

BILATERAL AGREEMENT ON ACHIEVING UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION



An agreement between

- the **Commonwealth of Australia** as represented by the Department of Education, Employment and Workplace Relations
(the **Commonwealth**)
and
- the **Northern Territory** as represented by the Department of Education and Training

Through this Agreement the Commonwealth will fund the Northern Territory to facilitate it achieving Universal Access to Early Childhood Education Programs by 2013 in its jurisdiction.

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

Intergovernmental Agreement

Parties Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations of 16-18 Mort Street, Braddon in the Australian Capital Territory.

The Northern Territory as represented by the Department of Education and Training of 55-59 Mitchell Street, Darwin in the Northern Territory.

RECOGNISING THAT:

- A. The Commonwealth and the Northern Territory are committed to implementing the National Partnership Agreement on Early Childhood Education (NP ECE) and to working together to improve the accessibility, quality and quantity of Early Childhood Education for Australian children. In particular, the NP ECE is the means by which the Commonwealth and the States and Territories have committed to ensure that, by 2013, every child will have access to Early Childhood Education Programs in the year prior to formal schooling.
- B. Under the NP ECE the Commonwealth provides funding to the Northern Territory to help achieve the aims of the NP ECE.
- C. The Commonwealth provides funding to the States and Territories for the purposes of and subject to this Bilateral Agreement, the NP ECE and the Intergovernmental Agreement on Federal Financial Relations (IGA). These agreements provide the framework of the Universal Access to Early Childhood Education Program (the Program).

THE PARTIES HAVE REACHED THE FOLLOWING AGREEMENT

1. PURPOSE

- (a) The Parties agree to cooperate in the implementation of this Bilateral Agreement, as part of the NP ECE and in accordance with the IGA, as agreed by all governments at the Council of Australian Governments (COAG) on 29 November 2008.

- (b) The Parties have further agreed to cooperate in multilateral intergovernmental arrangements established under the NP ECE, with particular reference to the Roles and Responsibilities outlined in part 3 of the NP ECE, including developing and implementing:
 - i agreed data for performance measurement;
 - ii a national early years workforce strategy; and
 - iii a national strategy for achieving universal access to early childhood education for Indigenous children (including in remote communities).

2. OBJECTIVES

The objectives of this Agreement are to establish a framework for:

- (a) the provision of funding by the Commonwealth to the Northern Territory;
- (b) the management and implementation of the program in the Northern Territory; and
- (c) reporting on performance against the Performance Benchmarks and Deliverables.

3. PERFORMANCE BENCHMARKS AND DELIVERABLES

The Northern Territory will achieve the Performance Benchmarks and the Deliverables:

- (a) at the times and in the manner specified in table 1 of item C and table 2 of item D of schedule 1; and
- (b) in accordance with the terms of this Bilateral Agreement, the NP ECE, the IGA and assisted by the Guidelines.

4. FUNDING

- (a) Subject to clause 34 of the NP ECE and paragraph 4(b), the Commonwealth will make payments to the Northern Territory in the manner specified in item A of schedule 2. The Commonwealth's obligation is subject to the Northern Territory's delivery of the Reports and the Commonwealth's acceptance of the Reports.
- (b) If the Northern Territory does not meet the agreed Performance Benchmarks and Deliverables as specified in table 1 of item C and in table 1 of item D of schedule 1, the Commonwealth will consider whether or not further payments should be made, and the timing and amount of such payments. Such consideration will be subject to clauses 7 and 8 of this Agreement, and clauses 37 to 40 and 45 of the NP ECE.

5. DISCONTINUANCE OF FUNDING

- (a) In carrying out their responsibilities under this Bilateral Agreement and the NP ECE, the parties confirm they will operate in an open and collaborative manner. However, the Commonwealth reserves the right to withhold or discontinue funding if the Northern Territory does not fulfil its obligations under this Bilateral Agreement or the NP ECE. Notification will be provided in writing.

6. REPORTS

The Northern Territory will provide to the Commonwealth:

- (a) the financial reports at the times and in the manner specified by paragraph D33 of the Intergovernmental Agreement; and
- (b) the Reports at the times and in the manner stated in item E of schedule 1 of the Northern Territory's progress in achieving the Performance Benchmarks and Deliverables and of the Northern Territory's Data Capability.

7. MONITORING AND REVIEW

- (a) The Parties agree that achievement of the Performance Benchmarks and Deliverables as detailed in this Bilateral Agreement will be jointly monitored by both parties in accordance with the relevant provisions of the NP ECE (part 4) and the IGA (schedule C).
- (b) The NP ECE and this Bilateral Agreement will be reviewed at least 18 months after 29 November 2008. The review will have regard to the progress made by the Parties against the NP ECE and this Bilateral Agreement, and will specifically address:
 - i. the adequacy of funding to achieve specified outcomes and outputs;
 - ii. the appropriateness of timelines;
 - iii. achievement of agreed outcomes, outputs and performance indicators;
 - iv. satisfactory compliance by governments with all financial reporting requirements of the NP ECE; and
 - v. annual bilateral discussions to review the progress against this Bilateral Agreement, and outcomes and outputs set out in the NP ECE.

8. GOVERNANCE ARRANGEMENTS

- (a) The Parties confirm that the relevant dispute resolution clauses of the NP ECE (clauses 37 to 40) apply.
- (b) In order to facilitate the collaborative implementation of this Bilateral Agreement and the NP ECE, the Commonwealth will be invited to participate in any Northern Territory implementation oversight or management committee that may be established, thereby giving effect to shared responsibilities under clause 24 of the NP ECE.

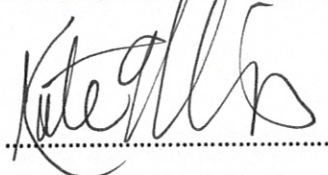
9. STATUS OF THIS AGREEMENT

- (a) This Bilateral Agreement forms part of and is subsidiary to the NP ECE. This Bilateral Agreement ceases to have effect if the NP ECE is terminated by either party in accordance with clause 46 of the NP ECE. The Bilateral Agreement will be reviewed if the NP ECE is amended in accordance with clause 45 of the NP ECE.
- (b) This Bilateral Agreement is not intended to, and does not, create legally binding obligations between the Parties.
- (c) This Bilateral Agreement is entered into on the date set out at page 6 below.

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

The Parties have executed this agreement as follows:

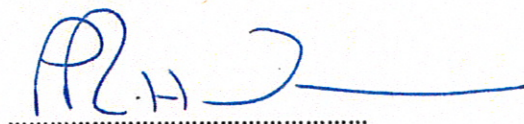
Signed for and on behalf of the
Commonwealth of Australia by

A handwritten signature in black ink, appearing to read 'Kate Ellis', written over a horizontal dotted line.

The Hon Kate Ellis MP
Minister for Early Childhood Education, Child Care and Youth

Date 23/6/09

Signed for and on behalf of the
Northern Territory

A handwritten signature in blue ink, appearing to read 'Paul Henderson', written over a horizontal dotted line.

The Hon Paul Henderson MLA
Minister for Education and Training

Date 23/6/09

Schedule 1

A Program and Guidelines

Universal Access to Early Childhood Education Program

For details on the Universal Access to Early Childhood Education Program, refer to the NP ECE.

For details on the administration processes and procedures of the Universal Access Early Childhood Education Program, refer to the Universal Access to Early Childhood Education Program Guidelines. The Program Guidelines specify the roles of the Commonwealth and State-Territory Program Delegates, outline the relevant coordination and consultation arrangements between the parties, address administrative processes in support of the Program, and provide relevant templates for reporting under item E of schedule 1.

B Performance Objectives

In accordance with clauses 17 and 18 of the NP ECE:

- By 2013 every child will have access to a preschool program in the 12 months prior to full-time schooling.
- The preschool program is to be delivered by a four year university qualified early childhood teacher, in accordance with a national early years learning framework, for 15 hours a week, 40 weeks a year. Reasonable transitional arrangements—including potentially beyond 2013—are needed to implement the commitment to preschool program delivery by four year university qualified early childhood teachers, as agreed in the bilateral agreements.
- The program will be accessible across a diversity of settings, in a form that meets the needs of parents and in a manner that ensures cost does not present a barrier to access.
- In the first two years of implementing the NP ECE (2009 and 2010), national priorities include:
 - increasing participation rates, particularly for Indigenous and disadvantaged children
 - increasing program hours
 - ensuring cost is not a barrier to access
 - strengthening program quality and consistency
 - fostering service integration and coordination across stand-alone preschool and child care.

The strategies for addressing these priorities may differ on a state-by-state basis.

PERFORMANCE BENCHMARKS

The Northern Territory is responsible for achieving the Performance Benchmarks as agreed with the Commonwealth and specified in Table 1 below.

Table 1: Early Childhood Education Program Performance Benchmarks^{1,2}

Outputs	Performance Indicators	Baseline Position	Performance Benchmarks				
			31 December 2009	31 December 2010	31 December 2011	31 December 2012	30 June 2013
Children have universal access to an Early Childhood Education Program for 15 hours per week, 40 weeks per year.	The proportion of children who are enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	88.7% ^{3,4,5}	89%	90%	91%	95%	95%
	The number of teachers delivering Early Childhood Education Programs who are four year university trained and early childhood qualified.	Of an estimated 140 teachers delivering a preschool program in the government preschool system and Catholic remote schools, an estimated 50 have four year early childhood qualifications. ⁶	36% ⁶	36% ⁶	46% ⁶	57% ⁶	57% ⁶

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

Outputs	Performance Indicators	Baseline Position	Performance Benchmarks				
			31 December 2009	31 December 2010	31 December 2011	31 December 2012	30 June 2013
<p>Hours per week of attendance (where possible to measure) at an Early Childhood Education Program.</p> <ul style="list-style-type: none"> The proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hours a week The average number of hours per week of attendance at an Early Childhood Education Program. 	<p>0%</p>	<p>0%</p>	<p>8%</p>	<p>8%</p>	<p>50%⁷</p>	<p>100%⁷</p>	
	<p>12 hrs⁸</p>	<p>12 hrs</p>	<p>12.25 hrs</p>	<p>12.25 hrs</p>	<p>13.75 hrs</p>	<p>15.00 hrs</p>	
<p>Universal access to an Early Childhood Education Program is delivered across a range of settings at a cost which is not a barrier to access</p>	<p>Distribution of children who attend an Early Childhood Education Program by weekly cost per child (after subsidies) as defined by jurisdictions</p>	<p>Government and Catholic remote preschool is provided on a non-fee paying basis.⁹</p>	<p>Maintain for Government and Catholic remote preschool. Recalculate when other non-government provider data is available.</p>	<p>Maintain for Government and Catholic remote preschool. Recalculate when other non-government provider data is available.</p>	<p>Maintain for Government and Catholic remote preschool. Recalculate when other non-government provider data is available.</p>	<p>Maintain for Government and Catholic remote preschool. Recalculate when other non-government provider data is available.</p>	

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

Outputs	Performance Indicators	Baseline Position	Performance Benchmarks				
			31 December 2009	31 December 2010	31 December 2011	31 December 2012	30 June 2013
Disadvantaged children have universal access to an Early Childhood Education Program.	The proportion of disadvantaged children enrolled in (and attending, where possible to measure) an Early Childhood Education Program. ⁴	36.5% ¹⁰ (The share of disadvantaged children as a proportion of all children enrolled.)	37.5%	37.5%	37.5%	41.6%	42.1% ¹¹
Indigenous children (including those in Remote Indigenous Communities) enrolled in and attending an Early Childhood Education Program	The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are Enrolled in (and attending, where possible to measure) an Early Childhood Education Program. ⁴	38.8% ^{12,14} (The share of Indigenous children as a proportion of all children enrolled.)	39.8%	40.6%	41.1%	41.8%	41.8% ^{13,15,16}

Notes:

1. Where agreed reliable data is not available, the Northern Territory will agree with the Commonwealth a strategy for developing an appropriate data set, as part of the Northern Territory's Data Capability Report.
2. This table should be read in conjunction with the Deliverables at Table 2 below.
3. The enrolment rate of 88.7% consists of a denominator based on the ABS Estimated Residential Population for June 2008 and a numerator consisting of preschool enrolments (aged 4 and over) in government and non-government schools.
4. The Northern Territory is seeking to expand attendance data collection to preschool enrolments outside of the government sector. This information will be included as part of the Northern Territory's Data Capability Report as it becomes available in 2010. See Table 2.
5. There are a number of children in non-government early learning centres and long day care who may be receiving what DET would recognise as an early learning program but because they are not registered preschools, DET is unable to capture data that is consistent and reliable. DET will work towards collecting this data and report when it is available.

6. The baseline figure is based on a survey of preschool teachers in Government and Catholic remote schools conducted in April 2009. The total number of teachers delivering a preschool program is estimated to be 140. Some of these teachers are delivering to a range of class levels, including in one teacher schools, homeland learning centres, and or may be part time. If the 3 year trained teachers, deemed 4 year trained through teacher registration, were to be included the total number of teachers with an early childhood qualification delivering preschool programs, would increase to 80. The number of teachers delivering a preschool program in other sectors is not known but may be clarified through the proposed national workforce survey. Appropriate benchmarks will then be set and reported through the Northern Territory's Data Capability Report. The National Partnership for Early Childhood Education provides for 'reasonable transition arrangements' in relation to four year university trained early childhood education teachers, including potentially beyond 2013 (Clause 17). Achieving a better qualified workforce is dependent on supply constraints, therefore the performance benchmarks are current best estimates.
7. The Northern Territory Government's plan for the 15 hours commitment requires consultation and planning, with system-wide implementation to take place progressively over 2012 and 2013 school years.
8. The performance benchmarks are based on the number of hours the enrolled children have access to a preschool program each week.
9. Because the Northern Territory has a relatively high enrolment rate in preschool, and because fee information for non-government providers (aside from Catholic remote schools) is not currently collected, it is agreed that the Northern Territory will only report fee information that relates the children attending Government and Catholic remote preschools. It is proposed that there will be a nationally agreed approach to gathering and reporting fees data in other non-government provided settings. Currently 95.5% of enrolments are in non-fee paying Government and Catholic remote preschools.
10. The Baseline Position is calculated by dividing all children (aged 4 and over) attending Government and Catholic remote preschools in disadvantaged areas (calculated as enrolments in Government and Catholic remote preschools, which are geographically located in the bottom 20% using SEIFA, Index of Socio-economic Disadvantage), by all children (aged 4 and over) attending preschool in the Northern Territory. The proportion of disadvantaged children enrolled has been calculated as a **share** of the total enrolments rather than as a **rate** (as is calculated for all children in the first NP performance indicator), because it is better statistically when the denominator needed for the rate cannot be estimated accurately enough to give a reliable estimate of the rate. The 2013 Performance Benchmark is calculated by dividing the number of disadvantage four year olds in the population (calculated as children who are geographically located in the bottom 20% using SEIFA), by all four year olds in the Territory population. The aim is that the proportion of enrolled should begin to approach their proportion in the population.
11. Taking into account preschool participation is voluntary and that universal access is considered to equate to 95% participation, the target in 2013 is 42.1% (ie 95% of the current proportion of the population of four year olds identified as living in the bottom 20% of SEIFA areas).
12. The proportion of Indigenous children enrolled has been calculated as a **share** of the total enrolments (as is currently reported in RoGS for children with special needs) rather than as a **rate** (as is calculated for all children in the first NP performance indicator). This is because deriving proportions as a **share** rather than a **rate** is better statistically when the denominator needed for the rate cannot be estimated accurately enough to give a reliable estimate of the rate.

13. Based on NT administrative enrolment data, current reported Indigenous enrolments (aged 4 and over) attending Government and Catholic remote preschools as a proportion of total enrolments (baseline position), by region: Provincial 15.3%, Remote 34.9% and Very remote 82.5%. (The Northern Territory does not have any metropolitan population). Based on ABS Indigenous ERP cat no 3238.o.55.001 – 2006 Census Data Indigenous population estimates, targets are: Provincial 16.9%, Remote 46.6% and Very Remote 80%. (Very Remote target is less than the baseline – further evidence of inefficient ABS population data). These targets are indicative only, final targets based on geographic location on a national basis, will be provided by the Commonwealth.
14. In 2008, Indigenous children (aged 4 and over) represented 38.8% of preschool enrolments in the Northern Territory based on Age Grade Census collected 1 August 2008 and Enrolment and Attendance Collection 5, run 15 August 2008 for Non Govt Independent schools.
15. Population and participation data for Indigenous communities can vary significantly over time and between data sets.
16. The 2013 Performance Benchmark is based on an assumption that current demographic patterns will remain constant. It is calculated by dividing the number of Indigenous four year olds in the population in 2006 by all four year old children in the Territory population in 2006. (This is 44% using data from ABS cat no. 3238.o.55.001 2006 Census data). Taking into consideration the reliability of the Indigenous population data, preschool participation is voluntary and that universal access is considered to equate to 95% participation, the target in 2013 is 41.8%.

DELIVERABLES

The Northern Territory is responsible for achieving the Deliverables as agreed with the Commonwealth and specified at Table 2 below.

Table 2: Early Childhood Education Program Deliverables¹

Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
<p>Children have universal access to an Early Childhood Education Program for 15 hours per week, 40 weeks per year.</p>	<p>The proportion of children who are enrolled in (and attending, where possible to measure) an Early Childhood Education Program.</p>	<p>1. Mobile preschool service <i>The Northern Territory has eight mobile preschool services, including one in the Top End Group Schools which has been funded by the Commonwealth under the Universal Access to Early Childhood Education Program in 2008 to accelerate the rollout of NT Government's mobile preschool implementation plan. This deliverable will fund the Top End Group Schools mobile service through to mid 2009, after which the NT Government will fully fund the service.</i></p>	<p>One mobile service in <i>Top End Group Schools</i>, covering five sites with a total of 30-35 children enrolled</p>	<p>Funding to mid 2009</p>
		<p>2. Support childcare services to ensure 4 year old children in long day care receive a preschool program delivered by a qualified teacher. This may include funding support to employ a qualified teacher, transport arrangements or out-posted teachers from nearby government schools. <i>The NT Government will work with non-government sector providers to facilitate the provision of preschool services in child care settings in locations where government preschool services are not easily accessible to families.</i></p>	<p>Consultations with child care sector</p> <p>Approximately 200 children in up to 50 services</p>	<p>Commence consultations in early 2010</p> <p>Commence support from January 2011. Ongoing thereafter.</p>
	<p>3. The facility to provide data against each of the performance indicators as indicated</p>		<p>Collect and report available data annually</p>	<p>Ongoing</p>

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
	<p>The number of teachers delivering Early Childhood Education Programs who are four year university trained and early childhood qualified.</p>	<p>4. Ensure preschool teachers are four year early childhood trained <i>To maintain NT Government policy requiring four year university training for all teachers, and progressively increase the proportion of ECE trained teachers that meet this standard.</i></p>	<p>An estimated 36% of teachers who are delivering preschool programs are 4 year trained with early childhood qualifications.³</p> <p>Progressively close the gap to 100% coverage through workforce replacement and qualifications upgrading.</p>	<p>June 2009</p> <p>Ongoing</p>
<p>Hours per week of attendance (where possible to measure) at an Early Childhood Education Program.</p> <ul style="list-style-type: none"> • The proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hours a week • The average number of hours per week of attendance at an Early Childhood Education Program. 	<p>5. Develop model(s) for implementation of 15 hours delivery <i>NT Government schools will test models to determine cost, feasibility and operational impact of increased hours</i></p> <p>6. Implementation of system-wide rollout, including in Catholic remote schools</p>	<p>Between 4-5 schools and 200-250 students</p> <p>Costed system-wide implementation plan developed</p> <p>Rollout implementation over two school years</p>	<p>From January 2010</p> <p>By December 2010</p> <p>Commence January 2012</p> <p>Complete implementation by January 2013</p>	

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
<p>Universal access to an Early Childhood Education Program is delivered across a range of settings at a cost which is not a barrier to access</p>	<p>Distribution of children who attend an Early Childhood Education Program by weekly cost per child (after subsidies) as defined by jurisdictions.</p>	<p>7. Sustain existing approach where all children are able to access a government or Catholic remote school place on a non-fee paying basis, but parents may choose a place in fee paying settings.</p>	<p>Maintain current policy settings with regard to fees and accessibility of services.</p>	<p>Ongoing</p>
<p>Disadvantaged children have universal access to an Early Childhood Education Program.</p>	<p>The proportion of disadvantaged children enrolled in (and attending, where possible to measure) an Early Childhood Education Program.</p>	<p>8. This cohort also form part of the access to Indigenous children by geolocation, and initiatives to provide access to small remote schools, at deliverables 10 and 11. (10. A Territory-wide plan with costed models of delivery for preschool children in small remote communities and town camps to improve access to participation and attendance in preschool programs. 11. Implement plan for delivering preschools in remote communities and town camps, including initiatives to improve participation and attendance)</p> <p>9. When available, attendance data will be disaggregated by disadvantaged children</p>	<p>Approximately 175 more disadvantaged children enrolled⁴</p>	<p>Commence January 2011 Complete December 2012</p>
			<p>Provided annually, at least for children attending preschool provided by the NT Government and Catholic remote schools</p>	<p>2010</p>

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
Indigenous children (including those in Remote Indigenous Communities) enrolled in and attending an Early Childhood Education Program	The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	<p>10. A Territory-wide plan with costed models of delivery for preschool children in small remote communities and town camps to improve access to participation and attendance in preschool programs</p> <p>11. Implement plan for delivering preschool in remote communities and town camps, including initiatives to improve participation and attendance <i>Plan to include location-by-location roll out and timetable</i></p> <p>12. When available, attendance data will be disaggregated by Indigenous children</p>	<p>Plan with costed models</p> <p>Approximately 190 more Indigenous children enrolled in approximately 100 remote communities and town camps⁴</p> <p>Provided annually, at least for children attending preschool provided by the NT Government and Catholic remote schools</p>	<p>July 2010</p> <p>Commence January 2011</p> <p>Complete December 2012</p> <p>2010</p>

Notes:

1. This table should be read in conjunction with the Performance Benchmarks at Table 1 above.
2. DET's Universal Access project to provide access to preschool by appropriately qualified teachers is supported by a range of other NT and Australian Government initiatives. The Universal Access approach to increasing the number of qualified teachers complements the activities of Quality Teacher Program, Literacy and Numeracy Pilots in low SES school communities, Growing our Own and Closing the Gap Mobile Preschools in upskilling local Indigenous assistant teachers with teaching qualifications.
3. The Northern Territory Government has conducted a survey of Government and Catholic remote schools to determine the proportion of teachers delivering preschool who are four year, early childhood trained.
4. The actual number of additional enrolments is dependent on the development of improved data on disadvantaged and Indigenous populations in the Northern Territory.

C Reporting

- C1 The State Delegate is responsible for providing the Program Delegate with two hard copies and an electronic copy of Reports as follows:

Details of Report	Due Date*
Data Capability Report	30 June 2009
2009 Progress Report	30 September 2009
2009 Annual Report	31 March 2010
2010 Progress Report	30 September 2010
2010 Annual Report	31 March 2011
2011 Progress Report	30 September 2011
2011 Annual Report	31 March 2012
2012 Progress Report	30 September 2012
2012 Annual Report	31 March 2013
Final Report	30 September 2013

* Where the due date falls on a weekend or a public holiday, the due date is taken to be the next business day.

- C2 Data Capability Reports must contain the following details for each Performance Indicator:

- (a) Collection Name(s)
- (b) Data (i.e. the figure(s) for the Baseline Data position)
- (c) Methodology (of the underlying data and sources)
- (d) Coverage (i.e. the participant coverage in the collection)
- (e) Data Quality Assessment
- (f) Future Data Developments.

- C3 Progress Reports must contain the following details:

- (a) Title of the Program
- (b) Description of the Program
- (c) Program activities commenced in the reporting period 1 January to 30 June
- (d) Program activities completed in the reporting period
- (e) A statement of issues of concern that may impact on the achievement of any of the Performance Benchmarks or Deliverables
- (f) be signed by the State Delegate or the Delegate's authorised representative.

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

- C4 Annual Reports must contain the following details:
- (a) Title of the Program
 - (b) Description of the Program
 - (c) Program activities commenced in the reporting period
 - (d) Program activities completed in the reporting period
 - (e) Progress against:
 - i. the Performance Benchmarks and Deliverables
 - ii. the national priorities, as outlined in paragraph 18 of the NP ECE
 - (f) A statement of issues of concern that may impact on the achievement of any of the Performance Benchmarks or Deliverables
 - (g) Copies of all reports, evaluations, analysis and /or survey outcomes the Northern Territory has undertaken or had commissioned in relation to achieving any of the Performance Benchmarks or Deliverables
 - (h) A Data Capability Exception Report reflecting any changes from the previous year
 - (i) be signed by the Territory Delegate or the Territory Delegate's authorised representative.
- C5 As part of the Annual Report, the Territory Delegate or the Territory Delegate's authorised representative will attend a meeting with the Commonwealth to present and discuss the Annual Report.
- C6 The Final Report must contain the information to be included in Annual Reports described in item C4, except for the information described in paragraphs (f) and (h).

Schedule 2 - the Commonwealth's Obligations

A Funding

- A1 The total funding for the Agreement is \$16,107,000 (exclusive of GST) payable by the following instalments:

Amount	Payable on acceptance by the Commonwealth of the:	No later than:
\$740,000	signing of this agreement	7 June 2009
\$780,000	Data Capability Report due by 30 June 2009	7 Oct 2009
\$760,000	Progress Report due by 30 September 2009	7 Dec 2009
\$1,600,000	Annual Report due by 31 March 2010	7 Jul 2010
\$340,000	Progress Report due by 30 September 2010	7 Dec 2010
\$2,970,000	Annual Progress Report due by 31 March 2011	7 Jul 2011
\$2,970,000	Progress Report due by 30 September 2011	7 Dec 2011
\$2,973,500	Annual Report due by 31 March 2012	7 Jul 2012
\$2,973,500	Progress Report due by 30 September 2012	7 Dec 2013

- A2 The Commonwealth will not provide any additional funds to the Northern Territory to meet any GST liabilities the Northern Territory incurs as a result of subcontracting any part of the performance of the Northern Territory's obligations under this Agreement.