

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. The objective in the NP is to support Aboriginal people in the Northern Territory (NT), particularly in remote communities, to live strong, independent lives, where communities, families and children are safe and healthy.
2. This Implementation Plan details the Schooling measures for government schools in the NT, including the Building a Quality School Workforce measure, which targets the schools listed at Attachment A; the Improving School Enrolment and Attendance through Welfare Reform Measure (SEAM), which will target schools listed at Attachment B through a phased implementation; and the School Nutrition Program. Reference to “remote schools” within this Implementation Plan refers to those listed at Attachment A.
3. Funding provided to non-government education authorities, through direct funding agreements with the Commonwealth, will also support the achievement of schooling outcomes under the NP.
4. This Implementation Plan commits both governments to working with Aboriginal stakeholders and community groups to ensure services are responsive and more effectively meet local community needs and that agreed mechanisms are in place to provide for their ongoing feedback.

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

5. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister with responsibility for school education and the Northern Territory, represented by the Minister with responsibility for education.
6. As a schedule to the NP, the purpose of this Implementation Plan is to provide the public with an indication of Commonwealth and Northern Territory effort in relation to the schooling measures and demonstrate the Northern Territory’s capacity to achieve the schooling outcomes of the NP.
7. This Implementation Plan will cease on completion or termination of the NP, including the acceptance of final performance reporting and processing of final payments against performance benchmarks or milestones.
8. This Implementation Plan may be varied by written agreement between the Commonwealth and the Northern Territory Ministers responsible for it under the overarching NP.

9. Performance and Reporting Arrangements for the Teacher Housing element of the Building a Quality School Workforce measure will be incorporated as a variation to this Implementation Plan once implementation details have been confirmed. This is intended to occur by no later than the 30 March 2013, for the 2013-14 financial year as a minimum. If implementation details have not been confirmed by this date, then any alternative arrangements may require authority as part of the Commonwealth budget process.
10. 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

11. The project elements planned are shown in Tables 1.1, 1.2 and 1.3 as follows:

Table 1.1: Building a quality school workforce measure

No.	Title	Short description	Planned start date	Planned end date
1.	Residual measures funded under the Closing the Gap in the Northern Territory National Partnership Agreement	Provision of 170 full time equivalent (FTE) additional teachers.	Commenced	31 December 2012
		Construction of 22 houses.	Commenced	30 June 2013
2	Additional Teachers	Annual maintenance of the additional 170 full time equivalent (FTE) teachers and engagement officers.*	1 January 2013	30 June 2022
3	Teacher Housing	Provision of up to 88 additional teacher and engagement officer houses in remote communities.	1 July 2013	30 June 2022
4	Quality Teaching Initiative	Initiatives that build a skilled and sustainable Aboriginal and remote education workforce and provide for responsive and innovative approaches to improving education outcomes in remote communities.	1 January 2013	30 June 2022

*Subject to review of the NT's fiscal capacity as per clause 18(j) of the NP SFNT.

12. Local context will inform the specific nature of initiatives rolled out in a given community.

Table 1.2: Improving school enrolment and attendance through welfare reform measure

No.	Title	Short description	Planned start date	Planned end date
5	Improving School Enrolment and Attendance through Welfare reform	Provision of Enrolment and Attendance Officers and Data Officers to support the implementation and operation of SEAM (a total of 16 FTE officers funded).	1 January 2013	30 June 2022

13. The SEAM is a Commonwealth initiative that will support the achievement of outcomes under this Implementation Plan and will be operated by the Commonwealth Government. Some funding is provided to the Northern Territory through this NP to assist the NT to support the Commonwealth Government's implementation of the SEAM.
14. The principles and detailed processes for the implementation of SEAM will be jointly developed, agreed and implemented between the Commonwealth and Northern Territory.

Table 1.3: School Nutrition Program

No.	Title	Short description	Planned start date	Planned end date
6	School Nutrition Program	Provision of a breakfast and/or lunch service for school aged children attending school in targeted communities of the NT.	1 July 2012	30 June 2022

15. The School Nutrition Program is a Commonwealth initiative that will support the achievement of outcomes under this Implementation Plan and will continue under existing arrangements until 31 December 2013. Program delivery arrangements and classification of funding for the School Nutrition Program from 1 January 2014 will be the subject of a policy proposal developed by the Commonwealth and the Northern Territory during 2013. This will form a variation to be agreed by all parties to this Implementation Plan.

Estimated costs

16. The maximum financial contribution to be provided by the Commonwealth for schooling elements under the NP is \$583.372 million, which includes \$412.656 million in National Partnership payments to the Northern Territory, \$64.641 million in payments to non-government schools and \$106.075 million Commonwealth Own Purpose Expenses including departmental expenses. National Partnership payments to the Northern Territory are payable in accordance with milestones and performance benchmarks specified in Part 4 of this schedule. All payments are exclusive of GST.
17. \$107.492 million of the Commonwealth's total financial contribution has been allocated to support the implementation of the SEAM, of which \$21.789 million has been allocated as a NP payment to the Northern Territory.
18. The estimated financial contributions (exclusive of GST) are set out in Tables 2.1 and 2.2.

19. The Northern Territory retains the flexibility to move funds outlined in Table 2.2 between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 2.1: Estimated financial contributions

(\$ million)	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Estimated total budget (1)	6.110	61.029	66.949	67.527	69.608	65.153	66.182	66.223	65.647	62.825	61.651	658.904
Estimated National Partnership payment *** (2)	0.000	37.769*	46.490	50.599	52.074	43.132	43.581	38.320	39.757	31.471	29.461	412.656
Commonwealth own purpose expenses (3)	6.110	16.545	13.663	8.410	8.887	8.493	8.849	9.007	8.521	8.576	9.015	106.075
Payments to Non-Government Schools (4)	0.000	6.715	6.796	8.517	8.647	7.648	7.761	6.535	4.779	3.608	3.635	64.641
Total Commonwealth contribution (5) = (2) + (3) + (4)	6.110	61.029	66.949	67.527	69.608	59.273	60.192	53.863	53.057	43.655	42.111	583.372
NT Government contribution (Additional Teachers)** (6) = (1) – (5)	0.00	0.00	0.00	0.00	0.00	5.880	5.990	12.360	12.590	19.170	19.540	75.532

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

*This includes \$12.4 million of funding previously committed under the Closing the Gap in the Northern Territory NPA.

**Subject to review of the Northern Territory's fiscal capacity as per clause 18(j) of the NP SFNT.

***This includes \$46.762 million of funding for the School Nutrition Program (SNP) from 1 January 2014; however classification of funding for the SNP from 1 January 2014 is subject to the development of an agreed policy proposal for implementation in 2014.

Table 2.2: Estimated financial contributions – National Partnership payments

(\$ million)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Additional Teachers**	23.450*	22.498	22.925	23.361	17.924	18.264	12.359	12.594	6.492	6.615	166.482
Teacher Housing	0.00	4.783	3.813	4.467	5.724	5.867	6.013	7.396	7.581	6.476	52.121
Quality Teaching Initiative	12.550	12.550	12.550	12.550	12.550	12.550	12.550	12.550	12.550	12.550	125.503
SEAM	1.769	2.238	2.302	2.187	2.251	2.124	2.186	2.250	2.315	2.167	21.789
School Nutrition program***	0	4.421	9.009	9.509	4.684	4.776	5.212	4.967	2.532	1.653	46.762
Total Commonwealth contribution	37.769*	46.490	50.599	52.074	43.132	43.581	38.320	39.757	31.471	29.461	412.656
NT Government contribution (Additional Teachers)**	0.00	0.00	0.00	0.00	5.880	5.990	12.360	12.590	19.170	19.540	75.532
TOTAL	37.769	46.490	50.599	52.074	49.012	49.571	50.68	52.347	50.641	49.001	488.188

*This includes \$12.4 million of funding previously committed under the Closing the Gap in the Northern Territory NPA.

**Subject to review of the Northern Territory's fiscal capacity as per clause 18(j) of the NPA on SFNT.

*** Classification of funding for the SNP will be subject to the development of an agreed policy proposal for implementation in 2014.

Program logic

20. The way in which these project elements will achieve the outcomes and objectives set out in the NP is detailed in Tables 3.1 - 3.3 below.

Table 3.1: Program logic-Building a quality school workforce measure

Project elements	Outputs	Outcomes	Reform Objectives	Responsibilities
Residual measures under Closing the Gap in the Northern Territory National Partnership Agreement - Additional Teachers and Teacher Housing	The provision of additional teachers and engagement officers and a skilled and sustainable Aboriginal and remote education workforce (focus: additional teachers). Increased supply of teacher and engagement officer housing.	Improved school readiness, attendance and attainment of students in remote schools.	To increase the NT Government's usual teaching workforce by 170 FTE. To increase the supply of teacher housing by 22 houses. (from Closing the Gap in the NT NP)	Northern Territory
Additional Teachers	The provision of additional teachers and engagement officers and a skilled and sustainable Aboriginal and remote education workforce (focus: additional teachers & engagement officers).	Improved school readiness, attendance and attainment of students in remote schools (foci: attendance and attainment).	To maintain the increase in the NT Government's usual teaching and engagement officer workforce by 170 FTE*. Improvement in Aboriginal Year 12 attainment rates in remote schools. Improvement in literacy and numeracy outcomes in remote schools Improvement in the number of children attending school each day within remote schools.	Northern Territory

*Subject to the outcomes of the biennial review as described in clause 18(j) of the NPA.

Project elements	Outputs	Outcomes	Reform Objectives	Responsibilities
Teacher Housing	Increased supply of teacher and engagement officer housing.	Improved school readiness, attendance and attainment of students in remote schools (focus: attendance and attainment). Improved economic participation, including employment and enterprise development.	To increase the supply of teacher and engagement officer housing by up to 88. To sustain the retention of the remote education workforce. Increased local Aboriginal employment.	Northern Territory
Quality Teaching Initiative	The provision of additional teachers and engagement officers and a skilled and sustainable Aboriginal and remote education workforce (focus: skilled Aboriginal and remote education workforce). The provision of quality teaching support for literacy and numeracy, English as an additional language, and hearing and other learning difficulties. Increasing the number of Aboriginal students receiving support through personalised learning plans. Building better pathways to post school options.	Improved school readiness, attendance and attainment of students in remote schools (focus: attendance and attainment). Improved economic participation, including employment and enterprise development (focus: employment).	Increased local Aboriginal employment across all levels of the education workforce in remote communities Increased number of Aboriginal Territorians in remote areas gaining qualifications. To sustain the retention of the remote education workforce. Improvement in literacy and numeracy outcomes in remote schools. Improvement in Year 12 Attainment in remote schools.	Northern Territory

Table 3.2: Program logic-Improving School Enrolment and Attendance through welfare reform measure

Project elements	Outputs	Outcomes	Reform Objectives	Responsibilities
Improving School Enrolment and Attendance through Welfare reform Measure	Increasing enrolment and attendance and promoting greater responsibility among parents for ensuring their children go to school.	Improved school readiness, attendance and attainment of students in remote schools (focus: attendance in the schools at Attachment B).	Improvement in the number of children of in-scope parents attending school each day and the number of children of in-scope parents enrolled in school.	Commonwealth Northern Territory

Table 3.3: Program logic-School Nutrition Program

Project elements	Outputs	Outcomes	Reform Objectives	Responsibilities
School Nutrition Program	Provision of a policy proposal for a sustainable redesign of the school nutrition program.	Improved school readiness, attendance and attainment of students in remote schools (focus: improved school attainment within participating schools). Improved economic participation, including employment and enterprise development (foci: employment and enterprise development).	A sustainable school nutrition program that provides nutritious breakfast and/or lunches for students in participating communities. To improve students' readiness to learn and engage in schooling. To train and employ local Indigenous community members to prepare and deliver meals to school aged children. To maintain a minimum of 75% Indigenous employment.	1 Jul 2012 – 31 Dec 2013): Commonwealth
	Improved engagement between communities and schools to support children's education, including through increased community use of school facilities.			1 Jan 2014 – 30 Jun 2022: Funding classification and program delivery arrangements from 1 January 2014 will be subject to the development of an agreed policy proposal during 2013.

Risk management

21. A risk management plan will be developed by the Commonwealth for Commonwealth Own Purpose Expense funded elements; and the Northern Territory will develop a risk management plan for elements funded through National Partnership Payments. Risks will be identified, entered into a risk log and categorised in terms of impact and likelihood.

Relevant Northern Territory Context

22. In developing this Implementation Plan consideration has been given to relevant NT context. Key factors that have influenced the proposed direction are as follows.
23. The NT's school age population differs in profile from all other jurisdictions on almost every significant population dimension:

Table 4: Characteristics of the NT School Aged Population

Dimension	NT %	Australia %
School age population in the most disadvantaged socio-economic group (lowest decile)	19.5	10.0
Population under 15 years of age ³	22.6	18.9
Aboriginal students ⁴	40.8	4.8
Population from a language background other than English ¹	37.2	23.2
Young people living in remote and very remote areas ⁵	44.8	2.3
Developmentally vulnerable on 2 or more AEDI domains ⁶	23.4	11.8

Sources: 1 ABS 2011 Census (Basic Community Profile); 2 ABS National Regional Profiles 2002-6; 3 ABS Estimated Resident Population June 2011; 4 Schools Australia 2011 (excludes preschool students); 5 DEEWR unpublished; 6. AEDI National report 2009 (re-issued March 2011).

24. The differences in Table 4 impact on the costs and challenges of effective and quality education service delivery in the NT. In particular, the complexity of issues impacting on communities and individuals makes it difficult to identify the impact of any one intervention, particularly when measured at the aggregated level.
25. Working closely with families and the community to identify ways to address issues that impact on school readiness, attendance and attainment are key priorities in the NT.

PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

Payment Milestones

26. Subject to the Commonwealth's agreement that achievement of milestones is demonstrated in the progress and annual reports, payments will be made in accordance with Tables 5.1 and 5.2.
27. For the Quality Teaching Initiative element, payments will be made for achievement of milestones in financial years 2012-13, 2013-14, 2014-15, 2016-17, 2018-19 and 2020-21 and performance benchmarks in financial years 2015-16, 2017-18, 2019-/20 and 2021-22. Payments in benchmark years will be made in accordance with Table 6.2 and clauses 29 to 33.

Table 5.1: Milestones

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
Project element 1: Residual additional teachers and teacher housing from the Closing the Gap NP			
2012-2013			
1. Report of deliverables achieved in previous 6 months: - additional teachers deployed; - number of houses planned for construction in agreed locations; - number of houses completed in agreed locations - Identification of issues impacting on construction such as delays and costs; - timeframes for completion of houses.	1 January to 30 June 2012	Submitted 30 October 2012	50%
2. Provision of details of anticipated deliverables to be achieved in next 6 months			
1. Achievement of deliverables identified in previous 6 month report: - number of houses planned for construction in agreed locations; - number of houses completed in agreed locations; - identification of issues impacting on construction such as delays and costs; - timeframes for completion of houses.	1 July to 31 December 2012	1 March 2013	Funding already provided
1. Remainder of the 22 houses constructed.	1 January to 30 June 2013	1 September 2013	Funding already provided

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
Project element 2: Additional Teachers			
2012-2013			
1. Additional teachers and engagement officers deployed.	1 July to 31 December 2012	1 March 2013	50%
2013 - 2021			
1. 170 FTE additional teachers and engagement officers deployed*.	1 January to 30 June 2013 - 21	1 September 2013 - 2021	50%
	1 July to 31 December 2013 - 2021	1 March 2014 - 2022	50%
Jan – June 2022			
1. 170 FTE additional teachers and engagement officers deployed and reported.	1 January to 30 June 2022	1 May 2022	NA
Project element 4: Quality Teaching Initiative			
2012-2013			
1. Provision of agreed baseline data (as in table 6.2), 2015/16 targets, weightings and target setting methodology. 2. Report outlining activity and planning which has occurred to date.	NA	1 March 2013	100%
January to June 2013 - 2021			
1. Publication of completed Annual Operational Plans of schools benefitting from Quality Teaching Initiatives published online. 2. Provision of place-based literacy and numeracy support targeting individual learning needs. 3. Support provided for the delivery of effective teaching to EALD learners. 4. Services provided to schools to ensure effective learning for students with hearing and other learning difficulties. 5. Support provided for school leaders to strengthen family, school and community partnerships. 6. Provision of flexible pathways for students to achieve positive post schooling outcomes. 7. Assistance for Indigenous staff and students to progress career pathways in the NT education system, including provision of professional development and support to complete qualifications.	1 January to 30 June 2013 - 2021	Report due: 1 September 2013 – 2021 Milestone Payments for reports due in: 2013, 2014, 2016, 2018, 2020	50%

*Subject to the outcomes of the biennial review as described in clause 18(j) of the NPA.

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
Project element 4: Quality Teaching Initiative			
July to December 2013 - 2021			
1. Provision of place-based literacy and numeracy support targeting individual learning needs. 2. Support provided for the delivery of effective teaching to EALD learners. 3. Services provided to schools to ensure effective learning for students with hearing and other learning difficulties. 4. Support provided for school leaders to strengthen family, school and community partnerships. 5. Provision of flexible pathways for students to achieve positive post schooling outcomes. 6. Assistance for Indigenous staff and students to progress career pathways in the NT education system, including provision of professional development and support to complete qualifications. 7. In reports due 2015, 2017 and 2019, provision of performance targets and methodology in table 6.2 for 2017-18, 2019-20 and 2021-22 respectively.	1 July to 31 December 2013 - 2021	Report Due: 1 March 2014 – 2022 Milestone Payments for reports due in: 2014, 2015, 2017, 2019, 2021	50%
January to June 2022			
1. Provision of place-based literacy and numeracy support targeting individual learning needs. 2. Support provided for the delivery of effective teaching to EALD learners. 3. Services provided to schools to ensure effective learning for students with hearing and other learning difficulties. 4. Support provided for school leaders to strengthen family, school and community partnerships. 5. Provision of flexible pathways for students to achieve positive post schooling outcomes. 6. Assistance for Indigenous staff and students to progress career pathways in the NT education system, including provision of professional development and support to complete qualifications.	1 January to 30 June 2022	Report Due: 1 May 2022	NA

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
Project element 5: SEAM			
2012-2013			
1. Agreement on the Phase 1 communities, to participate in SEAM commencing Term 1, 2013 (identified from Attachment B). 2. Participation in Information Sessions for Katherine and Katherine Town Camps. 3. Completion of consultations with Groote Eylandt communities. 4. Participation in SEAM Steering Committee and related Working Groups July – December 2012.	NA	1 week after execution of IP	30% 5% 10% 5%
1. Attendance and Truancy Officers and Data Support Staff deployed to support the rollout of Phase 1 communities. 2. Agreement on the Phase 2 communities, in consultation with the NT non-government authorities, to participate in SEAM commencing Term 3, 2013 (identified from Attachment B).	NA	1 March 2013	20% 30%
2013 - 2014			
1. Attendance and Truancy Officers and Data Support Staff deployed to support the phased roll out in participating communities. 2. Provision of four weekly attendance data reports and term 1 enrolment verification reports. 3. Completion of IT developments for attendance information exchange in participating government schools and to receive data from participating non-Government schools. 4. Agreement on the Phase 3 communities, in consultation with the NT non-government authorities, to participate in SEAM commencing Term 3, 2014 (identified from Attachment B).	1 January to 30 June 2013	1 September 2013	30% 10% 5% 5%
1. Attendance and Truancy Officers and Data Support Staff deployed to support the phased roll out in participating communities. 2. Provision of four weekly attendance data reports and term 3 enrolment verification reports. 3. Completion of IT developments for attendance information exchange in participating government schools and to receive data from participating non-Government schools. 4. Agreement on the Phase 4 communities, in consultation with the NT non-government authorities, to participate in SEAM commencing Term 1, 2015 (identified from Attachment B).	1 July to 31 December 2013	1 March 2014	30% 10% 5% 5%
2014 - 2021			
1. Attendance and Truancy Officers and Data Support Staff deployed to support the phased roll out in participating communities. 2. Provision of four weekly attendance data reports and terms 1 and 3 Enrolment verification reports.	1 January to 30 June 2014 - 21,	1 September 2014 - 2021	30% 10% 10%
3. Completion of IT developments for attendance information exchange in participating government schools and to receive data from participating non-Government schools.	1 July– 31 December 2014-2021	1 March 2015 - 2022	30% 10% 10%

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
Project element 5: SEAM			
Jan – June 2022			
1. Provision of four weekly attendance data reports and term 1 Enrolment verification reports. 2. Attendance and Truancy Officers and Data Support Staff deployed to support participating communities.	1 January to 30 June 2022	1 May 2022	NA

Teacher Housing

28. Performance and Reporting arrangements for the Teacher Housing element are subject to confirmation, in accordance with Clause 9.

Performance Measures

29. Activity under this Implementation Plan will contribute to agreed targets under the National Education Agreement, the National Agreement for Skills and Workforce Development; National Indigenous Reform Agreement, as well as targets identified in Strategic Plans for Education in the Northern Territory.
30. Progress against the outcomes in the Implementation Plan will be reported in the March Report each year using the performance indicators set out in Table 6.1.
31. Payments related to achievement of benchmarks under the Quality Teaching Initiative element for the financial years 2015-16, 2017-18, 2019-20 and 2021-22 are specified in Table 6.2.
32. To achieve total funding for each milestone/performance benchmark, the Northern Territory must achieve all relevant milestones/benchmarks. If the Northern Territory does not achieve one or more performance benchmark(s) in full (as outlined in table 6.2) due to circumstances beyond its control or circumstances not anticipated at the time of agreeing the Implementation Plan, the Commonwealth may provide a partial payment to the Northern Territory. Where applicable, partial payments will be calculated based on the proportion of each benchmark achieved above the agreed thresholds outlined in Table 5.2.
33. The Commonwealth will only consider making a partial payment for measures identified in Table 5.2, if:
- the Northern Territory is able to demonstrate that it implemented adequate and appropriate arrangements that would have achieved the relevant performance benchmarks but for those circumstances noted in paragraph 32; and
 - the agreed thresholds outlined in Table 5.2 have been met. Payment will be made pro rata for achievement between these thresholds and the benchmark year target.

Table 5.2: Partial Payment Thresholds

Performance Indicator	Measure	Threshold
ATTAINMENT: Improvement in Aboriginal Year 12 attainment rates in remote schools.	Number of Year 12 students attaining a Northern Territory Certificate of Education.	50%
	Number of 15 – 19 year olds attaining a VETis Certificate II and above.	50%
ATTAINMENT: Improvement in literacy and numeracy outcomes in remote schools.	Mean scale score - Reading and Numeracy, Years 3, 5, 7, 9.	50%
	Mean Scale Score Apparent Gain - Reading and Numeracy Years 3 to 5; 5 to 7; 7 to 9.	Australian Indigenous Student gain
	Proportion of students at or above National Minimum Standard - Reading and Numeracy, Years 3, 5, 7, 9.	50%
	Proportion of students participating in testing - Reading and Numeracy, Years 3, 5, 7, 9.	50%
ATTAINMENT: Increasing the number of Aboriginal students receiving support through personalised learning plans.	Proportion of students with Personal Learning Plans.	75%
EMPLOYMENT: Increased local Aboriginal employment across all levels of the education workforce in remote communities.	Proportion of Aboriginal employees.	50%
EMPLOYMENT: Increase in Aboriginal Territorians in remote areas gaining qualifications.	Number of Aboriginal school based workers in the reporting year for all schools listed in Attachments A who successfully completed a qualification.	50%

Performance Targets

34. Performance targets, agreed by the respective portfolio Ministers, will be provided in March of 2013, 2015, 2017 and 2019 for the forthcoming benchmark year.
35. Once agreed, the targets will be included in the Implementation Plan, and the updated document will be made available on the Standing Council for Federal Financial Relations website. These updates will not constitute a variation to the Implementation Plan.

Table 6.1: Performance Measures [applied to Schools at Attachment A and reported for Indigenous cohort only]

Performance indicators	Performance Measures
READINESS: Improvement in school readiness within remote schools.	Number and proportion of children on track in 4 or more domains. <i>Australian Early Development Index results</i>
ATTENDANCE: Improvement in the number of children attending school each day within remote schools.	Student attendance number and student average attendance. Average Attendance for Schools . <i>Data source: NT DECS attendance collections 1-8.</i>
ATTAINMENT: Improvement in Aboriginal Year 12 attainment rates in remote schools.	Number and proportion of Year 12 students attaining a Northern Territory Certificate of Education and Training. Number and proportion of 15 – 19 year olds attaining a VETis Certificate II and above. <i>Data source: Relevant State Senior Secondary Accreditation Body or State Training Authority.</i>
ATTAINMENT: Improvement in the provision of personalised learning to Aboriginal students.	Proportion of students with Personalised Learning Plan in place. <i>Data source: DECS collection.</i>
ATTAINMENT: Improvement in literacy and numeracy outcomes in remote schools.	- Mean Scale Score - Reading and Numeracy, Years 3, 5, 7, 9 (NAPLAN). - Mean Scale Score Apparent Gain - Reading and Numeracy ,Years 3 to 5; 5 to 7; 7 to 9 (NAPLAN). - Proportion of students at or above National Minimum Standard - Reading and Numeracy, Years 3, 5, 7, 9 (NAPLAN). - Proportion of students participating in Reading and Numeracy Years 3, 5, 7, 9 (NAPLAN). <i>Data source: ACARA NAPLAN data</i>
EMPLOYMENT: Increased local Aboriginal employment across all levels of the education workforce in remote communities.	Percentage of Aboriginal employees. Number of Aboriginal teachers. <i>Data source: DECS Human Resource data.</i> Retention rates of Aboriginal teachers in the reporting year. <i>Data source: DECS Human Resource data.</i>
EMPLOYMENT: Increase in Aboriginal Territorians in remote areas gaining qualifications.	Number of Aboriginal education employees who successfully completed qualifications Certificate 1 and above. <i>Data source: DECS Human Resources data</i>

NOTE: Data will be reported at a disaggregated level when relevant and appropriate.

Table 6.2: Performance Benchmarks [applied to Schools at Attachment A and reported for Indigenous cohort only]

Performance indicators	Performance Measures	Baseline	2015-16	2017-18	2019-20	2021-22
ATTAINMENT: Improvement in Aboriginal Year 12 attainment rates in remote schools.	Number of Year 12 students attaining a Northern Territory Certificate of Education. <i>Data source: Relevant State Senior Secondary Accreditation Body or State Training Authority.</i>	To be provided March 2013	To be provided March 2013	To be provided March 2015	To be provided March 2017	To be provided March 2019
	Number of 15 – 19 year olds attaining a VETis Certificate II and above. <i>Data source: Relevant State Senior Secondary Accreditation Body or State Training Authority.</i>	To be provided 30 April 2013	To be provided 30 April 2013	To be provided 30 April 2015	To be provided 30 April 2017	To be provided 30 April 2019
ATTAINMENT: Improvement in literacy and numeracy outcomes in remote schools.	- Mean scale score - Reading and Numeracy, Years 3, 5, 7, 9. - Mean Scale Score Apparent Gain - Reading and Numeracy Years 3 to 5; 5 to 7; 7 to 9. - Proportion of students at or above National Minimum Standard - Reading and Numeracy, Years 3, 5, 7, 9. - Proportion of students participating in testing - Reading and Numeracy, Years 3, 5, 7, 9. <i>Data source: ACARA NAPLAN data.</i>	To be provided March 2013	To be provided March 2013	To be provided March 2015	To be provided March 2017	To be provided March 2019
ATTAINMENT: Increasing the number of Aboriginal students receiving support through personalised learning plans.	Proportion of students with Personal Learning Plans. <i>Data source: DECS collection.</i>	To be provided 30 April 2013	To be provided 30 April 2013	To be provided March 2015	To be provided March 2017	To be provided March 2019
EMPLOYMENT: Increased local Aboriginal employment across all levels of the education workforce in remote communities.	Proportion of Aboriginal employees. <i>Data source: DECS Human Resource data.</i>	To be provided March 2013	To be provided March 2013	To be provided March 2015	To be provided March 2017	To be provided March 2019
EMPLOYMENT: Increase in Aboriginal Territorians in remote areas gaining qualifications.	Number of Aboriginal school based workers in the reporting year for all schools listed in Attachments A who successfully completed a qualification. <i>Data source: DECS Human Resources data.</i>	To be provided March 2014	To be provided March 2014	To be provided March 2015	To be provided March 2017	To be provided March 2019

Reporting

36. The Northern Territory will report against the agreed milestones detailed in Table 5.1, and no more than six monthly.
37. A Progress Report is due to the Commonwealth by 1 September (covering the period 1 January to 30 June) each year of the Agreement.
38. An Annual Report is due to the Commonwealth by 1 March each year of the Agreement starting in 2014.
39. The Annual Report must include:
 - (a) a report against the agreed milestones (covering the period 1 July to 31 December of the previous year);
 - (b) a report against performance indicators as detailed in Table 6.1 (covering the period 1 January to 31 December of the previous year); and
 - (c) for annual reports due in 2016, 2018, 2020 and 2022, include a report against the performance benchmarks as detailed in Table 6.2.
40. The Progress Report and Annual Report templates will be agreed by the Commonwealth and the Northern Territory.
41. Circumstances may give rise to additional reporting being sought from the Northern Territory. Such requests should be kept to the minimum necessary for the effective assessment of the project or reform. Requests should not place an undue reporting burden on the Northern Territory and portfolio agencies.

Review and Evaluation

42. This Implementation Plan will be reviewed in line with the review of the NP with regard to progress made by the Parties in respect of achieving the agreed outcomes.

Sign off

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

Signature

[By state/territory Minister]

Date

13:52 21/2/13.

Signature

[By Commonwealth Minister]

Date

13-3-13

ATTACHMENT A

Specified Government schools to be targeted for the Building a Quality School Workforce measure

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| 1. Alcoota School | 47. Milingimbi School |
| 2. Alekarenge School | 48. Milyakburra School |
| 3. Alpururulam School | 49. Minyerri School |
| 4. Alyarrmandumanja Umbakumba School | 50. Mount Allan School |
| 5. Amanbidji School | 51. Mulga Bore School |
| 6. Amoonguna School | 52. Murray Downs School |
| 7. Ampilatwatja School | 53. Mutitjulu School |
| 8. Angurugu School | 54. Neutral Junction School |
| 9. Areyonga School | 55. Newcastle Waters School |
| 10. Arlparra School | 56. Nganambala School |
| 11. Baniyala Garrangali School | 57. Nganmarriyanga School |
| 12. Barunga School | 58. Ngukurr School |
| 13. Belyuen School | 59. Ntaria School |
| 14. Bonya School | 60. Numbulwar School |
| 15. Borrooloola School | 61. Nyirripi School |
| 16. Bradshaw Primary School | 62. Papunya School |
| 17. Braitling Primary School | 63. Peppimenarti School |
| 18. Bulla Camp School | 64. Pigeon Hole School |
| 19. Bulman School | 65. Pine Creek School |
| 20. Canteen Creek School | 66. Pularumpi School |
| 21. Centralian Middle School | 67. Ramingining School |
| 22. Clyde Fenton Primary School | 68. Robinson River School |
| 23. Docker River School | 69. Rockhampton Downs School |
| 24. Elliott School | 70. Sadadeen Primary School |
| 25. Epenarra School | 71. Shepherdson College |
| 26. Finke School | 72. Stirling School |
| 27. Gapuwiyak School | 73. Tennant Creek High School |
| 28. Gillen Primary School | 74. Tennant Creek Primary School |
| 29. Gochan Jiny Jirra School | 75. Ti Tree School |
| 30. Gunbalanya School | 76. Timber Creek School |
| 31. Haasts Bluff School | 77. Titjikala School |
| 32. Harts Range School | 78. Urapunga School |
| 33. Imanpa School | 79. Wallace Rockhole School |
| 34. Jabiru Area School | 80. Walungurru School |
| 35. Jilkminggan School | 81. Warruwi School |
| 36. Kalkaringi School | 82. Watarrka School |
| 37. Katherine High School | 83. Watiyawanu School |
| 38. Kiana School | 84. Willowra School |
| 39. Lajamanu School | 85. Woolaning School |
| 40. Laramba School | 86. Woolianna School |
| 41. MacFarlane Primary School | 87. Wugularr School |
| 42. Mamaruni School | 88. Yarralin School |
| 43. Maningrida School | 89. Yirrkala Homeland School |
| 44. Manyallaluk School | 90. Yirrkala School |
| 45. MBunghara School | 91. Yuendumu School |
| 46. Milikapiti School | |

ATTACHMENT B

School Enrolment and Attendance Measure

Location	School Name	Sector	School Type
Alice Springs	Araluen Christian College	Non-Govt	Combined
	Living Waters Lutheran Primary School	Non-Govt	Primary
	Our Lady of the Sacred Heart College	Non-Govt	Combined
	St. Philips College	Non-Govt	Secondary
	The Alice Springs Steiner School	Non-Govt	Primary
	Yipirinya School	Non-Govt	Combined
	Yirara College	Non-Govt	Secondary
	Acacia Hill School	Govt	Special
	Bradshaw Primary School	Govt	Primary
	Braitling Primary School	Govt	Primary
	Centralian Middle School	Govt	Secondary
	Centralian Senior College	Govt	Secondary
	Gillen Primary School	Govt	Primary
	Larapinta Primary School	Govt	Primary
	Ross Park Primary School	Govt	Primary
	Sadadeen Primary School	Govt	Primary
Galinwinku	Shepherdson College	Govt	Combined
Gapuwiyak	Gapuwiyak School	Govt	Combined
Groote Eylandt	Alyarmandumanja Umbakumba School	Govt	Combined
	Angurugu School	Govt	Combined
	Alyangula Area School	Govt	Combined
Gunbalanya	Gunbalanya School	Govt	Combined
Katherine (incl. Katherine Town Camps)	St. Joseph's Catholic College	Non-Govt	Combined
	Clyde Fenton Primary School	Govt	Primary
	Katherine South Primary School	Govt	Primary
	Kintore Street School	Govt	Special
	MacFarlane Primary School	Govt	Primary
	Casuarina Street Primary School	Govt	Primary
	Katherine High School	Govt	Secondary
Lajamanu	Lajamanu School	Govt	Combined
Maningrida	Maningrida School	Govt	Combined
Milingimbi	Milingimbi School	Govt	Combined
Milyakburra	Milyakburra School	Govt	Combined
Ngukurr	Ngukurr School	Govt	Combined
Nhulunbuy	Nhulunbuy Christian School	Non-Govt	Combined
	Nhulunbuy High School	Govt	Secondary
	Nhulunbuy Primary School	Govt	Primary
Ntaria (Hermannsburg)	Ntaria School	Govt	Combined
Numbulwar	Numbulwar School	Govt	Combined
Tennant Creek	Tennant Creek High School	Govt	Secondary
	Tennant Creek Primary School	Govt	Primary
Tiwi Islands	Tiwi College	Non-Govt	Combined
	Murrupurtiyanuwu Catholic School	Non-Govt	Primary
	Xavier Catholic College	Non-Govt	Secondary
	Milikapiti School	Govt	Combined
	Pularumpi School	Govt	Combined
Wadeye	Our Lady of the Sacred Heart Thamarrurr Catholic College	Non-Govt	Combined
Wallace Rockhole	Wallace Rockhole School	Govt	Combined
Yirrkala	Yirrkala Homeland School	Govt	Combined
	Yirrkala School	Govt	Combined
Yuendumu	Yuendumu School	Govt	Combined

