

Northern Territory: Implementation Plan and Performance Report (Plan) - 2024

Preschool Reform Agreement – 2022 to 2025

This Plan covers:

- the implementation activities for the period 1 January 2024 to 31 December 2024 (Tables 2 – 4);
- the performance report for the period 1 January 2024 to 31 December 2024 (Annex 1 and 2).

PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. This Plan covers the period from 1 January 2024 to 31 December 2024.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander children and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children’s early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the third of four annual implementation plans that build on each other to deliver the reforms outlined in the Agreement.

PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Early Childhood Education, and the Northern Territory, represented by their Minister for Education.
8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the Northern Territory demonstrates its capacity to achieve and deliver the outcomes of the Agreement.
9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2024.
10. The Commonwealth Government Department of Education and central agencies will develop a new template for Implementation Plans from 2025 in consultation with states and territories (States). The Commonwealth will require new and additional information in accordance with the Agreement and the Federal Funding Agreements Principles from 2025.
11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this 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: FUNDING CONTRIBUTION

Commonwealth Funding Contributions

13. The Commonwealth's estimated total financial contribution to the Northern Territory is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
14. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2024 are set out in **Table 1**.
15. **Table 1** does not include funding for children who repeat the YBFS. This funding will be calculated and paid in arrears per Appendix A.1 to the Agreement.
16. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth Minister. This would address extraordinary circumstances only and details would be agreed in the context, noting Commonwealth Funding Follows Child requires funding is expended in the year for which it is provided.

Table 1: 2024 Commonwealth financial contribution to the Northern Territory

Category	Amount ¹
YBFS Financial Contribution	\$4,258,096
Additional funding to maintain 2021 levels	\$414,267
Total Commonwealth financial contribution (excluding implementation funding)	\$4,672,363
Preschool Outcomes Measure: Trial implementation support	\$3,400,000 *
Total Commonwealth financial contribution (including implementation funding)	\$8,072,363

¹Figures may not add due to rounding. These figures are based on the most recent YBFS population projections estimated by Australian Bureau of Statistics (ABS) in January 2024.

* Based on the NT’s commitment to trial the new national tool.

17. **Table 2** shows how the Northern Territory will use Commonwealth funding to meet the objectives of the Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

Table 2: Program/activities objectives and outcomes

	Program/activity	Outputs	Objectives	Outcomes	Estimated Cth funds allocated
Program year funding (Commonwealth Funding Follows Child)					
1.	Maintain universal access to 600 hours of affordable, high-quality preschool programs for all children in the year before full-time school.	Support quality early childhood education programs which meet the needs of Territory families and communities, regardless of service type.	To facilitate children’s early learning and development.	All children, regardless of where they live or the level of vulnerability and disadvantage circumstances they may experience, have access to, and are able to actively participate in high-quality and culturally responsive early childhood education program.	\$4.11 million
2.	Increase participation in a quality early childhood program in the year before full-time school.	Quality early childhood education programs which meet the needs of parents and communities.	To facilitate children’s early learning and development.	All children, including Aboriginal and vulnerable and disadvantaged children, have access to, and regularly attend an affordable quality early childhood education program. All children in remote and very remote areas have access to	\$0.15 million

				free preschool from the age of three.	
Additional funding to maintain 2021 funding levels					
3.	Refer to rows one and two				\$0.41 million
Total all programs and activities					\$4.67 million

The Northern Territory will use the following methodology to calculate the number of children accessing a quality preschool program in each of the following service setting in which Commonwealth Funding Follows the Child will be directed:

- a. Preschool program delivered by a Northern Territory Government school
 - Funding for these preschool programs is allocated through government’s school resourcing model¹, noting the Commonwealth Funding Follows the Child represents a small proportion of the total funding allocated for each child.
 - Enrolment data collected in the 2023 Age Grade Census is used to inform the school’s average student needs profile and the 2024 per student rate. 2024 funding calculations (including for preschool students) are determined based on a school’s per student rate and funded student number. The funded student number is determined in Term 1 2024 based on the school’s 2023 effective enrolment and movement in week 4, term 1 enrolment.
 - If a child is enrolled in multiple services, funding will be prioritised to a school based preschool program. The Northern Territory’s annual Quality Preschool Programs Survey will inform this data.
- b. Preschool program delivered by a non-government school where there is no Child Care Subsidy (CCS) provision
 - The Northern Territory will administer the Commonwealth Funding Follows the Child through the Age Grade Census.
 - Enrolment data collected through the Age Grade Census will be used to inform funding calculations.
- c. Preschool program delivered by a long day care service, including preschool provided by an Early Learning Centre and other non-government schools
 - The Northern Territory will administer its annual Quality Preschool Programs Survey to determine how many preschool aged children are receiving a quality preschool program through their service.
 - Enrolment data collected in the 2024 Quality Preschool Programs Survey will be used to inform funding calculations.
 - If a child is also enrolled in a school based preschool program, funding will be prioritised to the school.

State context and funding contributions

18. Context influencing the Northern Territory delivery of preschool and the States’ investment in preschool for 2024 is covered in this section.

¹ [Government school funding in the Northern Territory | Department of Education](#)

19. In developing this implementation plan, consideration has been given to the unique demographic, geographic, economic and historic characteristics which differentiate the Northern Territory from other jurisdictions that affect the delivery of services and achievement of outcomes.
- a. The Northern Territory has the smallest population of all states and territories, with a population of approximately 252 500² people, representing approximately one per cent of the total Australian population, spread over an area of 1 349 129 sq. km.
 - b. The Northern Territory has the highest proportion of Aboriginal and Torres Strait Islander people of all states and territories, with 76 487³ people, representing approximately 30.8 per cent of the Northern Territory's total population, most of whom reside in remote and very remote areas.
 - c. Of the 76 487 who identify as being Aboriginal and/or Torres Strait Islander origin, approximately 2.7 per cent are aged 0 to 4 years, compared with 0.41 per cent for the same cohort nationally.
 - d. Data as at 2021 AEDC report⁴, approximately 25.7 per cent of Northern Territory children are vulnerable on two or more domains of the Australian Early Development Census compared with 11.4 per cent nationally.
 - e. Government schools represent approximately 75 per cent of all services that provide a quality preschool program in the Northern Territory, and provide preschool for the majority of the Aboriginal and vulnerable and disadvantaged cohorts.
 - f. Majority of non-government schools that provide a quality preschool program in the Northern Territory do so under an Early Learning Centre (ELC) delivery model and provide families with access to the Child Care Subsidy (CCS).
20. Northern Territory Government schools provide 600 hours per year of free preschool for four and five year old children, and three year olds in very remote locations. This Agreement provides a contribution towards the Northern Territory's provision of quality preschool of 600 hours per year.
21. The *Northern Territory's Education Engagement Strategy 2022 – 2031*⁵ identifies goals and actions that aim to engage every child in learning and improve their educational outcomes.
22. The Northern Territory Government Department of Education's *Education NT Strategy 2021-2025*⁶ includes system priorities and strategic actions that aim to support every child to engage, grow and achieve.
23. The Northern Territory Government Department of Education will progress to the next stage of building a contemporary early childhood system for the Northern Territory. The review of the funding and delivery of preschool in the Northern Territory (funded under this

² <https://nteconomy.nt.gov.au/population>

³ <https://nteconomy.nt.gov.au/population#aboriginal>

⁴ <https://www.aedc.gov.au/resources/detail/2021-aedc-national-report>

⁵ <https://education.nt.gov.au/statistics-research-and-strategies/education-engagement-strategy>

⁶ https://education.nt.gov.au/_data/assets/pdf_file/0007/1061386/education-NT-strategy-2021-2025.pdf

Agreement), evaluations of the Families as First Teachers program, three year old preschool trial in urban and regional government school settings and review of the standard and capacity of 41 Community Child Care Funded Restricted services (Commonwealth funded) will inform the roadmap development in charting the way for universal ECEC reform in the Northern Territory.

24. Complementary Northern Territory Government Department of Education activities include:


- a. working closely with schools and system leaders to implement school attendance strategies;
- b. supporting vulnerable and disadvantaged children, Aboriginal children, parents and caregivers in remote and very remote communities to engage in quality early childhood education programs through programs and services such as the Families as First Teachers program, Child and Family Centres and Connected Beginnings programs;
- c. providing resources to support the delivery of quality preschool programs including the *NT Early Years Curriculum Guide: Preschool* and the *Preschool STEM (Science, Technology, Engineering, Maths) Games*;
- d. supporting schools and early childhood services and programs to develop effective transitioning periods for children and their families to and from preschool using the *Northern Territory Early Childhood Transitioning Package*;
- e. further refinement of the NT's framework to promote and support children's Continuity of Learning from birth to year 12;
- f. partnering with key early childhood stakeholders and financial support to deliver the annual *Northern Territory Education and Care Awards* and *Little People Big Dreams Conference*, which aim to promote quality early childhood practices and raise the profile of the sector;
- g. continuing to provide the Early Childhood Services Subsidy to all regulated long day care services in the Northern Territory to help with the cost of providing a service and subsequently reduce the cost of education and care for parents;
- h. implementing the Northern Territory Quality Preschool Programs Survey to determine if long day care, early learning centers and other non-government schools are providing a quality preschool program to children in the year before full-time school, delivered by a qualified early childhood teacher, for at least 600 hours per year, using the Early Years Learning Framework;
- i. Co-chairing the Early Childhood Policy Group: Workforce Subgroup with the Australian Government; and
- j. Consultation and development of legislative amendments required to enable early childhood teachers working in non-school settings to become registered through the Teacher Registration Board of the Northern Territory.

- k. publicly reporting preschool expenditure annually in the Northern Territory's Budget Paper (BP3) publication available on the Northern Territory Treasury website⁷.

Implementation Project Funding Contributions

25. This section includes a State's summary of details of implementation project funding provided by the Commonwealth including funding amounts, purpose and the State's progress in implementing the project to date. States will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at **Table 3**.

Table 3: Overview of Implementation Project Funding for Northern Territory - Statement of Allocations

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Preschool in the NT Review	\$0.65 million	Support external consultant to conduct a review that will: <ul style="list-style-type: none"> Understand the current situation of preschool delivery and funding in the NT. Identify best practice approaches and opportunities for preschool reform, including ways to maximise existing funding. Engage and consult with NT stakeholders. 	Interim project deliverables (interim report and options paper)	Completed
		Consider final report and recommendations to government	Final Report	Completed
	\$0.1 million	Develop a strategic approach to the review's recommendations 	Strategy developed	By end of 2024
Develop capacity to deliver PRA from 2024	\$0.25 million	Assess existing system capacity and impact of proposed changes to attendance collection and reporting system, including FFC.	Actions undertaken	Completed

⁷ <https://budget.nt.gov.au/budget-papers>

26. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects was provided as part of the first milestone payment of the Agreement, when the Commonwealth and State agreed the 2022 Implementation Plan.

Preschool Outcomes Measure: Trial Implementation Support

27. This section outlines the ways in which States intend to spend Commonwealth funding made available to support the 2025 national applied trial of the Preschool Outcomes Measure (as outlined in Table 1) in accordance with *PRA Appendix A.2 Preschool Outcome Measure Trial*. This can include alignment activities or trial preparatory activities undertaken in 2024.

28. Commonwealth funding is being provided on the following basis:

- a. For States participating in the 2025 national applied trial by nominating the new national tool as their 'primary tool' – up to \$3.4 million.
- b. For States participating in the 2025 national applied trial by nominating a tool that is well developed, validated but not yet trialled at scale as their 'primary tool' – a mid-point funding, more than \$1 million and up to \$3.4 million, to be negotiated bilaterally.
- c. For States participating in the 2025 national applied trial by nominating an existing tool as their 'primary tool' – up to \$1 million.

29. Where a State is not in a position to finalise details for Trial Implementation Support in its 2024 Implementation Plan, an option to provide these details later to access the funding will be available. Details can be outlined in either an Addendum to the 2024 Implementation Plan, or in 2025 Implementation Plans, noting both options will require agreement by Commonwealth and State Ministers.

30. Implementation Plans will include high-level proposed expenditure categories for Trial Implementation Support funding, with detailed expenditure to be settled between officials in writing as trial participation arrangements are finalised and details become clearer.

31. When completing Table 4 below, States should also outline State contributions, where relevant, including in-kind contributions. This reflects the fact that this is a shared reform agenda, and is required by Commonwealth Central Agencies for payments to be made.

- a. Further detail about cost sharing arrangements is at *PRA Appendix A.2 Preschool Outcome Measure Trial*, clause 22.

Table 4: Overview of Preschool Outcomes Measure Trial implementation support for the Northern Territory - Statement of Allocations

Activities (details)	Commonwealth funding	State contribution	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Phase 1: Project Planning	\$3.4 million	Establish a governance structure for the trial and develop and deliver a whole of sector professional learning series.	Increase awareness of the Preschool Outcomes Measure Trial. Strengthen foundational understanding of learning domains to maximise sector readiness for trial. Establish project board.	Actions undertaken as specified in Table 5.	Semester 1 2024
Phase 2: Trial Preparation		Establish a professional learning network for educators across Early Childhood Education and Care settings.	Broker service participation across a range of locations and settings. Develop funding criteria to support service uptake and participation in trial.	Actions undertaken as specified in Table 5.	Semester 2 2024
Phase 3: Project Management		Implement trial of the Preschool Outcomes Measure.	Work collaboratively with developer to implement the trial. Dedicated project management to facilitate trial implementation, including pedagogist support. Develop localised and culturally responsive professional development supports. Deliver tailored one on one support for educators and services participating in the trial. Support delivery and evaluation of the Preschool Outcome Measurement trial.	Actions undertaken as specified in Table 5.	Anticipated to occur June to September 2025
TOTAL	\$3.4 million				

32. Commonwealth funding for Preschool Outcomes Measure: Trial Implementation Support will be provided on the basis of the information provided above when the Commonwealth and State agree the 2024 Implementation Plan.

Risk Management

33. The Northern Territory will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining their own risk management plan.

PART 4: REFORMS

34. As part of the Agreement, the Northern Territory and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
35. The actions that the Northern Territory will undertake to meet these commitments are detailed in **Table 5**.

Table 5: Planned Actions for the period 1 January 2024 to 31 December 2024 for the Northern Territory

Reform Element	Actions	Timing
<p>Reform Element One: Implement Commonwealth Funding Follows Child</p> <p>Details of how the Commonwealth Funding Follows Child at the setting level will be implemented in the State.</p>	<p>Measures to be undertaken in 2024</p> <p>Funding will be disseminated in each setting as follows:</p> <p>a. Preschool program delivered by a Northern Territory Government school:</p> <ul style="list-style-type: none"> - School resourcing funding allocated to schools in Term 1 of 2024 - Confirmation of the funding allocation will occur via the Northern Territory Government Department of Education's centralised datasets. - Funding contributes to the provision of free access to a preschool program. <p>b. Preschool program delivered by a non-government school where there is no Child Care Subsidy (CCS) provision:</p> <ul style="list-style-type: none"> - Confirmation of enrolment will occur via the Age Grade Census process to inform funding allocation. <p>c. Preschool program delivered by a long day care service including preschool provided by an early learning centre and other non-government schools:</p> <ul style="list-style-type: none"> - Administer the Northern Territory Quality Preschool Programs Survey 2024. - Provision of the Commonwealth Funding Follows the Child contribution through a Quality Preschools Program grant payment. <p>The Northern Territory will administer an annual acquittal statement to confirm expenditure of the Commonwealth Funding Follows the Child.</p>	<p>a. Term 1, 2024</p> <p>b. Semester 2, 2024</p> <p>c. Term 2, 2024</p>

Reform Element	Actions	Timing
<p>Reform Element Two: Implement a new national preschool attendance measure</p> <p>The approach to measure preschool enrolment and attendance and how data will be provided to the Commonwealth, in accordance with Appendix A.1.</p>	<p>Measures to be undertaken 2024</p> <ul style="list-style-type: none"> Procure and build a new data collection system to facilitate the reporting of attendance data. Prepare and derive government school attendance data based on specific business rules as articulated in Appendix B of the agreement. 	Throughout 2024
<p>Strategies to facilitate participation in preschool by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.</p>	<p>Measures to be undertaken 2024</p> <ul style="list-style-type: none"> Develop targeted communications including key messages and resources to promote enrolment and participation of preschool aged children, with a focus on Aboriginal and vulnerable families in urban and remote communities. Develop and implement targeted strategies to affect quality improvements across service settings. Promote and support preschool children’s engagement in a quality preschool program through the following programs: Families as First Teachers Program, Learning with Families, Literacy for Parents, Child and Family Centres and Connected Beginnings. Review and update as necessary, and continue to promote the use of: <ul style="list-style-type: none"> <i>Early Years Curriculum Guide: Preschool - a supporting resource to embed the Early Years Learning Framework; and</i> <i>Northern Territory Early Childhood Transitioning Package to help services develop effective transitioning periods for children and their families to and from preschool.</i> 	Throughout 2024
<p>Reform Element Three: Implement a new national preschool outcomes measure trial in 2025</p>		
<p>Plans for how the State will prepare for the 2025 national trial of the preschool outcomes measure, in accordance with Appendix A.2. (Note, reform element has been updated to reflect Appendix A.2. The actions a State plans to undertake should be consistent with the timeline agreed to by Education Ministers in July 2023).</p>	<p>Measures to be undertaken 2024</p> <p><u>Stage 1 activities (2024)</u></p> <ul style="list-style-type: none"> Establish project governance. 	<p>Stage 1 Semester 1, 2024</p> <p>Stage 2</p>

Reform Element	Actions	Timing
	<ul style="list-style-type: none"> • Promote and deliver a series of professional development opportunities to strengthen the foundational understanding of learning domains for all early years educators. • Consult with system leaders, educators and other key stakeholders to inform the design of the NT trial, with consideration to the participation needs for a diverse cohort of educators and children. <p><u>Stage 2 activities (2024-25)</u></p> <ul style="list-style-type: none"> • Develop a trial project management plan. • Develop criteria for funding, nomination and expression of interest to encourage and support service participation. • Actively promote the new national learning progressions and national assessment tool to the ECEC sector. • Work collaboratively with the Australian Government and its suppliers to prepare services for trial participation. • Cultivate the professional learning network for the ECEC sector. <p><u>Stage 3 activities (2025)</u></p> <ul style="list-style-type: none"> • Implement the NT’s trial of the Preschool Outcomes Measure national tool. 	Semester 2, 2024
<p>Reform Delivery/Implementation</p> <p>State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.</p>	<ul style="list-style-type: none"> • The Northern Territory will work collaboratively with the Australian Government to identify Northern Territory specific data, implementation issues and develop appropriate strategies to minimise any adverse impact on the Northern Territory’s performance under the Agreement. 	Throughout 2024

PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

36. Part 5 sets out the performance and reporting arrangements for the Northern Territory for 2024.
37. The Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
38. These data and performance specifications will be used to report Northern Territory performance, except for the supplementary data agreed by the Parties to this Plan.
39. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
 - a. PI calculation description (numerator, denominator, computation, and presentation)
 - b. numerator information (collection name and population description)
 - c. denominator information (collection name and population description)
 - d. calculation notes (including any information about how the PI is calculated)
 - e. methodology
 - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).
40. Families as First Teachers (FaFT) delivers quality early learning and parent support programs to children and their families in the Northern Territory. It develops place-based programs to engage families and communities and builds parents' capacity to give their children the best start in life. All children from birth to four years of age participate in a FaFT program with a parent or carer and must be enrolled at the school in which the program operates.
41. In 2024, States are required to provide baseline enrolment and attendance data in order to receive their full performance funding. Appendix A.1 and Appendix B to the Agreement set out the nationally agreed approach for data collection, provision, and reporting.
 - a. Where a State has agreed with the Commonwealth transitional arrangements for 2024, these should be detailed in Table 5.
42. Table 6 covers information states are required to report annually to facilitate application of Appendix A.1 and Appendix B in 2024.

Table 6: State specific attendance and enrolment data considerations

Category	Required Information
Attendance collection period	<ul style="list-style-type: none"> The NT will supply Term 2, 2024 preschool attendance data for the National Preschool Attendance Collection (NPAC) The standard NT government school term dates for Term 2, 2024 are from 15 April 2024 to 21 June 2024 (inclusive). Noting one government school in the NT has an approved flexible school calendar and the Term 2 dates for this school are from 8 April 2024 to 21 June 2024 (inclusive)⁸. Furthermore, NT non-government schools may operate with different dates to the above.
Data provision	<ul style="list-style-type: none"> The National Preschool Attendance Collection (NPAC) and National Early Childhood Education and Care Collection (NECECC) datasets will be supplied as two different data sets at the same time. In 2024, the NT will supply de-identified address lists for NECECC and NPAC to ABS for geocoding by 20 Sep 2024. ABS to return geocoded address lists to NT by 4 Oct 2024. NT to submit NECECC and NPAC data to ABS by the latest acceptable date.
Child and state specific YBFS	<ul style="list-style-type: none"> A data quality statement will accompany the NT's submissions. In the NT, children are eligible to enrol in preschool at the beginning of the year if they turn 4 years of age on or prior to 30 June of the same year. Children in very remote schools may be enrolled in a preschool program when they turn three years of age. This is an important strategy to engage children in remote areas early in early childhood education programs. The compulsory school age for children in the NT is if they turn 6 years of age on or prior to 30 June of the same year.
Children who repeat YBFS preschool	<ul style="list-style-type: none"> In order to claim funding for children who repeat in 2024, the Northern Territory will complete and provide the preschool repeater flag in the National Early Childhood Education and Care Collection (NECECC) to the ABS.

Performance requirements, reporting and payment summary 2024

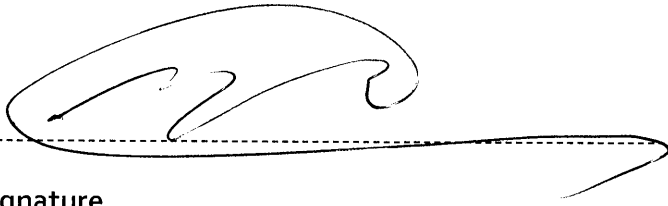
43. Performance Reporting for 2024 will capture progress against planned actions undertaken by the Northern Territory as detailed at Table 4. States should provide sufficient detail in performance reporting to enable consideration of progress against actions and provide the Commonwealth with a draft prior to submission of the final report.
44. Performance reporting will be signed off by the Commonwealth Minister who will then inform the Northern Territory Minister of the outcome through an exchange of letters.

⁸ <https://nt.gov.au/learning/primary-and-secondary-students/school-term-dates-in-nt>

Sign off

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

Signed for and on behalf of the Northern Territory by


 8/4/24.

Signature Date

The Hon Mark Monaghan MLA

Minister for Education

Signed for and on behalf of the Commonwealth of Australia by

 Date 20/5/24

Signature Date

The Hon Dr. Anne Aly MP

Minister for Early Childhood Education | Minister for Youth

Annex 1 – Funding Follows Child Acquittals

Commonwealth Funding Follows Child acquittals (updated by 31 March 2025)

Requirements for Commonwealth Funding Follows Child can be found in Appendix A to the PRA.

Examples of the types of program expenditure and subsidies that meet these requirements include:

- a. For enrolled children (in each setting):
 - i. Fee relief for families
 - ii. Provision of early childhood teachers to deliver preschool programs
 - iii. Quality improvements, including teacher recruitment and retention
 - iv. Program subsidies, including needs-based funding models or additional support
- b. For funding that cannot be attributed to an children enrolled in a quality preschool program:
 - i. Communication and outreach
 - ii. Enrolment and attendance strategies, particularly for Aboriginal and Torres Strait Islander children and disadvantaged children.
 - iii. Specialised programs, without which children would have no access to preschool programs, or programs that meet their individual needs

It is not the intention of Funding Follows the Child that per-child contributions are used to support:

- c. For enrolled children (in each setting):
 - i. Programs that cannot be attributed to settings
- d. For children who are not enrolled:
 - i. Universal program subsidies and fee relief for children enrolled in preschool programs.

States should provide an account of how FFC is allocated across settings and describe their approach or methodology to derive their calculation for the number of children in the YBFS within a particular setting. States should also provide some explanation of their method for estimating the YBFS population which is not yet participating in preschool.

To acquit funding by setting, states will need to complete Tables 1, 2 and 3 below and submit these to the Commonwealth by 31 March 2025.

In Table 1, States should set out the number of children that attended preschool in their YBFS in each setting as determined using the methodology outlined in their implementation plans. They should also include the total funding spent in each setting.

Table 1. Summary of children and Commonwealth funding spent by setting

Setting	Number of Children attending preschool in the YBFS	Total Commonwealth funding spent in setting
CBDC	State calculation of [n] children in YBFS counted against setting.	\$N.Nm
Stand-alone	State calculation of [n] children in YBFS counted against setting.	\$N.Nm
School-based preschool	State calculation of [n] children in YBFS counted against setting.	\$N.Nm
Total Commonwealth Funding spent in all settings		\$N.Nm

In Table 2, states should provide a summary of expenditure by program for initiatives that were undertaken to promote enrolment and attendance in preschool in reference to clause 7 of Appendix A. Again, this should reflect the methodology described in the State’s implementation plan.

Table 2. Summary of expenditure of Commonwealth funding not attributed to children in the YBFS enrolled in preschool (children in the YBFS who are not enrolled)

Estimated number of children in the YBFS, for which funding cannot be attributed to children in in any setting	Total Commonwealth funding spent
State calculation of [n] children	\$N.Nm

In Table 3, States should acquit funding against programs outlined in Table 2 of Implementation Plans. Where a program runs across more than one setting, a row should be added for each setting. This table relates to clauses 6 and 7 of Appendix A which outline the purposes for which Commonwealth funding should be used.

Table 3. Commonwealth funding by program and setting

Item	Setting	Program description	Amount (\$)
<i>Auto #</i>	<i>e.g. School-based</i>	<i>Type a description of the program.</i>	<i>\$NNN,NNN</i>
	Choose an item.	Click or tap here to enter text.	\$0
\$ 0.00			

Additional funding to maintain 2021 levels is not required to be acquitted through this template. However, States may choose to acquit this funding in these tables if this cannot be separated. States may also choose to include state funding at their own discretion.

Annex 2 – Progress Update

Progress update on actions agreed in the Implementation Plan

State and Territory reporting should provide updates on work agreed in Implementation Plans (Table 5) including implementation of attendance strategies in the following tables. The below table provides a template for the submission of this progress update.

Table 1: Reporting on delivery of Planned Actions for 2024 (update by 31 March 2025)

Element	Agreed Action	Progress Update
Reform Element One: Implement Commonwealth Funding Follows Child		
How Commonwealth funding follows child at the setting level will be implemented in the State	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5.
Reform Element Two: Implement a new national preschool attendance measure		
The approach to measure preschool enrolment and attendance and how data will be provided to the Commonwealth, in accordance with Appendix A.1.	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5
Strategies to facilitate participation in preschool by children in the year before full-time school. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5
Reform Element Three: Implement a new national preschool outcomes measure from 2025		
Plans for how the State will prepare for the 2025 national trial of the preschool outcomes measure, in accordance with Appendix A.2.	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5. States should also provide an update on the use of Commonwealth funds provided through Preschool Outcomes Measure: Trial Implementation Support.
Reform Delivery/Implementation		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5