2008</p> <p>Level of student, parent & community satisfaction – Baseline 2010</p>
<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving^{NEA}</p> <p>Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade^{NIRA}</p>	<p>NAPLAN gain measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 & 9 as appropriate – and to all test domains :</p> <ul style="list-style-type: none"> - Mean scale score – ALL students - Mean scale score – Indigenous students - Number and % of ALL students at or above National Minimum Standard - Number and % of Indigenous students at or above National Minimum Standard - Number and % of Non-Indigenous students above National Minimum Standard - Participation rates – ALL, Indigenous and Non-Indigenous students <p>Computer-based diagnostic assessment – annual measure –baseline 2011</p> <p>Progress against NT Curriculum Framework/ National achievement standards in Literacy and Numeracy – annual mid-year measure</p>
<p>Young people make a</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous</p>

Outcomes	Relevant NT Performance Measures
<p>successful transition from school to work and further study^{NEA}</p> <p>Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020^{NRA}</p>	<p>students as appropriate for each of:</p> <p>Number and Proportion of 14-19 year olds participating in education until Year 12 or equivalent</p> <p>Number and Proportion of NT Certificate of Education and Training and/or VET in Schools certificate completions</p>

4.2 Closing the Gap (Enhancing Education) National Partnership

The initiatives and reforms supporting the 76 schools involved in this National Partnership will align with, supplement and enhance those undertaken in the Low Socio-Economic Status School Communities National Partnership. As such performance for schools involved will be measured against the indicators outlined in 4.1 above, and will be reported as a separate subset of data.

4.3 Literacy and Numeracy National Partnership

The following improvement measures will be used to generate reward payment under the Literacy and Numeracy National Partnership. The targets set against these will determine the degree to which reward payments are received.

Negotiated Improvement Measures and Targets
<p>Measures</p> <p>NAPLAN measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 & 9 as appropriate and to all test domains</p> <ul style="list-style-type: none"> • Mean scale score – ALL students • Mean scale score – Indigenous students • Number and % of ALL students at or above National Minimum Standard • Number and % of Indigenous students at or above National Minimum Standard • Number and % of Non-Indigenous students above National Minimum Standard • Participation rates – ALL, Indigenous and Non-Indigenous students <p>Computer-based diagnostic assessment – annual measure – baseline 2011</p>

4.4 Improving Teacher Quality National Partnership

The following milestones will generate reward payment under the Improving Teacher Quality National Partnership.

Reward Reform	Milestone	Ambition
Improved pay dispersion to reward quality teaching	20 Accomplished and Leading Teacher positions established in remote schools	Establishment of these positions in remote schools will enhance the number of high-performing teachers in remote schools and will offer additional onsite support to early career teachers and teachers new to remote contexts. The number of Teachers of Exemplary Practice in remote schools has historically been negligible
Improved reward structures for teachers and leaders who work in disadvantaged Indigenous rural/remote and hard to staff schools	<p>Pilot Industrial reforms will result in</p> <ul style="list-style-type: none"> refined classification structure for principals that provide flexibility for differential remuneration for remote and hard to fill schools job descriptions that clearly articulate the roles and responsibilities specific to remote teachers, including community engagement tax related incentives for remote staff, including contracts that enable payment for additional hours worked and improved performance 	These reforms will enable the complex and challenging roles of teachers and school leaders in remote contexts to be formally recognised. The pilot test the potential for these reforms to attract and retain staff, impact on teacher performance and lead to improved outcomes for students
Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous rural/remote and hard to staff schools	Inclusive leadership models established in 20 large very remote schools to provide support for school leaders and enhance community engagement with education	The piloting of creative approaches to leadership in remote schools will enable the testing of approaches to support principals effectively engage with parents, students and the community in

Reward Reform	Milestone	Ambition
		schooling. These models will be evaluated and inform the evidence-base from which further in-school support models will be created.
Continual improvement program for all teachers	<p>Contextually relevant induction programs for remote staff established</p> <p>Screening program established to improve selection of remote staff</p> <p>Assistant Teacher Standards trialled, refined and aligned to national teacher standards</p>	Improved screening and induction of teachers applying to work in remote schools will ensure the recruitment of appropriately qualified, quality teachers to work in these highly challenging schools, where teacher turnover is high. Quality induction specific to the needs of remote teachers will assist ensure they are equipped with the necessary toolkit to operate effectively in remote education contexts.
Indigenous teachers' and school leaders' engagement with community members	<p>Increased number of local Indigenous community members participating in governance training</p> <p>Increased number of Indigenous employees with formal educational qualifications</p>	Developing innovative ways to engage Indigenous community members in education is essential to ensuring sustainable improvements in education outcomes, particularly in remote schools. Building the capacity of the Indigenous workforce and engaging parents and significant community members in school governance are critical success factors.

5. SCHOOL SELECTION

130 of the Northern Territory's 187 schools are eligible for inclusion in the combined Smarter Schools reforms. Schools were selected to participate based on the following:

National Partnership	Selection Basis
Low Socio-Economic Status School Communities	The Australian Bureau of Statistics Index of Relative Socio-economic Disadvantage (IRSED) identifies geographic areas that are relatively disadvantaged, based on a range of indicators relating to the economic and social resources of people and households within an area. Schools were identified as relatively disadvantaged based on the IRSED score of the addresses of the students or the location of the school.
Closing the Gap	Schools in prescribed areas and those with large numbers of students living in prescribed areas as approved through business case proposals. Closing the Gap funding must be targeted at school within prescribed remote communities as the first priority with exceptions considered on a case-by-case basis.
Literacy and Numeracy	Schools where <ul style="list-style-type: none"> • 2008 NAPLAN results indicated room and capacity for improvement • 2005-2007 MAP results showed on upward trajectory • Improvement focused leadership • Test cohort above 10 per year level • Indigenous cohort more than 20% • Total school population more than 50 students

6. SCHOOL LEVEL PLANS

School improvement plans will be developed by principals in participating schools in consultation with their school community. Review and planning processes will be supported by regional and sectoral personnel. They will explicitly identify the strategies to address improvement in literacy and numeracy as well as other identified priority areas such as attendance and community engagement.

The plans will identify strategies being funded under the Smarter Schools National Partnerships as well as targets for improvement in their identified priority areas.

School improvement plans will be published online via the Department of Education and Training website at <http://www.det.nt.gov.au>, as school-based activities under the Smarter Schools National Partnerships commence. Published annual school reports will outline progress against targets and strategies referenced in the school improvement plan.

7. SUPPORT FOR SPECIFIC STUDENT COHORTS

Significant effort under the Smarter Schools National Partnerships will be targeted to improve the quality of education and support for remote Indigenous students. Such effort in RWSR and ERIS schools will focus on site-based and regional/sectoral reforms such as

- trial of inclusive leadership models (cultural advisors, co-principal models, community mentors) to enhance school–community partnerships in education
- trial of flexible and blended delivery of learning that suits the needs of individual communities operating in very remote contexts
- innovative ways to improve student attendance and engagement
- pilot of localised incentives to attract and retain staff and reward performance
- student well-being programs and support that enable students and families positively engage in schooling and prepare to enter the workforce.

Indigenous students from very remote locations who attend residential schools will also be provided additional support through the development of programs that provide pre and in-service professional development to ensure Residential Care Workers are equipped to support the specific needs of this student cohort. Innovative strategies to build partnerships with residential student's families and community will provide increased opportunity for them to participate in their children's learning.

Specific effort will also target improving the support provided to disadvantaged students in urban and regional locations – including but not limited to - mobile Indigenous students and those living in town camp communities – particularly through site-based student attendance and engagement strategies being implemented in EUS schools.

All schools involved in the Smarter Schools National Partnerships will be required to place specific emphasis on closing the gap in educational outcomes for Indigenous students – particularly in literacy and numeracy and student attendance.

8. NATIONAL REFORMS

The Northern Territory is

- committed to implementing nationally agreed reforms to improve teacher quality. Systemic, regional and school focused effort to improve the quality of para-professionals, professionals and leaders in schools will be underpinned by robust and related performance and capability frameworks.
- committed to participating in the development and adoption of a range of reforms from the Improving Teacher Quality National Partnership. The Northern Territory will continue to support the work of the relevant Teacher Quality Steering Committee sub-group and will ensure that available workforce data sets align with and contribute to the development of the nationally consistent approach.
- committed to forging new and strengthened partnerships with tertiary providers to attract and encourage new entrants into educational career pathways, improve pre-service support to ensure graduates are adequately prepared to work in remote contexts and maximise opportunities for local indigenous people to access education career pathways.
- supportive of Teach for Australia and would welcome the opportunity to recruit graduates of the program into leadership positions in hard to staff schools and/or explore the development an accelerated preparation programs for very remote schools.

A range of complementary reform will contribute to enhancing the educational workforce at all career stages in areas such as:

- development of a Staff Portal to improve quality and availability of workforce data and assist to align individual teacher professional learning and performance plans with school and system priorities
- piloting of industrial reforms that relate to refined classification structure for principals that provide flexibility for differential remuneration for remote and hard to fill schools, job descriptions that clearly articulate the roles and responsibilities specific to remote teachers and tax related incentives for remote staff.
- The Working in Teaching Teams initiative will create stronger partnerships between teachers and Assistant Teachers through shared professional learning
- Development of a toolkit for school leaders will provide a guided approach to performance management differentiated by career stage. This will assist in providing meaningful and more structured performance management and clarity of expectations of quality teacher performance.



Faint, illegible text is visible on the white background of the page, appearing as scattered dark specks and ghosting of characters.



Northern Territory—National Partnerships – List of NT Schools

The schools listed below have been identified as participating in the Low-SES NP and/or the Literacy and Numeracy NP and Closing the Gap. The Teacher Quality NP does not identify individual participating schools as it targets all teachers with an emphasis on strategies to attract, train, place, develop and retain quality teachers and leaders.*

Key

LOW SES_NP Low Socio-Economic Status School Communities National Partnership

LN_NP Literacy and Numeracy National Partnership

CTG Closing the Gap

Northern Territory—National Partnerships

Government

School	Suburb	Sector	Partnership Type
Adelaide River School	ADELAIDE RIVER	Government	LOW SES_NP
Alcoota School	VIA ALICE SPRINGS	Government	LOW SES_NP & CTG
Alekarenge School	VIA ALICE SPRINGS	Government	LOW SES_NP & CTG
Alpurrurulam School	VIA CAMDOWEAL	Government	LOW SES_NP & CTG
Alyangula Area School	ALYANGULA	Government	LN_NP
Amanbidji School	VIA KATHERINE	Government	LOW SES_NP & CTG
Amoonguna School	ALICE SPRINGS	Government	LOW SES_NP & CTG

Ampliatwatja School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Angurungu School	GROOTE EYLANDT	Government	LOW SES NP & CTG
Anula Primary School	ANULA	Government	LN NP
Areyonga School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Barunga School	KATHERINE	Government	LOW SES NP & CTG
Batchelor Area School	BATCHELOR	Government	LN NP & LOW SES NP
Belyuen School	COX PENINSULA	Government	LOW SES NP & CTG
Bonya School	ORRTIPA	Government	LOW SES NP & CTG
Borrooloola School	BORROOLOOLA	Government	LOW SES NP & CTG
Bradshaw Primary School	ALICE SPRINGS	Government	LOW SES NP
Bratling Primary School	BRAITLING	Government	LN NP
Bullia Camp School	KATHERINE	Government	LOW SES NP & CTG
Bulman School	KATHERINE	Government	LOW SES NP & CTG
Canteen Creek School	VIA TENNANT CREEK	Government	LOW SES NP & CTG
Centralian Middle School	ALICE SPRINGS	Government	LOW SES NP
Clyde Fantan Primary School	KATHERINE	Government	LN NP
Docker River School	VIA ALICE SPRINGS	Government	LN NP/LOW SES NP & CTG
Driver Primary School	DRIVER	Government	LN NP
Dundee Beach Primary School	DUNDEE BEACH	Government	LOW SES NP
Elliott School	ELLIOTT	Government	LOW SES NP & CTG
Epenarra School	VIA TENNANT CREEK	Government	LOW SES NP & CTG
Finke School	FINKE	Government	LOW SES NP & CTG
Gapuwiyak School	VIA NHULUNBY	Government	LOW SES NP & CTG
Gillen Primary School	ALICE SPRINGS	Government	LOW SES NP
Gochan Jiny Jirra School	VIA MANINGRIDA	Government	LOW SES NP
Gray Primary School	PALMERSTON	Government	LOW SES NP
Gumbalanya School	VIA DARWIN	Government	LOW SES NP & CTG
Haasts Bluff School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Harts Range School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Howard Springs Primary School	HOWARD SPRINGS	Government	LOW SES NP
Imanpa School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Ipolera School	VIA ALICE SPRINGS	Government	LOW SES NP
Jabiru Area School	JABIRU	Government	LOW SES NP & CTG
Jilkminggan School	VIA MATARANKA	Government	LOW SES NP & CTG

Jingili Primary School	JINGILI	LN_MP
Kalkaringi School	WAVE HILL	LOW SES NP & CTG
Karama Primary School	KARAMA	LN_MP
Katherine High	KATHERINE EAST	LOW SES NP
Katherine South Primary School	KATHERINE	LN_MP
Klans School	VIA TENNANT CREEK	LOW SES NP
Lajamanu School	VIA KATHERINE	LOW SES NP & CTG
Laramba School	VIA ALICE SPRINGS	LOW SES NP & CTG
Larapinta Primary School	ALICE SPRINGS	LN_MP
Ludmilla Primary School	LUDMILLA	LN_MP
MacFarlane Primary School	KATHERINE EAST	LOW SES NP
Malak Primary School	Malak	LN_MP
Mamaruni School	CROKER ISLAND	LOW SES NP & CTG
Maningrida School	VIA DARWIN	LOW SES NP & CTG
Mianunda Terrace Primary School	Karama	LOW SES NP
Manyallak School	VIA KATHERINE	LOW SES NP & CTG
Mataranka Primary School	MATARANKA	LOW SES NP
M'Bunghara School	VIA ALICE SPRINGS	LOW SES NP
Middle Point Primary School	HUMPTY DOO	LOW SES NP
Millikapiti School	MELVILLE ISLAND VIA DARWIN	LOW SES NP & CTG
Millingimbi School	VIA DARWIN	LOW SES NP & CTG
Milliner Primary School	MILLNER	LOW SES NP
Milykburra School	BICKERTON ISLAND	LOW SES NP & CTG
Minyerri School	HODGSON DOWNS	LOW SES NP & CTG
Moulden Park Primary School	MOULDEN	LOW SES NP
Mt Allan School	VIA ALICE SPRINGS	LOW SES NP & CTG
Murray Downs School	IMANGARA	LOW SES NP & CTG
Mutitjulu School	VIA ALICE SPRINGS	LOW SES NP & CTG
Neutral Junction School	NEUTRAL JUNCTION	LOW SES NP & CTG
Newcastle Waters School	NEWCASTLE WATERS	LOW SES NP & CTG
Nganmariyanga School	VIA DALY RIVER	LOW SES NP & CTG
Ngukurr School	NGUKURR	LOW SES NP & CTG
Nhulunbuy Primary School	NHULLNBUY	LN_MP
Ntaria School	RAPID CREEK	LOW SES NP & CTG

Numbulwar School	VIA KATHERINE	Government	LOW SES NP & CTG
Nyirripi School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Palmerston High	DRIVER	Government	LN NP
Papunya School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Peppimenarti School	VIA DARWIN	Government	LOW SES NP & CTG
Pigeon Hole School	VIA KATHERINE	Government	LOW SES NP & CTG
Pine Creek Schools	PINE CREEK	Government	LOW SES NP
Pularumpi School	VIA DARWIN	Government	LOW SES NP & CTG
Ramingining School	VIA DARWIN	Government	LOW SES NP & CTG
Robinson River School	VIA BORROLOOLA	Government	LOW SES NP & CTG
Rockhampton Downs School	VIA TENNANT CREEK	Government	LOW SES NP
Sadadeen Primary School	ALICE SPRINGS	Government	LOW SES NP
Shepherdson College	GALIWINKU	Government	LOW SES NP & CTG
Stirling School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Tennant Creek High School	TENNANT CREEK	Government	LOW SES NP
Tennant Creek Primary School	TENNANT CREEK	Government	LOW SES NP
Ti Tree School	TI TREE VIA ALICE SPRINGS	Government	LOW SES NP
Timber Creek School	TIMBER CREEK	Government	LOW SES NP
Trijikala School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Ukaka Home Learning Centre (Lila)	VIA ALICE SPRINGS	Government	LOW SES NP
Umbakumba School	ALYANGULA	Government	LOW SES NP & CTG
Urupunga School	VIA KATHERINE	Government	LOW SES NP & CTG
Utopia School	VIA ALICE SPRINGS	Government	LOW SES NP
Wagaman Primary School	WAGAMAN	Government	LN NP
Wallace Rockhole School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Walungurru School	Via Alice Springs	Government	LOW SES NP & CTG
Warrawi School	VIA DARWIN	Government	LOW SES NP & CTG
Watiwatu School	VIA PAPUNYA	Government	LOW SES NP & CTG
Willowra School	VIA ALICE SPRINGS	Government	LOW SES NP & CTG
Woodroffe Primary School	PALMERSTON	Government	LN NP
Woolaning School	LITCHFIELD PARK	Government	LOW SES NP
Woolianna School	DALY RIVER	Government	LOW SES NP
Wugularr School	BESWICK	Government	LOW SES NP & CTG
Yarralin School	VIA KATHERINE	Government	LOW SES NP & CTG

Yirrkala Homeland School (Yambirra)	YIRRKALA	Government	LOW SES_NP & CTG
Yirrkala School (Yambirra)	YIRRKALA	Government	LOW SES_NP & CTG
Yuendumu School	YUENDUMU	Government	LOW SES_NP & CTG

Northern Territory—National Partnerships

Catholic

School	Suburb	Sector	Partnership Type
Ltyentye Apurte Community Education Centre	VIA ALICE SPRINGS	Catholic	LOW SES_NP & CTG
Murrupurtiyawu Catholic School	BATHURST ISLAND	Catholic	LOW SES_NP & CTG
Our Lady of the Sacred Heart Thamarurr Catholic School	PORT KEATS	Catholic	LOW SES_NP & CTG
Sacred Heart School	PALMERSTON	Catholic	LN_NP
St Francis of Assisi School	HUMPTY DOO	Catholic	LN_NP
St Francis Xavier School	DALY RIVER	Catholic	LOW SES_NP & CTG
St John's College	STUART PARK	Catholic	LOW SES_NP
St Joseph's College	KATHERINE	Catholic	LOW SES_NP & CTG
Xavier Community Education Centre	BATHURST ISLAND	Catholic	LOW SES_NP & CTG

Northern Territory—National Partnerships

Independent

School	Suburb	Sector	Partnership Type
Gawa Christian School	ELCHO ISLAND	Independent	LOW SES_NP
Kormilda College	BERRIMAH	Independent	LOW SES_NP
Marrara Christian School	MARRARA	Independent	LOW SES_NP
Northern Territory Christian College	MARRARA	Independent	LOW SES_NP
Nyangatjajara College	YULARA	Independent	LOW SES_NP & CTG
Twi College	MELVILLE ISLAND	Independent	LOW SES_NP
Woolanng Homeland Christian College	BATCHELOR	Independent	LOW SES_NP
Yipirinya School	ALICE SPRINGS	Independent	LOW SES_NP & CTG
Yirra College	ALICE SPRINGS	Independent	LOW SES_NP

Northern Territory total by National Partnership and Sector

Literacy and Numeracy NP

Schools

Government	15
Catholic	2
Independent	0
Total Literacy and Numeracy NP	17
Sector	Schools
Government	29
Catholic	1
Independent	7
Total Low-SES NP	37
Sector	Schools
Government	66
Catholic	6
Independent	2
Total Low-SES NP and CTG	74
Sector	Schools
Government	1
Catholic	0
Independent	0
Total Literacy and Numeracy NP, Low-SES NP and CTG	1
Sector	Schools
Government	1
Catholic	0
Independent	0
Total Literacy and Numeracy NP and Low-SES NP	1
Sector	Schools
Government	1
Catholic	0
Independent	0
Total Literacy and Numeracy NP and Low-SES NP	1
Total NT NP Schools	130

* The schools list is current at time of publishing and may be subject to change.

**NATIONAL PARTNERSHIP AGREEMENTS FOR
TEACHER QUALITY
LITERACY AND NUMERACY
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES
CLOSING THE GAP**

**BILATERAL AGREEMENT BETWEEN
THE COMMONWEALTH OF AUSTRALIA AND
THE NORTHERN TERRITORY OF AUSTRALIA**

PURPOSE

1. This Agreement articulates a shared commitment between the Commonwealth of Australia ("the Commonwealth") and the Northern Territory of Australia ("Northern Territory") to achieving high-level outcomes for schooling. It aims to give effect to the priorities agreed by all governments at the Council of Australian Governments (COAG) on 29 November 2008, as well as those expressed in the new National Declaration on Educational Goals for Young Australians launched in December 2008.
2. The purpose of this Agreement is to outline how the Northern Territory, through the National Partnerships for Improving Teacher Quality, Literacy And Numeracy, Low Socio-Economic Status School Communities and Closing the Gap (Enhancing Education), intends to contribute to the achievement of the following outcomes as described in the National Education Agreement (NEA) and the National Indigenous Reform Agreement (NIRA):
 - all children are engaged in, and benefiting from, schooling^{NEA}
 - young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving^{NEA}
 - Australian students excel by international standards^{NEA}
 - schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children^{NEA}
 - young people make a successful transition from school to work and further study^{NEA}
 - halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020^{NIRA}
 - halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade^{NIRA}

KEY REFORM AREAS AND INDICATIVE ACTIONS

3. The National Partnership reforms outlined in this Agreement complement existing effort within the Northern Territory to deliver improved educational outcomes for all students, particularly for Indigenous students in challenging remote contexts. The Northern Territory Government's effort to reduce educational disadvantage, improve outcomes in literacy and numeracy and enhance the quality of teachers and therefore deliver improved educational services supported by strategic platforms such as Closing the Gap (NT), A Working Future and Territory 2030.
4. The Northern Territory will progress implementation of National Partnership reforms under a single, integrated implementation plan that seeks to display the interconnectivity of many of the initiatives. A series of cross-sectorally agreed reform elements have been developed in which the Northern Territory intends to prioritise effort and investment. Relevant reform elements have been synthesised to meet the varied but related to needs of different groups of students. The implementation plan will be refined from time to time, in consultation with the Commonwealth as reforms are piloted and the impact and relative success of identified strategies is measured.

5. The plan is structured within an agreed cross-sectoral Quality Schooling Strategic Framework that is underpinned by principles of school improvement grounded in whole school approaches to student learning (Hill and Crevola, 1997) and an extensive evidence base.
6. 130 of the Northern Territory's 187 schools are eligible for inclusion in the combined National Partnership reforms. The depth of reform at each site will range from intensive focused support (using a place based approach aligned with the Remote Service Delivery National Partnership and *A Working Future*), through to sustained systemic reform with a layer in between that allows for significant reform in areas of common need.
7. The plan details participating schools and their level of involvement in the various reforms. It is developed based on the principle that reforms are driven by localised need, within agreed systemic frames and that regional/sectoral and systemic reforms will be aligned to support achievement of accelerated improvement at each participating school. Improvement in Literacy and Numeracy outcomes will be a target for all eligible schools and the Northern Territory will implement a number of systemic reforms relating to improving teacher quality and performance. The key design element from the perspective of each participating school will be the school improvement plan. Schools officially commencing in the Smarter Schools reforms in the outer years will have access to regional, sectoral and systemic reforms as soon as they are initiated and often prior to completing their school improvement plans.
8. In developing the school improvement plan, schools and their communities will be supported to access the relevant National Partnership Reform Elements for which they are eligible, as well as other related school improvement support services provided by the sector. Once improvement planning process is complete and a school's participation in funded areas of reform agreed, resourcing and support provided through the Smarter Schools National Partnership Agreements will be made available.
9. Schools will be held accountable for their implementation progress and expenditure through the reporting requirements already established for their school improvement plan which is based around published annual reporting. This will ensure that schools can focus on their improvement milestones and targets and are not overburdened by having to manage a large number of discrete projects.
10. The Commonwealth will assess the Northern Territory's progress against agreed milestones and targets and upon achievement of these generate facilitation and reward payments as outlined in this Agreement.
11. The Northern Territory will seek to collaborate, as appropriate, with relevant jurisdictions to develop reforms, particularly those that address the challenges of educational service delivery in remote contexts.

BUDGET

12. The Commonwealth facilitation payments and the detail of the Northern Territory's co-investment are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Facilitation payments	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)
Low SES	1.052	14.200	19.168	35.062	34.010	20.862	15.896
Australian Government	0.526	7.100	9.584	17.531	17.005	10.431	7.948
State Co-investment	0.526	7.100	9.584	17.531	17.005	10.431	7.948
<i>Co-investment will comprise of contributions from:</i>							
<i>Enhancing IT services in remote areas</i>	0.42	0.80	0.80	0.80	0.80	0.80	0.80
<i>Closing the Gap</i>	6.50	8.15	8.85	9.50	9.50	9.50	9.50
<i>Families as First Teachers</i>	0	3.90	2.60	2.60	2.60	2.60	2.60
<i>EBA Remote Incentives Package</i>	0	3.00	3.00	3.00	3.00	3.00	3.00
<i>Specialist teachers supporting remote secondary</i>	0.94	1.67	1.67	1.67	1.67	1.67	1.67
<i>Systemic Literacy Programs (eg NALP)</i>	0	0	2.67	2.67	2.67	2.67	2.67

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Facilitation payments	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)
Literacy & Numeracy	4.168	4.760	0	0	0	0	0
Australian Government	2.084	2.382	0	0	0	0	0
State Co-investment	2.084	2.382	0	0	0	0	0
<i>Co-investment will comprise of contributions from:</i>							
<i>National Accelerated Literacy Program</i>	1.420	2.670	0	0	0	0	0
<i>Remote Curriculum Assessment and Materials Project</i>	0.450	0.450	0	0	0	0	0
Teacher Quality	0.103	0.237	0.546	0.623	0	0	0
Australian Government	0.073	0.159	0.415	0.501	0	0	0
State Co-investment	0.030	0.078	0.131	0.122	0	0	0
<i>Co-investment will comprise of contributions from:</i>							
<i>Teacher Registration Board</i>	0	0.13	0.13	0.13	0	0	0
<i>School Leadership Conference</i>	0	0.15	0.15	0.15	0	0	0
Total Facilitation	5.323	19.197	19.714	35.685	34.010		

Facilitation Payment Milestones - Low Socio-Economic Status School Communities National Partnership

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
May/June 2009	<ul style="list-style-type: none"> Signing of bilateral agreement and Preliminary Implementation Plan 	\$0.526m
December 2009	<ul style="list-style-type: none"> Northern Territory Implementation Plan finalised and signed 	\$3.550m
April 2010	<ul style="list-style-type: none"> School improvement plans published for <ul style="list-style-type: none"> 12 schools participating in the Remote Whole School Reform (RWSR) group 8 schools participating in the Engaging Urban Students (EUS) group Twenty schools have received funding to support delivery of reform outlined in their school improvement plan Panel contract established which schools can access to identify expert critical friends to assist and embed quality school improvement processes Officer employed to establish Residential Care Workers Program. Very Remote Research project underway Systemic processes to manage National Partnership activity established and coordination team recruited Accredited ESL course developed and being used to support staff in very remote schools 	\$3.550m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
October 2010	<ul style="list-style-type: none"> • School improvement plans published for <ul style="list-style-type: none"> ○ 22 schools participating in RWSR ○ 16 schools participating in EUS ○ 10 schools participating in Engaging Remote Indigenous Students (ERIS) group • Forty schools have received funding to support deliver reform outlined in their school improvement plan. • Three Regional Plans developed that articulate regional and district reform effort and support in the areas of family and community engagement, student attendance and wellbeing, and flexible and innovative remote delivery. • Wrap-around support team established providing specialist support to schools. • Three Business Support Consultants recruited and supporting schools. • Five Regionally Based Mentor Capacity Building Support officers employed. • Virtual Schooling service established and servicing very remote schools. • Contextualised orientation program available to staff in very remote schools • Very Remote Research outcomes available. • Consultation with schools participating in Residential Care Workers project completed and program scope determined. 	\$4.792m
April 2011	<ul style="list-style-type: none"> • School improvement plans published for <ul style="list-style-type: none"> ○ 30 schools participating in ERIS. • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements and progress (as appropriate). • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. • Residential Care Workers program commenced. • Ten Accomplished and Leading Teachers in remote schools • Student and/or community engagement programs operating in 16 EUS schools 	\$4.792m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
October 2011	<ul style="list-style-type: none"> • School improvement plans published for all 113 schools involved in this National Partnership. • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements and progress (as appropriate). • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$8.766m
April 2012	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. • Reform program reassessed to refresh priorities and direction by progress to date as well as outcomes of research and evaluation. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$8.765m
October 2012	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements and progress. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement 	\$8.505m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
	<ul style="list-style-type: none"> • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	
April 2013	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$8.500m
October 2013	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$5.216m
April 2014	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes 	\$5.215m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
	<ul style="list-style-type: none"> ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	
October 2014	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$3.974m
April 2015	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$3.974m

Facilitation Payment Milestones – Literacy and Numeracy National Partnership

Due date	Literacy and Numeracy Facilitation Payment Milestones	Facilitation Payment
May/June 2009	<ul style="list-style-type: none"> Signing of bilateral agreement and Preliminary Implementation Plan 	\$2.084m
December 2009	<ul style="list-style-type: none"> Northern Territory Implementation Plan finalised and signed 	\$0.595m
April 2010	<ul style="list-style-type: none"> School improvement plans published for nineteen schools participating in Maximising Improvement in Literacy and Numeracy (MILaN) Nineteen schools have received funding to support deliver accelerated improvement in literacy and numeracy outcomes Evidence Based Framework developed Literacy and numeracy programs identified as suitable have been assessed against system scalability criteria and endorsed for use in schools Assessment for Learning Consultant positions established 	\$1.787m

Facilitation Payment Milestones – Teacher Quality National Partnership

Due date	Teacher Quality Facilitation Payment Milestones	Facilitation Payment
May/June 2009	<ul style="list-style-type: none"> Signing of bilateral agreement and Preliminary Implementation Plan 	\$0.073m
December 2009	<ul style="list-style-type: none"> Northern Territory Implementation Plan finalised and signed 	\$0.080m
April 2010	<ul style="list-style-type: none"> Teacher Registration Act Amendment Bill, to support move toward nationally consistent registration practice, tabled Policy and regulations for new registration procedures developed and testing of data base to support these underway 	\$0.079m
October 2010	<ul style="list-style-type: none"> First Very Remote Centre of Excellence established 	\$0.208m
April 2011	<ul style="list-style-type: none"> National standards for teacher accreditation, registration and Accomplished and Leading Teachers implemented in line with national reforms 	\$0.207m
October 2011	<ul style="list-style-type: none"> Evaluation of pre-service internship and education career pathways programs underway to determine appropriateness and success factors 	\$0.251m
April 2012	<ul style="list-style-type: none"> Evaluation of pre-service internship and education career pathways programs completed and inform future roll out of initiatives 	\$0.250m

13. The Commonwealth payments relating to Closing the Gap (Enhancing Education) are as follows:

Closing The Gap	2008/09	2009/10	2010/11	2011/12
	(\$mil)	(\$mil)	(\$mil)	(\$mil)
TOTAL	0	15.715	16.290	12.289
Australian Government – <i>Non-Government Schools</i>	0	2.357	2.444	1.843
Australian Government – <i>NT Government</i>	0	13.358	13.846	10.446

Payment Milestones – Closing the Gap

Due date	Closing the Gap Payment Milestones	Payment**
December 2009	<ul style="list-style-type: none"> Northern Territory Implementation Plan finalised and signed 	\$7.858m
April 2010	<ul style="list-style-type: none"> Panel contract established which schools can access to identify expert critical friends to assist with quality school improvement planning processes Trial of inclusive leadership models underway in selected very remote schools Intensive Improvement Team providing support to targeted government schools Six Indigenous Education Coordinators employed Remote Catholic Schools Specialist Support team established Ten Literacy, Numeracy and ESL coaches supporting schools Remote and Indigenous Workforce Development team transitioned to strategically align with new regional service delivery models Guidelines for ongoing remote screening process developed Conductive Hearing Coordination established Integration of remaining Northern Territory Emergency Response deliverables in Closing The Gap reform effort and reporting 	\$7.857m
October 2010	<ul style="list-style-type: none"> Five Indigenous Training Coordinators established Four regionally based ESL coordinators established Plan established to transition from pilot to implementation of VET programs for middle years students in selected remote sites New screening policy and guidelines for recruiting quality teachers to remote schools being implemented Trial of site based education programs for pre-service Indigenous teachers in two very remote sites Student Leadership and Pathways pilot completed Flexible pathways programs for middle years students piloted in 2 remote schools School improvement plans for prescribed schools include Closing the Gap targets Integration of remaining Northern Territory Emergency Response deliverables in Closing The Gap reform effort and reporting 	\$8.145m

Due date	Closing the Gap Payment Milestones	Payment**
April 2011	<ul style="list-style-type: none"> Eight regionally based ESL coordinators established Twenty Literacy, Numeracy and ESL coaches supporting schools School improvement plans for prescribed schools include Closing the Gap targets Reporting indicates progress against Closing the Gap improvement targets Closing the Gap and Northern Territory Emergency Response reform implementation and milestones reviewed and activities adapted, expanded or realigned if appropriate. 	\$8.145m
October 2011	<ul style="list-style-type: none"> Interim Transforming Indigenous Education evaluation report completed School improvement plans for all prescribed schools include Closing the Gap targets Consultation and negotiation underway for embedding Closing the Gap reforms to sustain progress toward improvement targets 	\$6.145m
April 2012	<ul style="list-style-type: none"> Transforming Indigenous Education evaluation used to inform future delivery of Indigenous education services School improvement plans for all prescribed schools include Closing the Gap targets Reporting indicates progress against Closing the Gap improvement targets Negotiated plan and associated resourcing agreed for embedding Closing the Gap reforms to sustain progress toward improvement targets 	\$6.144m

Reward payments

14. The maximum reward available to the Northern Territory, subject to the achievement of the agreed reward milestones is as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)
Teacher Quality	0	0	0	2.137	2.137	0	0
Literacy and Numeracy	0	0	5.211	5.211	0	0	0
Total Reward Budget¹	0	0	5.211	7.849	2.137	0	0

Reward Payment Milestones – Teacher Quality

Due date	Milestone ^{weighting}	Reward Payment
July 2011	<ul style="list-style-type: none"> 10 Accomplished and Leading Teacher positions established in remote schools ^{15%} Inclusive leadership models established in 20 large very remote schools to provide support for school leaders and enhance community engagement with education ^{25%} Contextually relevant induction programs for remote staff established ^{25%} 	\$2.137m

Due date	Milestone ^{weighting}	Reward Payment
	<ul style="list-style-type: none"> Screening program established to improve selection of remote staff ^{10%} Assistant Teacher Standards trialled, refined and aligned to national teacher standards ^{20%} 	
July 2012	<ul style="list-style-type: none"> Pilot industrial reforms that relate to refined classification structure for principals that provides flexibility for differential remuneration for remote and hard to fill schools, job descriptions that clearly articulate the roles and responsibilities specific to remote teachers and tax related incentives for remote staff to inform broader systemic application ^{40%} 20 Accomplished and Leading Teacher positions established in remote schools ^{15%} Increased number of local Indigenous community members participating in governance training ^{15%} Increased number of Indigenous employees with formal educational qualifications ^{30%} 	\$2.137m

Reward Payment Milestones – Literacy and Numeracy

Due date	Milestone	Reward Payment
Jan 2011	Progress toward negotiated 2010 improvement targets (refer paragraph 24)	Based on extent to which negotiated targets are met
Jan 2012	Progress toward negotiated 2011 improvement targets (refer paragraph 24)	Based on extent to which negotiated targets are met

15. In order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the National Partnerships, the Northern Territory will utilise reward funding for education purposes. Reward distribution will be agreed cross-sectorally.

NON-GOVERNMENT SECTOR PARTICIPATION

- The Smarter Schools National Partnerships Northern Territory Implementation Plan has been developed in close consultation with the Non-Government sectors.
- The Non Government Schools Ministerial Advisory Council (NGS MAC) will provide strategic governance throughout the life of this Agreement. NGS MAC has representation from each non-government sector and Department of Education and Training (DET).
- Each sector will be allocated a nominal proportion of funding based on the Australian Government's allocation methodology. Where the sectors have agreed to work collaboratively on reform elements, each contribute equitably. Where appropriate, Australian Government facilitation payments will be distributed by the Northern Territory Government to the Non-Government sector via grant upon delivery of agreed milestones.
- Each sector will contribute information appropriate to meet the aggregated reporting requirements of this National Partnership and to locally monitor the progress of participating schools toward achieving reform targets.
- A substantial proportion of funding available to the Non-Government schools sector in the Northern Territory is provided by the Commonwealth and is therefore excluded as a source of co-investment but identified as complementary resourcing where appropriate.
- The Northern Territory Government sector recognises the in-kind contribution made by Non-Government sector personnel involved in the collaborative planning and implementation

processes. Furthermore, many of the Northern Territory Government's co-investment initiatives are cross-sectoral in nature, for example the Teacher Registration Board and National Accelerated Literacy Program.

22. Details of the Non-Government sector schools involved in this Agreement are outlined in the Northern Territory Implementation Plan which will be subject to periodic review as agreed by the Commonwealth and the Northern Territory.

INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

23. This section of the Agreement will contribute to the outcomes set out in the National Education Agreement and the National Indigenous Reform Agreement. Progress against these outcomes will be measured using the following performance indicators:

Outcomes	Relevant NT Performance Measures
<p>All children are engaged in, and benefiting from, schooling^{NEA}</p> <p>Schooling promotes social inclusion and reduces the educational disadvantage of children, especially indigenous children^{NEA}</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <ul style="list-style-type: none"> Average attendance rates – Baseline 2009 Proportion of students attending over 80% - Baseline 2008 Proportion of 'at risk' enrolments – Baseline 2009 Average enrolment – Baseline 2008 Apparent retention rates - Baseline 2008 Level of student, parent & community satisfaction – Baseline 2010
<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving^{NRA}</p> <p>Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade^{NRA}</p>	<p>NAPLAN gain measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 & 9 as appropriate – and to all test domains:</p> <ul style="list-style-type: none"> - Mean scale score – ALL students - Mean scale score – Indigenous students - Number and % of ALL students at or above National Minimum Standard - Number and % of Indigenous students at or above National Minimum Standard - Number and % of Non-Indigenous students above National Minimum Standard - Participation rates – ALL, Indigenous and Non-Indigenous students <p>Computer-based diagnostic assessment – annual measure – baseline 2011</p> <p>Progress against NT Curriculum Framework/ National achievement standards in Literacy and Numeracy – annual mid-year measure</p>
<p>Young people make a successful transition from school to work and further study^{NEA}</p> <p>Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020^{NRA}</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <ul style="list-style-type: none"> Number and Proportion of 14-19 year olds participating in education until Year 12 or equivalent Number and Proportion of NT Certificate of Education and Training and/or VET in Schools certificate completions

24. The following improvement measures and targets will be used to generate reward payment under the Literacy and Numeracy National Partnership:

Negotiated Improvement Measures and Targets
<p>Measures</p> <p>NAPLAN measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 & 9 as appropriate and to all test domains</p> <ul style="list-style-type: none"> • Mean scale score – ALL students • Mean scale score – Indigenous students • Number and % of ALL students at or above National Minimum Standard • Number and % of Indigenous students at or above National Minimum Standard • Number and % of Non-Indigenous students above National Minimum Standard • Participation rates – ALL, Indigenous and Non-Indigenous students <p>Computer-based diagnostic assessment – annual measure – baseline 2011</p> <p>Targets</p> <p>The details of the Northern Territory's 2011 and interim 2012 measures, targets and rewards are at Appendix 1 of this Agreement. The 2012 measures, targets and rewards will be confirmed following the 2011 reward cycle.</p>

25. The Northern Territory milestones to generate reward payment under the Improving Teacher Quality National Partnership are as follows:

Reward Reform	Milestone	Ambition
<ul style="list-style-type: none"> • Improved pay dispersion to reward quality teaching 	<ul style="list-style-type: none"> • 20 Accomplished and Leading Teacher positions established in remote schools 	<ul style="list-style-type: none"> • Establishment of these positions in remote schools will enhance the number of high-performing teachers in remote schools and will offer additional onsite support to early career teachers and teachers new to remote contexts. The number of Teachers of Exemplary Practice in remote schools has historically been negligible
<ul style="list-style-type: none"> • Improved reward structures for teachers and leaders who work in disadvantaged Indigenous rural/remote and hard to staff schools 	<ul style="list-style-type: none"> • Pilot industrial reforms will result in <ul style="list-style-type: none"> ○ refined classification structure for principals that provide flexibility for differential remuneration for remote and hard to fill schools ○ job descriptions that clearly articulate the roles and responsibilities specific to remote teachers, including community engagement ○ tax related incentives for remote staff, including contracts that enable payment for additional hours worked and improved performance 	<ul style="list-style-type: none"> • These reforms will enable the complex and challenging roles of teachers and school leaders in remote contexts to be formally recognised. The pilot test the potential for these reforms to attract and retain staff, impact on teacher performance and lead to improved outcomes for students
<ul style="list-style-type: none"> • Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous rural/remote and hard to staff schools 	<ul style="list-style-type: none"> • Inclusive leadership models established in 20 large very remote schools to provide support for school leaders and enhance community engagement with education 	<ul style="list-style-type: none"> • The piloting of creative approaches to leadership in remote schools will enable the testing of approaches to support principals effectively engage with parents, students and the community in schooling. These models will be evaluated and inform the evidence-base from which further in-school support models will be created.

Reward Reform	Milestone	Ambition
<ul style="list-style-type: none"> Continual improvement program for all teachers 	<ul style="list-style-type: none"> Contextually relevant induction programs for remote staff established Screening program established to improve selection of remote staff Assistant Teacher Standards trialled, refined and aligned to national teacher standards 	<ul style="list-style-type: none"> Improved screening and induction of teachers applying to work in remote schools will ensure the recruitment of appropriately qualified, quality teachers to work in these highly challenging schools, where teacher turnover is high. Quality induction specific to the needs of remote teachers will assist ensure they are equipped with the necessary toolkit to operate effectively in remote education contexts.
<ul style="list-style-type: none"> Indigenous teachers' and school leaders' engagement with community members 	<ul style="list-style-type: none"> Increased number of local Indigenous community members participating in governance training Increased number of Indigenous employees with formal educational qualifications 	<ul style="list-style-type: none"> Developing innovative ways to engage Indigenous community members in education is essential to ensuring sustainable improvements in education outcomes, particularly in remote schools. Building the capacity of the Indigenous workforce and engaging parents and significant community members in school governance are critical success factors.

MONITORING AND REPORTING ARRANGEMENTS

26. The Northern Territory will provide, in April each year, an annual report to the Commonwealth covering all of the Smarter Schools National Partnerships described in this Agreement. Reporting will specify progress against milestones, timeliness, performance and improvement measures (as appropriate to the individual Agreements). Progress against Closing the Gap measures will be provided quarterly.
27. Evidence of the achievement of April payment milestones will be provided through the annual report and will trigger associated facilitation payment. A separate report detailing achievement of identified October payment milestones will be provided which will trigger the associated facilitation payment.
28. These reforms will be monitored by the COAG Reform Council and any other body the Parties agree to task with assessing the effectiveness of these reforms. Identified performance targets and milestones are subject to review over time as implementation of reform progresses.
29. Summary reports will be published to facilitate the sharing of information regarding successful reform interventions and best practice to the Commonwealth, other States and Territories and schools.
30. Where individual school data is provided, and the National Partnership agreements do not provide for that level of analysis to be published, standard privacy requirements should prevail.
31. Reporting under this National Partnership will comply with the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.
32. As specified in the National Partnership Agreements, the Commonwealth will provide funding to evaluate the progress of reforms through this Agreement. The evaluation will support program management and monitoring and continuous improvement efforts and will inform COAG on the success of the reforms and how best to sustain them.
33. The Northern Territory will share successful reform interventions across jurisdictions and agrees to participate, where appropriate, in the design, development and implementation of reform strategies in multilaterally agreed areas.

34. The Northern Territory agrees that where performance indicators under this Agreement contribute to the objectives and outcomes of National Education Agreement, the COAG Reform Council will assess these performance indicators in the context of its analysis and report on the National Education Agreement and its subsidiary National Partnership agreements.

PUBLICATIONS AND COMMUNICATIONS

35. All publications, promotional and advertising materials, public announcements and activities or any products, processes or inventions developed as a result of the implementation of the Agreement will acknowledge the Agreement as a joint initiative of the Commonwealth and the Northern Territory.

AUDIT ARRANGEMENTS

36. During the term of this Agreement, if there is reasonable cause for concern the Northern Territory will, upon 7 days notice from the Commonwealth during normal business hours or as otherwise agreed, permit and provide persons ("Auditors") nominated by the Northern Territory supervised access to relevant information to verify compliance with the obligations under this Agreement. The Commonwealth is not entitled to use this as a right of access for purposes that are not related to this Agreement.

GOVERNANCE ARRANGEMENTS

37. In accordance with the corresponding National Partnership Agreements the governance arrangements between the Commonwealth and the Northern Territory are as follows:

Term of the Agreement

38. This Agreement continues to be of effect until the earlier of:
- Termination of the Agreement in accordance with clause 41; or
 - One year after cessation of all National Partnership Agreements.

Dispute resolution

39. Any Party may give notice to other Parties of a dispute under this Agreement.
40. The relevant delegates will attempt to resolve any dispute in the first instance.
41. If a dispute cannot be resolved it may be escalated to COAG for consideration.

Variation of the Agreement

42. This Agreement may be amended at any time by agreement in writing by the Parties and under terms and conditions as agreed by the Parties.
43. A Party to the Agreement may terminate their participation in this Agreement by notifying the other Party in writing. To minimise disruption to participating schools, at least 12 months' notice should be given in these circumstances.
44. The termination of this Agreement, by either Party, will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.

Review of the Agreement

45. The Parties recognise that the ambitious nature of the National Partnership reforms will require this Agreement and the Northern Territory Final Implementation Plan to be reviewed before its expiry. This review will assess progress in achieving the Smarter Schools National Partnerships' objectives and outcomes and consider options for the future of the National Partnerships, including extension of their life or rolling a portion of the National Partnerships' facilitation funding into funding provided under the Specific Purpose Payment under the National Education Agreement. The review will draw on the findings from the independent evaluation of the reforms implemented under this National Partnership.
46. In the event of inconsistency between this Agreement and the Intergovernmental Agreement on Federal Financial Relations, the Intergovernmental Agreement on Federal Financial Relations will take precedence over any clauses contained in this Agreement.

Intellectual Property

47. The parties agree that Northern Territory will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any to registration of such rights existing in Australia, or elsewhere) in all information and other material provided by the Northern Territory to the Commonwealth under this Agreement.
48. The Northern Territory consents to the use within Australia of that information and material by the Commonwealth and the Commonwealth's sharing with, and the use within Australia by, Australian States, Territories and schools as part of the National Partnership program including where it is to facilitate the sharing of information regarding successful school reform interventions and best practice.

The Parties have executed this agreement as follows:

Signed for and on behalf of the
Commonwealth of Australia by



.....
Deputy Prime Minister

Date 20/11/09

Signed for and on behalf of the
Northern Territory of Australia
pursuant to a delegation under
the *Contracts Act (NT)* by



.....
Northern Territory Minister for Education and Training

Date

31/12/09