

# Schooling Implementation Plan

## NATIONAL PARTNERSHIP AGREEMENT ON STRONGER FUTURES IN THE NORTHERN TERRITORY

### PART 1: PRELIMINARIES

1. This Implementation Plan is a schedule to the National Partnership Agreement on Stronger Futures in the Northern Territory (NP) and should be read in conjunction with that Agreement. This Implementation Plan will, in conjunction with other initiatives and strategies, support activities to improve Indigenous student outcomes in the Northern Territory (NT) by improving the attendance, engagement and educational achievement of Indigenous students.
2. The Council of Australian Governments (COAG) and the Education Council have agreed to improve school attendance outcomes by 2018, halve the gap in literacy and numeracy achievement by 2018 and halve the gap in Year 12 or equivalent attainment by 2020.
3. The NT Government is committed to achieving the COAG benchmark of 90 per cent attendance for Indigenous students and recognises the importance of engaging and retaining students in education, particularly in early childhood and the primary years, to establish strong patterns of attendance and contribute to improvements in literacy and numeracy outcomes and Year 12 or equivalent completions. The activities under this Implementation Plan are part of a larger series of approaches by both governments that contributes to the achievement of the agreed COAG targets.
4. The 2014 review of Indigenous education in the NT, *A Share in the Future* (the review), shows that outcomes for the Territory's Indigenous students remain well below non-Indigenous students from other jurisdictions. In response to the review's recommendations, the NT Government is implementing a 10-year strategy titled *A Share in the Future - Indigenous Education Strategy 2015-2024* (the strategy) to ensure the effective alignment of resources, focusing on actions that will have a direct and measurable impact on educational outcomes for Indigenous students. The NT Government remains responsible for implementation and achievement of outcomes under the broader strategy. A phased implementation of the strategy will commence in 2015 and will be reviewed every three years.
5. Funding under this Implementation Plan will supplement the NT Government's investment in this reform and provide additional programme capacity in recognition of the complexity and size of educational issues. Reforms progressed under this Implementation Plan will be developed in such a way that they will be sustainable beyond the term of the NP.

6. This Implementation Plan details agreed activities for government schools in the NT as part of five overarching project elements: Foundations; Essentials; Pathways; Engagement; and Workforce. The activities focus on Indigenous students with the highest need — students in or from a remote or very remote area who are attending school in a remote or very remote area, and in some circumstances a provincial school.
7. The Implementation Plan will support increased local Indigenous employment, professionalisation and career development in the delivery of government funded services. The goal of increasing local Indigenous employment needs to be undertaken in the context of improving Indigenous student outcomes as the first priority of this Implementation Plan.
8. The NT Government will seek to provide opportunities for the participation of Indigenous businesses in the roll out of the capital works funded under this Implementation Plan.

## Scope of this Implementation Plan

9. References to schools within this Implementation Plan mean schools located in remote and very remote areas, unless otherwise specified<sup>1</sup>. Reference to students within this agreement mean Indigenous students attending schools in remote or very remote communities, as well as students from remote and very remote communities who may be attending school in a provincial area (e.g. boarding school).
10. The Parties acknowledge that some issues impacting on education outcomes are outside the control of schools and the education system, such as health and development of the community and limited economic opportunity in many remote communities. Governments are committed to progressing holistic responses and are committed to working with communities, the not-for-profit sector and businesses to make a contribution to addressing these issues.

## PART 2: TERMS OF THIS IMPLEMENTATION PLAN

11. This Implementation Plan will commence on 1 January 2015 or whenever it is agreed between the Commonwealth of Australia, represented by the Minister with responsibility for Indigenous affairs, and the NT Government, represented by the Minister with responsibility for education, whichever is later. The Implementation Plan covers activities to 31 December 2017 and associated reporting and payment arrangements to 30 June 2018. The Implementation Plan will cease on acceptance of reporting and processing of final payments set out in this Implementation Plan.
12. With the exception of final reporting and payment arrangements associated with 2014 activities, this Implementation Plan replaces the previous Implementation Plan signed on 2 August 2013, in its entirety.
13. As a schedule to the NP, the purpose of this Implementation Plan is to provide the public with an indication of Commonwealth and NT Government effort in relation to the schooling

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<sup>1</sup> Remote and very remote schools are identified using the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) geo-location classification approach (2006).

measures and to indicate the strategic direction that will support the schooling outcomes of the Implementation Plan.

14. This Implementation Plan contributes towards the implementation of the first three years of the Northern Territory's Indigenous Education Strategy. A future Implementation Plan (or plans) will cover the period to 30 June 2022 and will draw on progress to date, the evidence base and review and evaluation requirements set out in clauses 51-52 of this Implementation Plan. This will inform the next phase of implementation of the Northern Territory's Indigenous Education Strategy.
15. This Implementation Plan may be varied by written agreement between the Commonwealth and the NT Ministers responsible for it under the overarching NP.
16. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the plan and its full implementation.

## **PART 3: STRATEGY FOR NORTHERN TERRITORY IMPLEMENTATION**

### **Project information**

17. Activities under project elements 1-5 are those with potential to have a direct and measurable positive impact on student outcomes. Project elements also include provision for the development of systems, data collection and monitoring of outcomes, as well as evaluation.
18. Project element 1 Foundations — the review recommends the expansion of services that have demonstrated success and the strengthening of parent engagement and school readiness through transition to preschool programmes. This element acknowledges the importance of establishing strong patterns of attendance in early childhood as a precursor to strong school attendance in the primary and secondary years.
19. Project element 2 Essentials — the review recommends a different approach to delivering education services in remote and very remote settings. Targeted and mandated literacy and engagement programmes with clear evidence-based outcomes are recommended from the early years of schooling. Where feasible, Indigenous first languages should also be taught. These activities are identified as critical in preparing Indigenous children for ongoing success at school, and ensuring they are engaged in school throughout their education journey.
20. Project element 3 Pathways — the review highlights the importance of a quality secondary education in providing opportunities for students in accessing employment, training and further education. The secondary model proposed is that senior secondary and the majority of middle years schooling is provided in regional and urban schools, supported with residential arrangements for students from remote communities. This proposal will be trialled and implemented on the basis of strong engagement between students, community and residential facilities and the maintenance of links to culture and language. Ensuring secondary education provision in regional sites meets the needs of very remote students and communities is an important part of successfully transitioning students from primary to secondary education, and engaging and retaining them in secondary education.

21. Project element 4 Engagement — prioritises the importance of students attending school every day. Research clearly identifies that without at least four days attendance at school per week, students find it difficult to achieve outcomes and national benchmarks. The delivery of quality education that is tailored to meet the needs of Indigenous students is critical to their ongoing engagement in education throughout their years of schooling. The review identifies many of the contributing factors that lead to poor school attendance rates for remote and very remote schools. School efforts need to be enhanced by a whole of government approach that addresses the antecedent issues of welfare reform, employment opportunities and community safety issues. Governments will also seek to align efforts in these areas.
22. Project element 5 Workforce — the review highlights the importance of attracting and retaining high quality teaching staff and principals in remote settings and increasing the number of local Indigenous employees, including assistant teachers, teachers and principals. The review recommends that the NT Government have a comprehensive workforce plan, covering all aspects of employment in schools. The aim of the workforce plan is to ensure Indigenous children receive quality educational programmes that optimise learning.

## Estimated costs

23. The maximum financial contribution to be provided by the Commonwealth for schooling elements over the life of the NP (2011-12 to 2021-22) is \$518.318 million<sup>2</sup>, which includes \$365.994 million in NP payments to the NT Government, \$64.644 million in payments to non-government schools and an estimated \$87.680 million Commonwealth Own Purpose Expenses.
24. NP payments made by the Commonwealth to the NT Government from 2011-12 to 2014-15 totalled \$121.531 million and are detailed within the superseded version of this Implementation Plan. Maximum NP payments to the NT Government under this Implementation Plan total \$119.820 million between 2015-16 and 2017-18. The remaining balance of \$124.643 million covering 2018-19 to 2021-22 will be addressed in a future Implementation Plan.
25. The estimated financial contributions 2014-2022 (exclusive of GST) are set out in Table 1.1. NP payments to the NT Government are payable in accordance with milestones and performance benchmarks specified in Part 4 of this schedule. All payments are exclusive of GST.
26. The estimated contributions outlined in Table 1.2 are indicative only, and the NT Government retains the flexibility to move funds outlined in Table 1.2 between components, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

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<sup>2</sup> Excludes the School Nutrition Programme which has been reclassified for consideration through the Indigenous Advancement Strategy, but includes indexation provided since the publication of the previous Implementation Plan.

**Table 1.1: Estimated financial contributions – National Partnership Agreement**

(\$ million)	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
<b>Estimated National Partnership payment (1)</b>	42.566	38.449	38.805	33.108	34.790	28.937	27.808	244.463
Commonwealth own purpose expenses (2)	8.342	8.178	8.532	8.687	8.197	8.250	8.851	59.037
Payments to Non-Government Schools (3)	8.648	7.647	7.762	6.536	4.779	3.609	3.635	42.616
<b>Total Commonwealth contribution (4) = (1) + (2) +(3)</b>	<b>59.556</b>	<b>54.274</b>	<b>55.099</b>	<b>48.331</b>	<b>47.766</b>	<b>40.796</b>	<b>40.294</b>	<b>346.116</b>
<b>NT Government contribution (5)</b>	-	-	-	-	-	-	-	-
<b>TOTAL (6) = (4) + (5)</b>	<b>59.556</b>	<b>54.274</b>	<b>55.099</b>	<b>48.331</b>	<b>47.766</b>	<b>40.796</b>	<b>40.294</b>	<b>346.116</b>

Note: Commonwealth Own-Purpose Expenses (COPE) includes departmental expenses.

**Table 1.2: Estimated financial contributions for this Implementation Plan – National Partnership payments**

(\$ million)	2015-16	2016-17	2017-18	Total
1. Foundations	4.448	4.499	4.617	13.565
2. Essentials	14.943	10.540	12.275	37.758
3. Pathways	10.514	7.959	6.267	24.740
4. Engagement	4.448	4.152	2.969	11.569
5. Workforce	1.618	1.730	0.990	4.337
5a. Workforce capital*	4.467	5.724	5.867	16.058
<b>Sub-total (1) + (2) + (3) + (4) + (5+5a)</b>	<b>40.438</b>	<b>34.604</b>	<b>32.985</b>	<b>108.027</b>
6. Performance benchmarks	2.128	3.845	5.820	11.793
<b>Total Commonwealth contribution (1) + (2) + (3) + (4) + (5+5a) + 6</b>	<b>42.566</b>	<b>38.449</b>	<b>38.805</b>	<b>119.820</b>

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

## Programme logic

27. Based on the review's findings and recommendations, five project elements: (1) Foundations; (2) Essentials; (3) Pathways; (4) Engagement; and (5) Workforce, include a number of evidence-based key activities which contribute to the achievement of objectives and outcomes set out in the NP. Each of these elements and their Phase 1 activities (1 January 2015-31 December 2017) are detailed in Tables 2.1 below.

**Table 2.1: Programme logic**

Project element	Activities	Outcomes	Project Objectives	Responsibilities
1. Foundations	<ul style="list-style-type: none"> <li>Continue the Families as First Teachers (FAFT) programme in 21 sites and expand to 11 additional sites.</li> <li>Establish an early years assessment tool to ascertain children's developmental levels and readiness for school on an annual basis.</li> </ul> <p>NP Outputs: 15(b)(iv); 15(b)(v).</p>	<p>Indigenous children entering primary schooling have the skills and attributes they need to succeed in their education.</p> <p>NP Outcomes: 14(b); 14(d); 14(i).</p>	<p>Enhance the delivery of early childhood education to remote and very remote children through:</p> <ul style="list-style-type: none"> <li>expansion of successful programmes; and</li> <li>supporting the transitions of children and families prior to and post pre-school.</li> </ul>	NT
2. Essentials	<ul style="list-style-type: none"> <li>Establish a mandated literacy and numeracy programme in at least 70 per cent of remote and very remote schools which includes phonological and phonemic awareness and assessment, and a focus on direct instruction.</li> <li>Establish and implement NT-wide age benchmarks in at least 70 per cent of remote and very remote schools to measure progress in literacy and numeracy for all students.</li> </ul> <p>NP Output: 15(b)(ii).</p>	<p>Indigenous students achieve age benchmarks in literacy and numeracy in their primary years of schooling, and plan for their secondary education with confidence.</p> <p>NP Outcome: 14(b).</p>	<p>Implement evidence-based literacy and numeracy programmes in remote and very remote schools, including Direct Instruction in selected sites.</p> <p>Implement NT-wide age literacy and numeracy benchmarks in remote and very remote schools.</p> <p>Implement policy to clarify the resources and skills required to teach first language to Indigenous students who have English as a second language.</p>	NT

Project element	Activities	Outcomes	Project Objectives	Responsibilities
3. Pathways	<ul style="list-style-type: none"> <li>Establish a Transition Support Unit to support remote Indigenous students and their families to negotiate secondary school pathways, including boarding school.</li> <li>Implement a post primary employment pathways programme in up to 10 locations to support options for onsite continuing education, which includes development of programme resources to ensure secondary education provision in provincial sites meets the needs of very remote students attending secondary schooling away from home</li> </ul> <p>NP Output: 15(b)(vii).</p>	<p>Indigenous students complete schooling well equipped to take up employment, training and higher education opportunities.</p> <p>NP Outcomes: 14(b); 14(i).</p>	<p>Establishing secondary education provision in remote and provincial sites that meets the academic and vocational needs of students from very remote communities.</p> <p>Provide residential facilities and transition support for remote and very remote students and their families accessing secondary education in regional and urban centres.</p> <p>Implement options for onsite continuing education with an employment focus, including work readiness, in approved remote and very remote schools.</p>	NT
4. Engagement	<ul style="list-style-type: none"> <li>Work with the Commonwealth to align, target, and where required reform and/or expand systemic attendance programmes, including the SEAM.</li> <li>Student and community engagement, including development of a service guarantee with remote and very remote Indigenous communities.</li> <li>Implementation of a consistent approach to behaviour management and wellbeing across remote and very remote communities.</li> </ul> <p>NP Outputs: 15(b)(iv); 15(b)(v)</p>	<p>Indigenous children at all stages of schooling attend school regularly and are supported in their education by their families and community.</p> <p>NP Outcomes: 14(b); 14(d)</p>	<p>Increase enrolment and attendance of remote and very remote students through alignment of efforts (Commonwealth and NT Government) to improve school attendance.</p>	NT and Commonwealth
5. Workforce	<p>Develop a workforce plan focused on ensuring teachers and support staff in remote and very remote schools are highly capable to deliver quality teaching programmes, including:</p> <ul style="list-style-type: none"> <li>development of induction and cultural training programmes to prepare staff to work effectively in remote schools;</li> <li>leadership development for Principals in very remote schools; and</li> <li>professional development programmes for assistant teachers, including coordination and wrap around support.</li> </ul> <p>Teacher housing refurbishment and construction.</p> <p>NP Outputs: 15(b)(i); 15(b)(ii).</p>	<p>Indigenous student outcomes are improved through a consistent, system-wide approach to providing highly skilled and motivated educators and leaders in our schools.</p> <p>NP Outcomes: 14(b); 14(i)</p>	<p>Support and develop a highly skilled and motivated education workforce through:</p> <ul style="list-style-type: none"> <li>comprehensive workforce planning;</li> <li>strengthened professional development and training; and</li> <li>improved teacher housing (refurbishment and construction).</li> </ul>	NT

## Risk management

28. A risk management plan will be developed by the Commonwealth for Commonwealth Own Purpose Expense funded elements. The NT Government will develop a risk management plan by 31 March 2015 for elements funded through National Partnership Payments. Risks will be actively identified, entered into a risk log and categorised in terms of impact and likelihood.

## Relevant Northern Territory Context

29. In developing this Implementation Plan consideration has been given to relevant NT context.
30. The NT's school age population differs in profile from all other jurisdictions. The differences demonstrated in Table 3 impact on the costs and challenges of effective and quality education service delivery in the NT.

**Table 3: Characteristics of the NT School Aged Population**

Dimension	NT %	Australia %
School age population in the most disadvantaged socio-economic group (lowest decile) <sup>1</sup>	19.5	10
Population under 15 years of age <sup>2</sup>	22.6	18.9
Aboriginal and Torres Strait Islander students <sup>3</sup>	40.4	5
Population from a language background other than English <sup>4</sup>	37.2	23.2
Young people living in remote and very remote areas <sup>5</sup>	44.8	2.3
Developmentally vulnerable on 2 or more Australian Early Development Index (AEDI) domains <sup>6</sup>	20.9	10.8

Sources: 1 ABS Estimated Resident Population June 2011; 2 ABS National Regional Profiles 2008-12; 3 Schools, Australia 2013 (Cat No. 4221.0); 4 ABS 2011 Census (Basic Community Profile); 5 DEEWR unpublished; 6 AEDI Summary Report 2012.

31. Many NT students live in challenging circumstances, where they are impacted by multiple and overlapping disadvantage factors. The relationship between the education outcomes and student background is not inevitable. Furthermore, the complexity of issues affecting communities and individuals makes it difficult to identify the impact of any one intervention, particularly when measured at the aggregated level.
32. The NT Government has responsibility for the delivery of education services within its jurisdiction, and is best placed to determine the strategic priorities and service delivery arrangements that will support the specific needs of students, including those from remote and very remote communities.
33. Teacher quality is acknowledged as a key factor in improving education outcomes for disadvantaged students. As such, the NT Government continues to offer incentives to attract highly skilled and motivated people to work in remote and very remote schools. This includes provision of professional pathways for Assistant Teachers supported by systematic training programmes linked to pay progression for staff with higher qualifications.



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

## PART 4: PERFORMANCE AND PAYMENT ARRANGEMENTS

### Payment Benchmarks and Milestones

36. While activity under this Implementation Plan is based on calendar years (1 January 2015 to 31 December 2017), payments will be made based on financial years (2015-16 to 2017-18).
37. To qualify for the associated payment, the NT Government must meet the milestones in Table 4.2 and performance benchmarks in Table 4.4. Payments will be made in line with the distribution outlined at Table 4.1.

**Table 4.1 Payment distribution**

\$ million	2015-16	2016-17	2017-18
Milestone payment	40.438	34.604	32.985
Performance benchmark payment	2.128	3.845	5.820
<b>TOTAL</b>	42.566	38.449	38.805

**Table 4.2: Milestones**

Milestones	Reporting period	Reporting due date	Percentage of Financial Year Milestone Payment
<b>2015-16</b>			
<p>Demonstrated achievement of 2015 milestones:</p> <p>Foundations:</p> <ul style="list-style-type: none"> <li>• Operation of FaFT in 21 sites</li> <li>• Appropriate early years developmental assessment tool is designed</li> </ul> <p>Essentials:</p> <ul style="list-style-type: none"> <li>• Mandated literacy and numeracy programme for remote and very remote schools developed</li> <li>• NT-wide licensing for literacy and numeracy age benchmark assessment system procured</li> </ul> <p>Pathways:</p> <ul style="list-style-type: none"> <li>• Transition Support Unit established</li> <li>• Employment Pathways Programme curriculum and learning resources developed</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>• Community Education Charter developed</li> <li>• School-wide positive behaviour programme and wellbeing approach developed</li> </ul> <p>Workforce:</p> <ul style="list-style-type: none"> <li>• Remote Workforce Plan developed</li> <li>• Induction training programme established</li> <li>• Mentoring programme developed for very remote school leaders</li> </ul> <p>Capital works:</p> <ul style="list-style-type: none"> <li>• Delivery of works agreed under the annual capital works schedule</li> </ul>	1 January to 31 December 2015	31 March 2016	<p style="text-align: center;">11%</p> <p style="text-align: center;">37%</p> <p style="text-align: center;">26%</p> <p style="text-align: center;">11%</p> <p style="text-align: center;">4%</p> <p style="text-align: center;">11%</p>

Milestones	Reporting period	Reporting due date	Percentage of Financial Year Milestone Payment
<b>2016-17</b>			
<p>Demonstrated achievement of 2015 milestones:</p> <p>Foundations:</p> <ul style="list-style-type: none"> <li>• FaFT delivered in 24 to 26 sites</li> <li>• Early years developmental assessment tool trialled in at least 4 FaFT sites</li> </ul> <p>Essentials:</p> <ul style="list-style-type: none"> <li>• Mandated literacy and numeracy programme for remote and very remote schools implemented in at least 20 per cent of remote and very remote schools</li> <li>• Literacy and numeracy age benchmark assessments trialled, including the delivery of training and data capture systems</li> </ul> <p>Pathways:</p> <ul style="list-style-type: none"> <li>• Transition support provided to 50 per cent of remote and very remote schools</li> <li>• Employment Pathways Programme and learning resources trialled</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>• School-wide positive behaviour programme, and wellbeing approach trialled</li> </ul> <p>Workforce:</p> <ul style="list-style-type: none"> <li>• Mentoring programme delivered to 20 very remote school leaders</li> </ul> <p>Capital works:</p> <ul style="list-style-type: none"> <li>• Delivery of works agreed under the annual capital works schedule</li> </ul>	1 January to 31 December 2016	31 March 2017	<p style="text-align: center;">13%</p> <p style="text-align: center;">30%</p> <p style="text-align: center;">23%</p> <p style="text-align: center;">12%</p> <p style="text-align: center;">5%</p> <p style="text-align: center;">17%</p>

Milestones	Reporting period	Reporting due date	Percentage of Financial Year Milestone Payment
<b>2017-18</b>			
<p>Demonstrated achievement of 2017 milestones:</p> <p>Foundations:</p> <ul style="list-style-type: none"> <li>• FaFT delivered in 30 to 32 sites</li> <li>• Early years developmental assessment tool implemented in at least 70 per cent of FaFT sites</li> </ul> <p>Essentials:</p> <ul style="list-style-type: none"> <li>• Mandated literacy and numeracy programme implemented in 70 per cent of remote and very remote schools</li> <li>• Literacy and numeracy age benchmarks implemented in at least 70 per cent of remote and very remote schools</li> </ul> <p>Pathways:</p> <ul style="list-style-type: none"> <li>• Transition support provided to at least 70 per cent of remote and very remote schools</li> <li>• Employment Pathways Programme delivered in up to 10 sites</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>• School-wide positive behaviour programme, and wellbeing approach delivered in at least 70 per cent of remote and very remote schools</li> </ul> <p>Workforce:</p> <ul style="list-style-type: none"> <li>• Mentoring programme delivered to 20 per cent of remote and very remote school leaders</li> </ul> <p>Capital works:</p> <ul style="list-style-type: none"> <li>• Delivery of works agreed under the annual capital works schedule</li> </ul>	1 January to 31 December 2017	31 March 2018	<p>14%</p> <p>37%</p> <p>19%</p> <p>9%</p> <p>3%</p> <p>18%</p>

## Performance Indicators

38. The performance indicators identified in Table 4.3 below, will assist to measure the impact of the activities being progressed through this Implementation Plan, and will be reported in the Annual Report each year.
39. The Parties acknowledge that many of the activities within Project Elements 1-5 will contribute to new and/or more regular data collection, as well as the development of new reporting systems. Additional performance indicators may therefore be incorporated within the SIP at review points.

**Table 4.3: Performance Indicators**

Element	Performance Measure	Performance indicator
Foundations	Developmental vulnerability of Indigenous children in one or more domain of the Australian Early Development Census (AEDC).	A reduction in the proportion of remote and very remote Indigenous children who are developmentally vulnerable on one or more domains of the AEDC*.  Increase in remote and very remote Indigenous preschool attendance rate.
Essentials	Indigenous students in government schools achieving at or above national minimum standard in Year 3 and 5.	Increase in the proportion of remote and very remote Indigenous students achieving at or above national minimum standard for NAPLAN reading and numeracy in Year 3 and 5.  Increase in the proportion of remote and very remote Indigenous students in Year 3 and 5 participating in NAPLAN reading and numeracy.
Pathways	Indigenous government school students achieving at or above national minimum standard in Year 7 and 9.  Indigenous students achieving the NT Certificate of Education and Training.  Indigenous students achieving a VETiS Certificate II and above.	Increase in the proportion of remote and very remote Indigenous students achieving at or above national minimum standard for NAPLAN reading and numeracy in Year 7 and 9.  Increase in the proportion of remote and very remote Indigenous students in Year 7 and 9 participating in NAPLAN reading and numeracy.  Increase in the number and proportion Indigenous students achieving the NT Certificate of Education and Training who are from a remote or very remote area  Increase in the number and proportion of students achieving a VETiS Certificate II and above who are from a remote or very remote area**.

Element	Performance Measure	Performance indicator
Engagement	Indigenous student attendance rate of 90 per cent..	Increase in the attendance rate of Indigenous students in the NT toward a COAG benchmark of 90%.
	Indigenous students attending at least four days per week or more.	Increase in the proportion of remote and very remote Indigenous students attending at least four days per week or more.
	Attendance rate of Indigenous government school students.	Increase in remote and very remote Indigenous student attendance rates: <ul style="list-style-type: none"> <li>• aggregated; and</li> <li>• by stage of schooling (including preschool)</li> </ul>
Workforce***	A high quality and stable workforce.	Increase in the proportion of Indigenous staff in remote and very remote schools.
	Length of service of staff in government remote and very remote schools.	Increase in the proportion of staff in remote and very remote schools with a length of service of 2 years or more

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

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

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

## Performance Benchmarks

40. Payments related to achievement of performance benchmarks are specified in Table 4.4. Benchmarks have been chosen because they enable the monitoring of changes and sustained improvement in student outcomes, and align with key outcomes of the strategy.
41. To achieve total funding for each performance benchmark, the NT Government must achieve the relevant benchmarks in full. Where a benchmark is not achieved in full but performance exceeds the baseline set in Table 4.4, partial payments will be made based on the proportion of each benchmark achieved above the baseline, in accordance with Table 4.5.
42. Separate to the operation of clause 41, if the NT Government does not achieve one or more of the performance benchmarks in full due to circumstances beyond its control, the Commonwealth may consider making a partial payment subject to the:
  - (a) NT Government demonstrating to the satisfaction of the Commonwealth Minister that it would have achieved the relevant benchmark but for those circumstances;
  - (b) Commonwealth Minister making a written offer of payment to the NT Minister; and
  - (c) NT Minister accepting that offer in writing.
43. The Commonwealth Minister will have regard to clauses 3 and 10 of this Implementation Plan in making an assessment under clause 42(a).
44. Performance benchmarks for 2018 and beyond will be agreed by the respective portfolio ministers as part of the 2017 review.

**Table 4.4: Performance Benchmarks**

Performance Measure	Performance indicator	Weighting	Baseline	2015	2016	2017		
Indigenous student attendance rate of 90 per cent.	Increase in the attendance rate of Indigenous students in the NT toward a COAG benchmark of 90%.	10%	66.6%	76.6%	81.6%	86.6%		
Indigenous students attending at least four days per week or more.	Increase in the proportion of remote and very remote Indigenous students attending at least four days per week or more.	40%	28.4%	29.5%	30.4%	31.7%		
Indigenous government school students achieving at or above national minimum standard in for NAPLAN reading and numeracy.	Increase in the proportion of remote and very remote Indigenous students achieving at or above national minimum standard in NAPLAN reading and numeracy.	Reading	Year 3	7%	45.4%	46.4%	47.2%	48.4%
			Year 5	7%	19.5%	20.6%	21.6%	23.1%
			Year 7	6%	26.8%	27.9%	28.9%	30.3%
			Year 9	5%	27.5%	28.6%	29.6%	31%
		Numeracy	Year 3	7%	42.9%	43.9%	44.8%	46.1%
			Year 5	7%	32.6%	33.7%	34.6%	36%
			Year 7	6%	41.8%	42.9%	43.7%	45%
			Year 9	5%	21.6%	22.8%	23.7%	25.1%

\* Note: Baseline year is 2013, with the exception of NAPLAN Year 5 Reading. A significant test-effect was present in national Year 5 Reading results for this year. As such, an alternative methodology has been used to calculate baseline. The baseline for Year 5 Reading has been calculated using average NAPLAN scores from previous years (2008-2012).

**Table 4.5: Partial Payments**

Performance Indicator	Measure	Thresholds
Indigenous student attendance rate of 90 per cent.	Increase in the attendance rate of Indigenous students in the NT toward a COAG benchmark of 90%.	<ul style="list-style-type: none"> <li>50 per cent of payment dependent on achieving or maintaining the higher of the baseline or the previous year's actual attendance rate.</li> <li>50 per cent of payment calculated pro rata based on the proportion of each year's benchmark achieved above the baseline or the previous year's actual attendance rate, whichever is higher.</li> </ul>
Indigenous students attending at least four days per week.	Increase in the proportion students attending at least four days per week or more.	<ul style="list-style-type: none"> <li>50 per cent of payment dependent on achieving or maintaining the higher of the baseline or the previous year's actual attendance rate.</li> <li>50 per cent of payment calculated pro rata based on the proportion of each benchmark achieved above the baseline or the previous year's actual attendance rate, whichever is higher.</li> </ul>
Indigenous government school students achieving at or above national minimum standard in NAPLAN reading and numeracy.	Increase in the proportion students achieving at or above national minimum standard in NAPLAN reading and numeracy.	<ul style="list-style-type: none"> <li>50 per cent of payment dependent on achieving or maintaining baseline.</li> <li>50 per cent of payment calculated pro rata based on the proportion of each benchmark achieved above the baseline.</li> </ul>

## Reporting

49. The NT Government will provide an Annual Report to the Commonwealth by 31 March each year of the Agreement, starting in 2016.
50. The Annual Report must:
- include a summary of progress against each milestone outlined in Table 4.2 (covering the period 1 January to 31 December of the previous year);
  - outline achievement of deliverables as set out in the Annual Capital Works Schedule (covering the period 1 January – 31 December of the previous year).
  - report against performance indicators as detailed in Table 4.3 (covering the period 1 January to 31 December of the previous year); and
  - report against the performance benchmarks as detailed in Table 4.4 in annual reports from 2015.
51. The Annual Report template will be agreed by the Commonwealth and the NT governments.


## Review and Evaluation

52. This Implementation Plan will be reviewed in 2017 in line with the broader review of the NP in regard to progress made by the Parties in respect of achieving the agreed outcomes. This also aligns with the review cycle of the NT Government's Indigenous Education Strategy.
53. The Commonwealth and NT Government will meet at least twice each year to discuss the operation and progress of this Implementation Plan, noting formal governance arrangements are outlined in the NP.



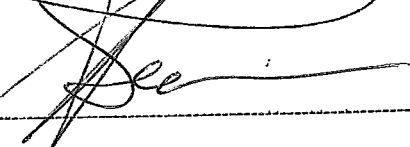
**Sign off**

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

Signature  Date 14.3.15

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The Hon Peter Chandler MLA  
Minister for Education

Signature  Date 13-5-15

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Senator the Hon Nigel Scullion  
Minister for Indigenous Affairs