

# 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.
5. A key commitment of this Implementation Plan is to increase local Aboriginal employment, professionalisation and career development in the delivery of government funded services with appropriate targets and goals set for relevant measures.
6. The Northern Territory will seek to provide opportunities for the participation of Aboriginal businesses in the roll out of the capital works covered by this Implementation Plan.
7. In delivering work under this Implementation Plan, the Northern Territory will undertake community engagement consistent with the overarching Aboriginal Engagement Framework of the NP.
8. Clause 26 of the NP sets out that an executive group focussed on the overall remote strategy will be established, taking into account governance arrangements already in place under other closing the gap initiatives. This Implementation Plan will adhere to these arrangements, including aligning to agreed Capital Works governance arrangements for the NP.

9. The Teacher Housing element of this Implementation Plan will be reviewed should an alternative delivery mechanism be established, such as a viable non-government Indigenous housing provider. In accordance with clause 13, any necessary changes following this review will be incorporated as a variation to this Implementation Plan once details have been confirmed.

## PART 2: TERMS OF THIS IMPLEMENTATION PLAN

10. 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.
11. 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.
12. 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.
13. This Implementation Plan may be varied by written agreement between the Commonwealth and the Northern Territory Ministers responsible for it under the overarching NP.
14. 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

15. 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.

16. This Implementation Plan aims to ensure Aboriginal employment (including local Aboriginal employment) in the program of works, and includes an annual target of at least 20 per cent. The Northern Territory will continue to maintain efforts to exceed the employment target and will report against this target in annual and progress reports. The Implementation Plan review, as set out in clauses 41-44 of the NP will consider whether the Indigenous employment target should be modified.
17. Under secure tenure policy, both Governments require long-term secure land tenure as a basis for investment in government assets. Capital works investment under this Implementation Plan will be contingent on long-term secure tenure being achieved
18. All capital works under this Implementation Plan will comply with the National Construction Code (NCC) and where applicable all other relevant Australian building standards. Also, as appropriate, capital works under this Implementation Plan will comply with the Fair Work (Building Industry) Act 2012; the Fair Work (Building Industry – Accreditation Scheme) Regulation 2005; the Australian Government Building and Construction Occupational Health and Safety Accreditation Scheme; the National Code of Practice for the Construction Industry; and the Australian Government Implementation Guidelines for the National Code of Practice for the Construction Industry..

19. The Northern Territory will ensure that works undertaken under this Implementation Plan comply with the requirements set out in clause 18 above. This includes the requirements for all works to be undertaken in accordance with the NCC in all communities 'as if' the Northern Territory Building Act 2011 were to apply.
20. 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

21. 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.
22. 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

23. 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

24. 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.
25. \$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.
26. The estimated financial contributions (exclusive of GST) are set out in Tables 2.1 and 2.2.
27. 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
<b>Estimated</b> 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
<b>Estimated</b> 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
<b>Total Commonwealth contribution</b> (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	<b>75.532</b>

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
<b>Total Commonwealth contribution</b>	<b>37.769*</b>	<b>46.490</b>	<b>50.599</b>	<b>52.074</b>	<b>43.132</b>	<b>43.581</b>	<b>38.320</b>	<b>39.757</b>	<b>31.471</b>	<b>29.461</b>	<b>412.656</b>
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
<b>TOTAL</b>	<b>37.769</b>	<b>46.490</b>	<b>50.599</b>	<b>52.074</b>	<b>49.012</b>	<b>49.571</b>	<b>50.68</b>	<b>52.347</b>	<b>50.641</b>	<b>49.001</b>	<b>488.188</b>

\*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

28. 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.	<p>Improved school readiness, attendance and attainment of students in remote schools (focus: attendance and attainment).</p> <p>Improved economic participation, including employment and enterprise development.</p>	<p>To increase the supply of teacher and engagement officer housing by up to 88.</p> <p>To sustain the retention of the remote education workforce.</p> <p>Increased local Aboriginal employment.</p>	Northern Territory
Quality Teaching Initiative	<p>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).</p> <p>The provision of quality teaching support for literacy and numeracy, English as an additional language, and hearing and other learning difficulties.</p> <p>Increasing the number of Aboriginal students receiving support through personalised learning plans.</p> <p>Building better pathways to post school options.</p>	<p>Improved school readiness, attendance and attainment of students in remote schools (focus: attendance and attainment).</p> <p>Improved economic participation, including employment and enterprise development (focus: employment).</p>	<p>Increased local Aboriginal employment across all levels of the education workforce in remote communities</p> <p>Increased number of Aboriginal Territorians in remote areas gaining qualifications.</p> <p>To sustain the retention of the remote education workforce.</p> <p>Improvement in literacy and numeracy outcomes in remote schools.</p> <p>Improvement in Year 12 Attainment in remote schools.</p>	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 engagement between communities and schools to support children's education, including through increased community use of school facilities.	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
				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

29. 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

30. In developing this Implementation Plan consideration has been given to relevant NT context. Key factors that have influenced the proposed direction are as follows.
31. 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 <sup>3</sup>	22.6	18.9
Aboriginal students <sup>4</sup>	40.8	4.8
Population from a language background other than English <sup>1</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 AEDI domains <sup>6</sup>	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).

32. 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.
33. 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

34. 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.
35. 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 37 to 41.

**Table 5.1: Milestones**

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
<b>Project element 1: Residual additional teachers and teacher housing from the Closing the Gap NP</b>			
<b>2012-2013</b>			
1. Report of deliverables achieved in previous 6 months: <ul style="list-style-type: none"> <li>- additional teachers deployed;</li> <li>- number of houses planned for construction in agreed locations;</li> <li>- number of houses completed in agreed locations</li> <li>- Identification of issues impacting on construction such as delays and costs;</li> <li>- timeframes for completion of houses.</li> </ul>	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: <ul style="list-style-type: none"> <li>- number of houses planned for construction in agreed locations;</li> <li>- number of houses completed in agreed locations;</li> <li>- identification of issues impacting on construction such as delays and costs;</li> <li>- timeframes for completion of houses.</li> </ul>	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
<b>Project element 2: Additional Teachers</b>			
<b>2012-2013</b>			
1. Additional teachers and engagement officers deployed.	1 July to 31 December 2012	1 March 2013	50%
<b>2013 - 2021</b>			
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%
<b>Jan – June 2022</b>			
1. 170 FTE additional teachers and engagement officers deployed and reported.	1 January to 30 June 2022	1 May 2022	NA
<b>Project element 3: Teacher Housing</b>			
1. Provision of a 3 yearly Capital Works Plan developed in consultation with the Commonwealth that sets out the expected locations and jointly agreed number of houses to be constructed per annum.	1 July to 30 June 2013-2016 2016-2019 2019-2022	1 July 2013 1 July 2016 1 July 2019	Nil
<b>2013-2014</b>			
1. Provision of an annual Capital Works Schedule, taking into consideration any necessary adjustments to the 3 yearly plan. To be developed in consultation with the Commonwealth.	1 July 2013 to 30 June 2014	1 July 2013	50%
2. Achievement of deliverables as set out in the annual Capital Works Schedule for the previous 6 months including updates on: <ul style="list-style-type: none"> <li>a. Number and location of houses with preliminary and service investigations and planning completed;</li> <li>b. Number and location of houses for which contracts have been let for construction of dwellings;</li> <li>c. Number and location of houses that have been secured for occupancy; and</li> <li>d. Identification of issues impacting on construction</li> </ul>	1 July to 31 December 2013	1 March 2014	50%
3. Updates to annual plan for next 6 months			

\*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
<b>Project element 3: Teacher Housing</b>			
<b>2014-2022</b>			
1. Provision of an annual Capital Works Schedule, taking into consideration any necessary adjustments to the 3 yearly plan. To be developed in consultation with the Commonwealth.	1 July to 30 June	1 July 2014-2021	50%
2. Achievement of deliverables as set out in the agreed annual plan for the previous 6 months including updates on: <ul style="list-style-type: none"> <li>a. Number and location of houses with preliminary and service investigations and planning completed;</li> <li>b. Number and location of houses for which contracts have been let for construction of dwellings;</li> <li>c. Number and location of houses that have been secured for occupancy; and</li> <li>d. Identification of issues impacting on construction</li> </ul> 3. Updates to annual plan for next 6 months	1 January to 30 June  1 July to 31 December	1 Sept 2014-2021  1 March 2015-2022	25%  25%
4. Achievement of deliverables as set out in the agreed annual plan for the previous 6 months including updates on: <ul style="list-style-type: none"> <li>a. Number and location of houses with preliminary and service investigations and planning completed;</li> <li>b. Number and location of houses for which contracts have been let for construction of dwellings;</li> <li>c. Number and location of houses that have been secured for occupancy; and</li> <li>d. Identification of issues impacting on construction</li> </ul>	1 January to 30 June 2022	1 May 2022	Nil

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
<b>Project element 4: Quality Teaching Initiative</b>			
<b>2012-2013</b>			
<ol style="list-style-type: none"> <li>Provision of agreed baseline data (as in table 6.2), 2015/16 targets, weightings and target setting methodology.</li> <li>Report outlining activity and planning which has occurred to date.</li> </ol>	NA	1 March 2013	100%
<b>2013-2014</b>			
<ol style="list-style-type: none"> <li>Provision of place-based literacy and numeracy support targeting individual learning needs.</li> <li>Support provided for the delivery of effective teaching to EALD learners.</li> <li>Services provided to schools to ensure effective learning for students with hearing and other learning difficulties.</li> <li>Support provided for school leaders to strengthen family, school and community partnerships.</li> <li>Provision of flexible pathways for students to achieve positive post schooling outcomes.</li> <li>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.</li> </ol>	1 January to 30 June 2013	1 September 2013	25%
<ol style="list-style-type: none"> <li>Provision of place-based literacy and numeracy support targeting individual learning needs.</li> <li>Support provided for the delivery of effective teaching to EALD learners.</li> <li>Services provided to schools to ensure effective learning for students with hearing and other learning difficulties.</li> <li>Support provided for school leaders to strengthen family, school and community partnerships.</li> <li>Provision of flexible pathways for students to achieve positive post schooling outcomes.</li> <li>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.</li> </ol>	1 July to 31 December 2013	1 March 2014	75%
<b>January to June 2014 - 2021</b>			
<ol style="list-style-type: none"> <li>Publication of completed Annual Operational Plans of schools benefitting from Quality Teaching Initiatives published online.</li> <li>Provision of place-based literacy and numeracy support targeting individual learning needs.</li> <li>Support provided for the delivery of effective teaching to EALD learners.</li> <li>Services provided to schools to ensure effective learning for students with hearing and other learning difficulties.</li> <li>Support provided for school leaders to strengthen family, school and community partnerships.</li> <li>Provision of flexible pathways for students to achieve positive post schooling outcomes.</li> <li>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.</li> </ol>	1 January to 30 June 2014 - 2021	Report due: 1 September 2014 – 2021  Milestone Payments for reports due in: 2014, 2016, 2018, 2020	50%

Milestones	Reporting Period	Reporting Due Date	Percentage of Annual Funding
<b>Project element 4: Quality Teaching Initiative</b>			
<b>July to December 2014 - 2021</b>			
<ol style="list-style-type: none"> <li>1. Provision of place-based literacy and numeracy support targeting individual learning needs.</li> <li>2. Support provided for the delivery of effective teaching to EALD learners.</li> <li>3. Services provided to schools to ensure effective learning for students with hearing and other learning difficulties.</li> <li>4. Support provided for school leaders to strengthen family, school and community partnerships.</li> <li>5. Provision of flexible pathways for students to achieve positive post schooling outcomes.</li> <li>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.</li> <li>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.</li> </ol>	<p>1 July to 31 December 2014 - 2021</p>	<p>Report Due: 1 March 2015 – 2022</p> <p>Milestone Payments for reports due in: 2015, 2017, 2019, 2021</p>	<p>50%</p>
<b>January to June 2022</b>			
<ol style="list-style-type: none"> <li>1. Provision of place-based literacy and numeracy support targeting individual learning needs.</li> <li>2. Support provided for the delivery of effective teaching to EALD learners.</li> <li>3. Services provided to schools to ensure effective learning for students with hearing and other learning difficulties.</li> <li>4. Support provided for school leaders to strengthen family, school and community partnerships.</li> <li>5. Provision of flexible pathways for students to achieve positive post schooling outcomes.</li> <li>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.</li> </ol>	<p>1 January to 30 June 2022</p>	<p>Report Due: 1 May 2022</p>	<p>NA</p>

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

36. The capital works targets will be set on an annual basis as part of the annual Capital Works Schedule and will be informed by consideration of the following factors:
- (a) financial contributions by the Commonwealth under this IP; and
  - (b) progress in achieving secure tenure.

### Performance Measures

37. 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.
38. 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.
39. 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.
40. 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.
41. The Commonwealth will only consider making a partial payment for measures identified in Table 5.2, if:
- (a) 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 clause 40; and
  - (b) 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**

<b>Performance Indicator</b>	<b>Measure</b>	<b>Threshold</b>
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 Learning and Engagement 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

42. Performance targets, agreed by the respective portfolio Ministers, will be provided in March of 2013, 2015, 2017 and 2019 for the forthcoming benchmark year.
43. 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
<p>READINESS: Improvement in school readiness within remote schools.</p>	<p>Number and proportion of children on track in 4 or more domains. <i>Australian Early Development Index results</i></p>
<p>ATTENDANCE: Improvement in the number of children attending school each day within remote schools.</p>	<p>Student attendance number and student average attendance. Average Attendance for Schools . <i>Data source: NT DECS attendance collections 1-8.</i></p>
<p>ATTAINMENT: Improvement in Aboriginal Year 12 attainment rates in remote schools.</p>	<p>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></p>
<p>ATTAINMENT: Improvement in the provision of personalised learning to Aboriginal students.</p>	<p>Proportion of students with Learning &amp; Engagement Plans* in place. <i>Data source: DECS collection.</i></p>
<p>ATTAINMENT: Improvement in literacy and numeracy outcomes in remote schools.</p>	<ul style="list-style-type: none"> <li>- Mean Scale Score - Reading and Numeracy, Years 3, 5, 7, 9 (NAPLAN).</li> <li>- Mean Scale Score Apparent Gain - Reading and Numeracy ,Years 3 to 5; 5 to 7; 7 to 9 (NAPLAN).</li> <li>- Proportion of students at or above National Minimum Standard - Reading and Numeracy, Years 3, 5, 7, 9 (NAPLAN).</li> <li>- Proportion of students participating in Reading and Numeracy Years 3, 5, 7, 9 (NAPLAN).</li> </ul> <p><i>Data source: ACARA NAPLAN data</i></p>
<p>EMPLOYMENT: Increased local Aboriginal employment across all levels of the education workforce in remote communities.</p>	<p>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></p>
<p>EMPLOYMENT: Increase in Aboriginal Territorians in remote areas gaining qualifications.</p>	<p>Number of Aboriginal education employees who successfully completed qualifications Certificate 1 and above. <i>Data source: DECS Human Resources data</i></p>

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

\*Learning & Engagement Plans are the Northern Territory's equivalent of Personalised Learning Plans, as defined in the Aboriginal & Torres Strait Islander Education Action Plan.

**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>	See Table 6.3	See Table 6.3	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>	See Table 6.3	See Table 6.3	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.	<ul style="list-style-type: none"> <li>- Mean scale score - Reading and Numeracy, Years 3, 5, 7, 9.</li> <li>- Mean Scale Score Apparent Gain - Reading and Numeracy Years 3 to 5; 5 to 7; 7 to 9.</li> <li>- Proportion of students at or above National Minimum Standard - Reading and Numeracy, Years 3, 5, 7, 9.</li> <li>- Proportion of students participating in testing - Reading and Numeracy, Years 3, 5, 7, 9.</li> </ul> <i>Data source: ACARA NAPLAN data.</i>	See Table 6.3	See Table 6.3	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 Learning and Engagement Plans.* <i>Data source: DECS collection.</i>	See Table 6.3	See Table 6.3	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>	See Table 6.3	See Table 6.3	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

\*Learning & Engagement Plans are the Northern Territory's equivalent of Personalised Learning Plans, as defined in the Aboriginal & Torres Strait Islander Education Action Plan.

Table 6.3: 2015 Performance Targets

Performance indicator				2012 (Baseline)	2015 Target	Weighting	
<b>ATTAINMENT</b>	Participation in NAPLAN testing	Reading	Y3	75.7%	78.0%	1%	
			Y5	77.4%	77.9%	1%	
			Y7	69.5%	70.2%	1%	
			Y9	58.0%	59.3%	1%	
		Numeracy	Y3	72.2%	75.7%	1%	
			Y5	73.3%	76.1%	1%	
			Y7	65.0%	70.9%	1%	
			Y9	55.5%	58.5%	1%	
	Students AANMS	Reading	Y3	34.3%	37.4%	1%	
			Y5	13.4%	19.1%	1%	
			Y7	28.9%	35.1%	1%	
			Y9	20.1%	23.2%	1%	
		Numeracy	Y3	33.9%	35.0%	1%	
			Y5	22.9%	34.6%	1%	
			Y7	33.4%	34.5%	1%	
			Y9	43.4%	32.7%	1%	
	MSS	Reading	Y3	212.4	221.7	1%	
			Y5	273.6	297.6	1%	
			Y7	364.1	373.4	1%	
			Y9	408.9	415.2	1%	
		Numeracy	Y3	234.3	242.0	1%	
			Y5	337.9	342.6	1%	
			Y7	390.2	397.0	1%	
			Y9	466.5	467.8	1%	
					<b>2010-12 (Baseline)</b>		
	MSS Apparent Gain	Reading	Y3-5	54.0	Aust Indig. Student Gain	8%	
			Y5-7	65.6		8%	
Y7-9			17.8	8%			
Numeracy		Y3-5	93.5	8%			
		Y5-7	59.3	8%			
		Y7-9	71.9	8%			
				<b>2012</b>	<b>2015</b>		
Number of students attaining NT CET				23	23	6%	
Number of 15-19 year olds attaining VETis Cert II and above.				5.0	7.0	6%	
Proportion of Aboriginal students with Personal learning plans				5.1%	17%	6%	
<b>EMPLOYMENT</b>	% Indigenous employees			33.9%	36.2%	4%	
	Total number of Indigenous education employees completing qualifications Certificate I and above.			Due 2014	Due 2014	6%	

## Reporting

44. The Northern Territory will report against the agreed milestones detailed in Table 5.1, and no more than six monthly.
45. A Progress Report is due to the Commonwealth by 1 September (covering the period 1 January to 30 June) each year of the Agreement.
46. An Annual Report is due to the Commonwealth by 1 March each year of the Agreement starting in 2014.
47. 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.
48. The Progress Report and Annual Report templates will be agreed by the Commonwealth and the Northern Territory.
49. 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

50. 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

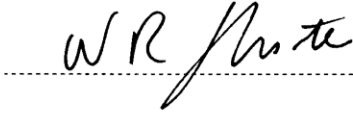
The Parties have confirmed their commitment to this agreement as follows:



Signature

Date 23 Jul 13

[By state/territory Minister]



Signature

Date 2.8.2013

[By Commonwealth Minister]

## ATTACHMENT A

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

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

