

APPENDIX 1: BILATERAL AGREEMENT BETWEEN THE NORTHERN TERRITORY AND THE COMMONWEALTH ON SCHOOLS REFORM

Preliminaries

1. The Northern Territory and the Commonwealth acknowledge the Traditional Owners of the lands and waters on which Australians live, learn and work, and pay respects to their Elders past, present and emerging.
2. This agreement satisfies the condition in paragraph 22(2)(b) of the *Australian Education Act 2013* (the Act) requiring each State and Territory to be party to an agreement with the Commonwealth relating to the implementation of school education reform.
3. Aboriginal and Torres Strait Islander cultures and knowledge are fundamental to shaping and improving education systems and outcomes for the Northern Territory's Aboriginal and Torres Strait Islander students. The Northern Territory and the Commonwealth commit to ensuring that the implementation of this Bilateral Agreement is undertaken in a way that will enliven the priority reforms of the National Agreement on Closing the Gap (Closing the Gap Agreement).
4. The Northern Territory and the Commonwealth acknowledge that Australia has a strong education system, but it can be better and fairer. To do that, governments and school systems need to ensure every student is supported to succeed so that no one is held back or left behind.
5. The Northern Territory and the Commonwealth reaffirm their commitment to the vision for Australian schooling outlined in the Alice Springs (Mparntwe) Education Declaration (the Mparntwe Education Declaration) for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.
6. The Northern Territory Government and the Commonwealth signed a Statement of Intent on 13 March 2024. The Bilateral Agreement reflects the Statement of Intent and other commitments negotiated between the Northern Territory and the Commonwealth.
7. The Heads of Agreement sets out the shared aspirations and objectives of the Commonwealth, states and territories for education reform. This Bilateral Agreement outlines the actions and activities the Northern Territory will undertake to achieve these shared objectives.
8. This Bilateral Agreement between the Northern Territory and the Commonwealth will commence on 1 January 2025 and expire on 31 December 2029 unless otherwise agreed.
9. Under section 22 of the Act, a bilateral agreement must be in place. Clause 25 of the Heads of Agreement indicates that, following the expiry of this Bilateral Agreement, a new bilateral agreement will commence from 1 January 2030.
10. The terms of this Bilateral Agreement do not limit the Northern Territory's and the Commonwealth's ability to agree different terms as part of a future bilateral agreement.

11. In the event the Commonwealth accepts terms to the agreement that are more favourable in bilateral agreements with other jurisdictions, including but not limited to:
 - a. an adjustment to the measurement of state funding contribution included in another jurisdiction's bilateral agreement, or
 - b. any agreement the Commonwealth makes with any other state or territory, which favourably impacts on that state's financial contributions or risk sharing arrangements under the agreement,
 - c. any other additional Commonwealth funding for any other state or territory agreed as part of a Better and Fairer Schools Agreement,

then these terms will also be made available to the Northern Territory and this agreement will be updated to take into account the adjustment or material change to circumstance. This Bilateral Agreement may also be updated through agreement with the Commonwealth if there is a material change in the Northern Territory's circumstances, beyond its reasonable control, which will affect the Northern Territory's fiscal position or the recognition of the state's funding contribution.

Territory Reform context

12. The Northern Territory Department of Education is on a journey to be the most improving education system in Australia and is committed to a strong and equitable public education system where every child has the opportunity to engage, grow and achieve.
13. The Northern Territory schooling system operates in Australia's most challenging socio-economic and geographic context, requiring significant expertise and resources to deliver quality education for all.
14. The Northern Territory Government is committed to ensuring that every child in the Northern Territory has the best start to life, and through school education, gains a bright future, regardless of where they live. The non-government schooling sector contributes educational choice and diversity by providing students, families and communities options for learning approaches, faith and philosophy. In addition, Homelands Learning Centres are an important part of life for many Aboriginal people in the Northern Territory, representing an active decision to live on traditional lands with social, cultural and economic significance to them.
15. The *NT Education Engagement Strategy 2022 to 2031*, developed through public consultation for all education sectors (government and non-government), states that for successful engagement in education, educators must listen, develop trust and collaborate with families, with communities and most of all, with our children and students. The Strategy sets out four foundation elements that need to be in place in educational programs to engage young people in learning: aligned beliefs and motivations; respectful and caring relationships; recognition and inclusion of families' identity and culture; and safe, supportive and inclusive learning environments. The strategy identifies four goals to increase engagement of children and young people in education: strengthening partnerships with families and communities; ensuring educators are well equipped to support the needs of young people; providing meaningful learning and attending to the emotional, social, psychological and physical needs of the learner.
16. Implementation of the Northern Territory's *Education Engagement Strategy* outlines establishing an Aboriginal education peak body to capture Aboriginal perspectives on

matters of policy development and program delivery to progress Closing the Gap reforms. It builds mechanisms for hearing student voice through the Northern Territory Learning Commission and establishes a Youth Voice Crew.

17. Reform of early childhood education and school education in the Northern Territory is underpinned by the *Education NT Strategy 2021-25*. The strategy sets out a commitment to a strong public education system that promotes excellence and equity and supports every child to become confident and creative individuals, successful lifelong learners and informed members of the community. It includes seven system priorities:
 - a. Strengthen instruction for young Territorians through systematic curriculum delivery, knowing our learners, and effective pedagogical practices.
 - b. Improve cultural responsiveness.
 - c. Engage every child and student in learning.
 - d. Building the foundations for learning.
 - e. Support successful transitions beyond schooling.
 - f. Building an expert education workforce.
 - g. Provide differentiated support for ECEC services, schools and communities.
18. The *Education NT Strategy 2021-25* set out strategic actions such as:
 - a. Implementing the *NT Education Leadership Strategy* which supports continuous school improvement across the system through the identification, development and support of an expert education workforce at each stage of their careers.
 - b. Implementing the *Framework for Inclusion 2019-2029* which facilitates a whole-of-school whole-of-system approach to student wellbeing and equitable access to inclusive education. Phase 2 of implementation of the Framework for Inclusion will be developed and implemented over the life of this Bilateral Agreement.
 - c. *Review of Secondary Education in the Northern Territory* and the *Review of Effective Enrolment in the Northern Territory*, which the Northern Territory Department of Education has committed to implementing its response to the recommendations of both by the end of 2029.
19. The *Review of Secondary Education in the NT* recommended that the Northern Territory Government “work with the Commonwealth Government to improve visibility of student enrolments, and explore opportunities for ABSTUDY funding that enables delivery of innovative boarding models and supports improved outcomes.” This includes the Commonwealth exploring ways that student outcome data for Northern Territory students residing at interstate boarding schools can be accessed by the Northern Territory to improve policy and service delivery design.
20. The next Northern Territory Education Strategy will be developed throughout 2024-2025.
21. The activities listed above are provided for context and are not considered part of this Bilateral Agreement for the purposes of paragraphs 22(2)(b) and (c) of the Act.

PART 1 — PURPOSE, OBJECTIVES, OUTCOMES AND IMPROVEMENT MEASURES

Objectives

22. The Northern Territory and the Commonwealth acknowledge that a high-quality school education is critical to ensuring that the Northern Territory's students will succeed in an increasingly complex world. Australia's future stability and economic prosperity is reliant on a high-quality, equitable and inclusive school system.
23. This Bilateral Agreement sets out the reform activities to be undertaken during its term to give effect to national objectives, outcomes, priorities and reforms outlined in the Heads of Agreement.
24. As per Clause 65 of the Heads of Agreement, the Parties seek to deliver upon the following objectives:
 - a. Equity and excellence – schools and education systems are equipped to provide all students with highly effective evidence-based teaching and equitable learning opportunities and support them to maximise their learning.
 - b. Wellbeing for learning and engagement – schools take a structured approach to wellbeing for learning in a way which reflects their school and learning environment, and students have a sense of belonging, safety and engagement with their learning.
 - c. A strong and sustainable workforce – the workforce is respected and continues to grow, and teachers and non-teaching school staff are supported to innovate and be at their best to ensure young Australians thrive in their education. A sustainable workforce means that the Australian community recognises the value teachers and school leaders bring to students, communities and the economy.
25. This Bilateral Agreement also establishes the Northern Territory's ambition against the national Improvement Measures specified in the Heads of Agreement.
26. Both the Northern Territory and the Commonwealth are responsible for working together to achieve the Objectives, Outcomes and Improvement Measures of this Agreement. While the Northern Territory and the Commonwealth are committed to this, Commonwealth funding to the Northern Territory under the Act is not conditional on the achievement of these Objectives, Outcomes and Improvement measures.

Improvement Measures

27. The Northern Territory commits to:
 - a. the national Improvement Measures outlined in the Heads of Agreement and to pursuing continuous (i.e. year on year) improvement in these measures in the Northern Territory context
 - b. targets against the national Improvement Measures, as specified below, taking into account the Northern Territory's unique context and starting position to set an ambitious, yet achievable measure of improvement for the duration of this Bilateral Agreement.

28. Table 1 below illustrates the Northern Territory’s jurisdiction specific targets, which will contribute to the achievement of the national Improvement Measures.
29. Unless otherwise indicated in the guidelines issued for Annual Implementation Reports (see Part 4 of this Bilateral Agreement), the Commonwealth will collect the Northern Territory’s data for the purposes of national reporting from existing data collections.
30. As outlined in Part 5 of the Heads of Agreement, the Commonwealth will publicly report on the Northern Territory’s progress against the Improvement Measures in an education dashboard. This reporting will:
 - a. Indicate the Northern Territory’s direction of travel against the national targets outlined in the Heads of Agreement (i.e. improving, no change, or worsening).
 - b. Include numerical values for the Northern Territory’s jurisdiction specific targets outlined in Table 1 of this Bilateral Agreement.
31. As per clauses 73 and 74 of the Heads of Agreement, priority equity cohorts include Aboriginal and Torres Strait Islander students, students living in regional, rural and remote locations, students with disability and students from educationally disadvantaged backgrounds. The Northern Territory and the Commonwealth agree that Improvement Measures will be disaggregated by cohorts where available, noting that for the Northern Territory all students are classified as priority equity cohorts.
32. The Northern Territory and Commonwealth agree to improving the accuracy of the Year 12 certification measures for the Northern Territory articulated in Table 1.

Table 1: the Northern Territory’s targets against the Improvement Measures

Priority area	Northern Territory’s targets against the National Improvement Measures
Equity and Excellence	<p>Year 12 certification:</p> <p><i>Recognising that finishing school education is key to ensuring students have the skills and confidence they need to become successful lifelong learners, confident and creative individuals and active and informed citizens, the Northern Territory and the Commonwealth agree to the following Improvement Measure:</i></p> <ul style="list-style-type: none"> • By 2030, increase the proportion of students with Year 12 (or equivalent) certification by 7.5 percentage points compared with 2022 results, for all students, <ul style="list-style-type: none"> ○ and trend upwards compared with 2022, for the following priority equity cohorts: <ol style="list-style-type: none"> i. regional and remote locations including: <ol style="list-style-type: none"> a. remote and very remote (combined as per the National Report on Schooling in Australia and the Report on Government Services); and ii. low SES backgrounds.

Baseline – ACARA (all sectors)

	2022 baseline
All	41.6%
Remote and Very Remote	18.8%
Low SES	24.1%

Note: Certification rates are estimated by calculating the number of students who meet the requirements of a Senior Secondary Certificate or equivalent expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single year age group which could have attended Year 12 that year, calculated as the estimated resident population (ERP) aged 15 to 19 divided by five.

An impact on the NT certification rate is the unknown number of Northern Territory residents undertaking Year 12 in interstate boarding schools each year, contributing to the denominator but not the numerator for the certification rate calculation.

As per the Heads of Agreement (Part 2) a sub measure that captures the alternative pathways available to young people (including Vocational Education and Training (VET), traineeships and apprenticeships, at the Australian Qualifications Framework (AQF) Certificate III and above level) will be progressively developed over the course of the agreement.

Pathways for success:

Recognising that schools play an essential role in supporting students to complete both in-school senior secondary qualification and non-school VET qualifications, the Northern Territory and the Commonwealth agree to the following improvement measures, which aligns with the ambition articulated in the Better and Fairer Schools Head Agreement and the Closing the Gap Agreement:

The Northern Territory commits to reporting progress against the following national measures outlined in the Heads of Agreement when Census data is available:

- By 2031, increase the proportion of people (age 20-24) attaining Year 12 or equivalent qualification to 96 per cent; and
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent.

Note: The Northern Territory baseline (per the 2021 Census) for the proportion of people (age 20-24) attaining Year 12 or equivalent

qualification is 70.9 per cent and the proportion of people (age 20-24) attaining Year 12 or equivalent qualification for Aboriginal and Torres Strait Islanders is 40.2 per cent.

Learning equity:

To ensure that schooling delivers learning to all students, the Northern Territory and the Commonwealth agree to the following Improvement Measure focused on increasing proficiency in the skills needed to engage across the curriculum and striving for success for priority equity cohorts:

- By 2030, in the National Assessment Program–Literacy and Numeracy (NAPLAN) for Reading of Years 3, 5, 7 and 9:
 - reduce the proportion of all students in the Needs Additional Support proficiency level by 10 per cent; and
 - increase the proportion of all students in the Strong and Exceeding proficiency levels by 10 per cent.

- By 2030, in the National Assessment Program–Literacy and Numeracy (NAPLAN) for Numeracy, of Years 3, 5, 7 and 9:
 - reduce the proportion of all students in the Needs Additional Support proficiency level by 10 per cent; and
 - increase the proportion of all students in the Strong and Exceeding proficiency levels by 10 per cent.

- and trend upwards in the proportion of priority equity cohort students (including Aboriginal and Torres Strait Islander students, remote and very remote, and parental education (Year 11 or below)) in the Strong and Exceeding proficiency levels.

Baseline and target

2023 baseline results and 2030 targets

Measure	Domain	2023 NT Actual	2030 NT Target
Proportion of Needs Additional Support (NAS)	Reading	33.3%	30.0%
	Numeracy	35.6%	32.0%
Proportion of Strong and Exceeding	Reading	41.0%	45.1%
	Numeracy	37.6%	41.4%

Note: Parties will monitor NAPLAN participation and exemption rates, to ensure these do not impact efforts to measure and improve

	<p>proficiency levels of all students and for students from priority equity groups.</p>										
<p>Wellbeing for Learning and Engagement</p>	<p>Student attendance: <i>Recognising that reform efforts to lift learning outcomes and improve wellbeing can be effective only if students are attending schools, the Northern Territory and the Commonwealth agree to the following improvement measure:</i></p> <ul style="list-style-type: none"> • By 2030, increase the overall Student Attendance Rate in the Northern Territory to 79.7 per cent (2019 levels): <ul style="list-style-type: none"> ○ and return to 2019 levels for the following priority equity cohorts: <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students; ▪ students from remote locations; ▪ students from very remote locations; ▪ low socio- education advantage schools *. <p>Note: Student Attendance Rate is the number of full-time equivalent student-days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student-days. * low socio-education advantage schools are defined as schools in the 1st ICSEA Quarter – as currently reported in the National Report on Schooling in Australia.</p> <p>Baseline</p> <table border="1" data-bbox="496 1263 1321 1713"> <tr> <td data-bbox="496 1263 908 1339"></td> <td data-bbox="908 1263 1321 1339">2023</td> </tr> <tr> <td data-bbox="496 1339 908 1408">All</td> <td data-bbox="908 1339 1321 1408">77.2%</td> </tr> <tr> <td data-bbox="496 1408 908 1480">First Nations</td> <td data-bbox="908 1408 1321 1480">59%</td> </tr> <tr> <td data-bbox="496 1480 908 1601">Remote and Very Remote</td> <td data-bbox="908 1480 1321 1601"> <ul style="list-style-type: none"> • Remote: 71.9% • Very remote: 51.8% </td> </tr> <tr> <td data-bbox="496 1601 908 1713">Low socio-education advantage schools</td> <td data-bbox="908 1601 1321 1713">64.1%</td> </tr> </table>		2023	All	77.2%	First Nations	59%	Remote and Very Remote	<ul style="list-style-type: none"> • Remote: 71.9% • Very remote: 51.8% 	Low socio-education advantage schools	64.1%
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<p>A Strong and Sustainable Workforce</p>	<p>Building the workforce (only reported nationally): <i>Recognising the importance of building the Australian teacher workforce by focusing on building a pipeline of teachers and supporting them to develop rewarding and long-standing careers, the Northern Territory and the Commonwealth commit to the following improvement measure:</i></p>										

	<ul style="list-style-type: none"> • By 2035, increase the engagement rate (completed or still enrolled)* for domestic students enrolled in initial teacher education (ITE) by 10 percentage points; and • <i>The Parties will seek to develop by 31 December 2027, an early career retention measure that captures the number and proportion of teachers who remain engaged as teachers after three/five years. ^</i> <p><i>Note: these will be reported nationally only.</i></p> <p>*The engagement rate captures initial teacher education students who have either completed their qualification or still ongoing (at the 6 year point for undergraduates and at the 4 year point for postgraduates).</p> <p><i>^ Through the National Enabling Initiative at clause 88(d) of the Heads of Agreement the Parties will develop methodology, baseline and future targets by 31 December 2027.</i></p>
<p>A Strong and Sustainable workforce</p>	<p>Strengthening the Aboriginal and Torres Strait Islander Workforce (only reported nationally): <i>Recognising the importance of developing a workforce that better reflects the Australian community, the Northern Territory and the Commonwealth commit to the following improvement measure:</i></p> <ul style="list-style-type: none"> • By 2035, increase the engagement rate (completed or still enrolled)* for domestic students enrolled in initial teacher education who identify as Aboriginal and/or Torres Strait Islander by 10 percentage points. <p>*As per the previous initial teacher education target, the engagement rate captures initial teacher education students who have either completed their qualification or still ongoing (at the 6 year point for undergraduates and at the 4 year point for postgraduates).</p> <p>The Northern Territory Department of Education has an agency Aboriginal employment target of 21.6 per cent by the end of 2025, as set by the Northern Territory Office for the Commissioner of Public Employment.</p> <p><i>Note: workforce numbers do not include Aboriginal staff employed by school councils or boards.</i></p>

PART 2 — FUNDING

Required funding contributions

33. Under section 22A of the Act, the Northern Territory must meet its funding contributions for the government and non-government sectors as a condition of receiving Commonwealth funding.
34. The Northern Territory's funding contributions for the government and non-government sectors for 2025 onwards must be in accordance with section 22A of the Act and will determine the default requirement if this Bilateral Agreement is terminated by either party.
35. The Northern Territory's funding contributions for the government and non-government sectors agreed in this Bilateral Agreement are outlined in Table 2 below for each year from 2025 to 2029. The minimum funding contributions are expressed as a percentage of the Schooling Resource Standard (SRS) as defined in Part 3 of the Act.

Table 2: the Northern Territory's agreed funding shares for the government and non-government sectors, 2025 to 2029

Sector	2025	2026	2027	2028	2029
Government	59.00%	59.15%	59.30%	59.55%	60.00%
Non-government	15.80%	15.80%	15.80%	15.80%	20%

36. The funding contributions outlined above have been agreed based on the following rationale:
 - a. The final share for government schools in the Northern Territory will be at least 60 per cent of the SRS by 2029.
 - b. The final share for non-government schools in the Northern Territory will reach 20 per cent of the SRS by 2029.
 - c. The Northern Territory will use its needs-based funding model for government schools to direct additional funding towards the implementation of National Reform Directions and National Enabling Initiatives (as defined in Part 4 of the Heads of Agreement) and to benefit priority students and schools.
 - d. Funding levels provided to government and non-government schools in 2024 through the On-Country learning measure announced as part of the plan for a *Better, Safer Future for Central Australia*, will be maintained from 2025.
37. The Northern Territory will commence a review of the non-government school funding model in 2025, in consultation with Northern Territory non-government sector heads.

38. The Commonwealth will match the additional funding for government schools through increasing the Commonwealth's share to 40 per cent of the SRS. The Commonwealth's share of the SRS for the Northern Territory's government schools is set out in the legislation. The Commonwealth's agreed shares for the Northern Territory's government school sector from 2025 to 2029 are as follows:

Table 3: the Commonwealth's agreed funding shares for the Northern Territory's government sector, 2025 to 2029

	2025	2026	2027	2028	2029
Government schools	24.92%	28.69%	32.46%	36.23%	40.00%

39. The Commonwealth's funding increase is conditional on:
- a. the Northern Territory implementing its response to the Review of Secondary Education, implementing the findings of the Review of Effective Enrolment, and implementing the reforms and meeting the reporting requirements as set out in this Bilateral Agreement. Table 4 outlines the implementation plan for both of these reviews
 - b. the Northern Territory Government increasing its funding share to 60 percent by 2029.
40. In December 2023, National Cabinet agreed that funding for foundational supports for students with disability is to be agreed through new Federal Funding Agreements, with additional costs split between the Commonwealth, states and territories and final details to be settled through the Council of Federal Financial Relations.
41. Disability reforms, including those related to changes to the National Disability Insurance Scheme (NDIS) including foundational supports, may impact Northern Territory's education services. Commonwealth funding under the Heads of Agreement and this Bilateral Agreement is not for those purposes.
42. Consistent with clause 44 of the Heads of Agreement and in the event of a change to the SRS that results in an impact on state contribution requirements, Ministers will agree to vary the contribution shares set out in clause 35 in this Bilateral Agreement to ensure that the state contribution amount is not impacted. The amended amount should represent the funding calculated as if the SRS settings are applied that were in operation at the time the agreement commenced. The Commonwealth will facilitate this process by providing the data required to enable the Northern Territory to calculate the amount of its contribution on an unchanged basis.

Measurement of contributions

43. For the purpose of this Schedule, the Northern Territory and the Commonwealth have agreed the costs that are measured towards the Northern Territory's funding contribution requirements for the government and non-government sectors. In assessing compliance with section 22A of the Act, the National School Resourcing Board's (the Board) Terms of Reference will direct the Board to use this agreed methodology for measurement of the Northern Territory's contribution, including as set out in clauses 44 and 75 of this Bilateral Agreement.
44. Consistent with the calculation of the SRS, the Northern Territory funding contributions will be measured consistent with the existing Australian Curriculum, Assessment and Reporting Authority (ACARA) financial data reporting methodology for state Net Recurrent Income

Per Student (NRIPS) for school years Year 1 minus 1 to Year 12, excluding funding for full fee paying overseas students, along with the following additional funding types:

- a. up to 4 per cent of the total SRS for the government sector each year for funding for costs contributing to the provision of education in schools, which may only include, at the Territory's full discretion:
 - i. direct school transport; and
 - ii. capital depreciation.
 - b. all recurrent funding provided by government for the purpose of:
 - i. the Northern Territory Board of Studies
 - ii. the Teacher Registration Board of the Northern Territory.
 - c. all funding for the purpose of the National Reforms and National Enabling Initiatives outlined in Part 3 of this Bilateral Agreement or Part 4 of the Heads of Agreement (with the exception of any capital funding)
 - d. any accounting standard changes as agreed between the Commonwealth and state and territory Ministers for Education, that affect the measurement of recurrent funding where the NRIPS methodology has not been adjusted to negate this impact e.g. AASB 16.
45. The Parties acknowledge the importance of boarding as a pathway and option for students from remote and very remote areas to access secondary education, and that this is particularly important in the Northern Territory. As a result, the Northern Territory is required to provide government-run facilities where there is no market or subsidise non-government boarding facilities as they are otherwise not economically viable.
46. If the reported contribution for the Northern Territory for a year falls short of meeting the required contribution for a sector by an immaterial amount, this will not be considered non-compliant with section 22A of the Act. An immaterial amount is less than or equal to 0.6 per cent of the total SRS for the sector, or another immaterial amount agreed by the Commonwealth Minister for Education for a year, which accounts for the timing constraint of state budget processes being finalised in advance of the year and the required contribution for the year being finalised at the end of the year following the annual School Census.
47. In assessing compliance with this agreement, the Commonwealth Minister will request the Board, through the Board's Terms of Reference for its review of section 22A of the Act, will take into account mitigating factors that have contributed to non-compliance. This may include, but is not limited to, fluctuations from year-to-year in funding which could be assessed through, for example, the application of a three year rolling average if funding has fallen below the required amount, unintended and unforeseeable budget pressures in the state budget process, financial accounting impacts (e.g. actuarial assessments and timing of expenditures due to reporting dates), and other unforeseeable circumstances (e.g. such as natural disasters).

PART 3 — NATIONAL REFORMS

48. The National Reform Direction activities agreed in this Bilateral Agreement align with the National Reform Directions of the Heads of Agreement and the Northern Territory commits to supporting and advancing initiatives aligned to each of the National Reform Directions.
49. Approved Authorities of non-government schools in the Northern Territory must adhere to their ongoing policy requirements under subsections 77(2) and (2A) of the Act). As per clauses 56 and 57 of the Heads of Agreement, Approved Authorities of non-government schools in the Northern Territory are required to cooperate with the Northern Territory government in the implementation of this Bilateral Agreement.

National Reform Directions

50. The Northern Territory commits to the following actions to give effect to the National Reform Directions as outlined in the Heads of Agreement:

Equity and Excellence:

51. Whole-of-system and/or whole-of-school approaches that identify student learning needs early and provide tiered and targeted, intensive supports, in line with evidence-based teaching and a 'multi-tiered systems of support' (MTSS) approach. This approach includes:
 - a. Continuing to strengthen instruction in classrooms across the Territory including:
 - i. Implementation of the Northern Territory Indigenous Languages and Culture Curriculum providing schools with the opportunity to teach Aboriginal language and or culture as part of the Australian Curriculum and the Northern Territory Certificate of Education and Training through 4 pathways: L1 First Language Learner pathway; LR Language Revival pathway; L2 Language Learner pathway and LC Language and Cultural Awareness pathways
 - ii. Supporting implementation of the Australian Curriculum Version 9.0 including the Aboriginal and Torres Strait Islander Histories and Cultures as a cross-curriculum priority
 - b. In government schools, undertaking the following additional effort, across sectors:
 - i. Designing and implementing a Territory wide structured literacy and numeracy approach based on an MTSS model, which is differentiated by school size, context and performance
 - ii. Developing best practice guidelines for intensive targeted support to students identified as requiring additional assistance to meet proficiency standards, including small group tutoring
 - iii. For remote schools, providing support staff with lesson plans and tools to deliver small-group tutoring aligned with best practice
52. A Year 1 phonics check and an early years of schooling numeracy check (once available) in all schools, to support teachers and school leaders to identify student learning needs early.
 - a. Continuing to mandate a Year 1 phonics check from 2026 in government schools.

- b. Undertaking the following additional effort, across sectors:
 - i. Making available to all schools a numeracy check in the early years of schooling, once the national tool is available
 - ii. Reporting annually school participation rates in the Year 1 Phonics check and the numeracy check (once available)
- 53. Initiatives that encourage student uptake of high-quality science, technology, engineering and mathematics (STEM) education opportunities.
 - a. For government schools, continuing to:
 - i. Develop the On-Country Learning science resources for remote schools
 - ii. Fund activities that support STEM careers
 - iii. Plan for and deliver the inaugural Aboriginal STEM Congress in Darwin in 2025

Wellbeing for learning and engagement:

- 54. Initiatives that support connections between schools and other non-school services to support students to come to school ready to learn.
 - a. Continuing to pilot with schools new models of staffing that support student wellbeing in government schools.
 - b. Undertaking additional effort to expand multi-disciplinary teams and implement MTSS within government schools and across the system through regionalised delivery models, for example, student wellbeing officers.
- 55. Structured initiatives that support wellbeing for learning and engagement.
 - a. For government schools, continuing to
 - i. Implement the *Framework for Inclusion 2019-2029*
 - ii. Design and implement a revised funding model for students with a disability
 - iii. Provide schools with resources, tools, fact sheets and professional learning for whole school approaches to mental health and wellbeing
 - iv. Provide Positive Behaviour Intervention and Support
 - v. Develop consultative and decision-making mechanisms to capture Aboriginal perspectives and student voice on matters of policy development and program delivery

56. Initiatives which support student engagement in learning, for example greater student participation, attendance, inclusion and/or enhanced school-family engagement.

a. Continuing to:

- i. Implement the *Education Engagement Strategy 2022-2031* which identifies goals and actions to increase the engagement of children and young people in education programs in the Northern Territory across all sectors
- ii. Implement the *Quality Standards Framework for Flexible Education Programs* to guide all schools and flexible education program providers to consider what quality flexible education looks like and support the planning and development of culturally responsive, inclusive programs that embrace diversity
- iii. Implement the Aboriginal Students Aspiration Program which engages Aboriginal students from government schools, parents and the business community in a partnership designed to improve student engagement and support them to find future pathways, academic or vocational

b. For government schools, undertaking the following additional effort:

- i. Implementing in full the recommendations of the Secondary Review, including:
 1. Improving transitions between stages of schooling and settings.
 2. Expanding models of successful practice, underpinned by teaching and learning rigour, that supports access to secondary education and pathways in remote and very remote communities.
 3. Moving away from the middle school model and establishing comprehensive schools, over time.
 4. Designing and implementing pathways through a system wide Pathways Plan connected to industry across the Northern Territory, including delivery of contextually relevant pathways tailored to school and community aspirations.
- ii. Enabling schools to better support disengaged students by implementing enrolment-based funding from 2025, addressing the remaining recommendations from the Review of Effective Enrolment with a focus on implementing programs and services to re-engage, and keep engaged, Northern Territory students.

A strong and sustainable workforce:

57. Initiatives to develop, recognise, reward and/or deploy highly expert teachers, particularly in schools which need additional support, for example Highly Accomplished or Lead Teachers or equivalents.

a. Continuing to provide financial incentives for Highly Accomplished or Lead Teachers.

58. Access to high quality and evidence-based professional learning for teachers and school leaders and the provision of quality-assured curriculum resources that have been developed in partnership with the teaching profession.
- a. Continuing to strengthen instruction across the Territory by:
 - i. Supporting the Northern Territory Board of Studies to provide advice to the Minister for Education and the Chief Executive
 - ii. Implementing a Territory-wide approach to curriculum delivery and assessment across all stages of schooling, from birth to year 12 across government schools
 - iii. Implementing the EsseNTial curriculum English and Mathematics resources package with its scope and sequence and teaching and learning plans, with assessments and teaching strategies for government schools that need these resources
 - iv. Mandating the revised government schools Curriculum, Assessment, Reporting and Certification Policy to ensure schools are implementing intended curriculum and students requiring additional supports are identified early
 - b. For government schools, undertaking the following additional effort:
 - i. Providing coaching and professional development to teachers and school leaders to support consistency and effectiveness in implementing evidence-based approaches to MTSS for student learning.
59. Initiatives to strengthen teacher and school leader wellbeing, including actions to support safe and respectful schools, strengthen Aboriginal and Torres Strait Islander cultural safety, and reduce teacher and school leader workload.
- a. For government schools, continuing to:
 - i. Implement the Northern Territory's *Workload Reduction Action Plan (WRAP)* and the *NT School Leader Wellbeing Action Plan 2021-25*
 - ii. Deliver on the 18 recommendations of the NT Occupational Violence and Aggression in Schools report
 - b. For government schools, undertaking additional effort to implement the new Education Management System (EMS), with a focus on reducing workload for teachers and school leaders; by creating a child centred view of each student's enrolment, attendance, locations, achievement and wellbeing.
60. Initiatives to increase teacher attraction and retention, including those that encourage students to take up a career in teaching and increase the diversity of the teacher workforce, especially by increasing the number of Aboriginal and Torres Strait Islander educators, or through implementing actions under the *National Teacher Workforce Action Plan* and/or

recommendations of *Strong Beginnings: Report of the Teacher Education Expert Panel*. This will include:

- a. For government schools, continuing to:
 - i. Embed training and support for non-Aboriginal staff to support inclusive and culturally responsive practices
 - ii. Deliver the Remote Aboriginal Teacher Education Program (RATE) to support more Aboriginal and Torres Strait Islander peoples to become qualified educators
 - b. For government schools, undertaking the following additional effort:
 - i. Expanding opportunities and building greater understanding and recognition of Aboriginal educator's knowledges with the development of an Aboriginal Workforce Strategy that includes professional learning designed by Aboriginal and Torres Strait Islander peoples (including RATE)
 - ii. Expanding activities to increase the diversity of the education workforce, particularly security of employment for Aboriginal and Torres Strait Islander staff employed in schools
61. Information regarding implementation of the additional effort outlined above is provided further in Table 4.
62. Reporting on the activities undertaken in respect of the above National Reform Directions will occur through an Annual Implementation Report, as outlined in Part 4. For the avoidance of doubt, reporting on reforms will be limited to the actions described as "additional effort" and will exclude those described as "continuing".

National Enabling Initiatives

63. The Northern Territory commits to the following actions to give effect to the Enabling Initiatives as outlined in the Heads of Agreement, and fulfil commitments as per Schedules B and C of the Heads of Agreement:
- a. Contribute any required data and information and expertise to the Review of the SRS base and loadings calculation methodology.
 - b. Contribute to the implementation of the unique student identifier (USI) to ensure all Northern Territory school students receive an USI.
 - c. Contribute to collective work to understand and provide policy and program advice to Education Ministers on:
 - i. socioeconomic diversity, its impact on schools and student learning and best practice approaches to addressing these impacts.
 - ii. school attendance, its impact on learning, and mechanisms to advance evidence based approaches to addressing non-attendance, including school refusal.
 - d. Contribute data where available, and information and expertise to inform a Review of the Measurement Framework for Schooling in Australia to ensure it remains a relevant tool. This may include student level outcome data, appropriate disaggregated data, and information to inform possible new and updated measures. The Review's Terms of Reference are to be

agreed by Education Ministers Meeting and will include consideration of the costs and benefits of:

- i. a new measure of student engagement.
 - ii. a new equity in learning gain measure, to enable measurement of student learning growth.
 - iii. national measures of access, participation and outcomes for students with disability to establish a better understanding of the education experiences and outcomes of students with disability.
 - iv. extending the Australian Teacher Workforce Dataset to ensure that comprehensive data, based on teacher registration, is collected to better understand workforce trends including on early career retention and diversity, and extending the Australian Teacher Workforce Survey to capture data on out-of-field teaching.
- e. Supporting development of an early years of schooling numeracy check to support teachers to assess their students' numeracy skills and identify and respond to students who need tailored support.
64. As per clause 89 of the Heads of Agreement, the Northern Territory will contribute to the development of a Project Plan for each of the National Enabling Initiatives in clause 88 of the Heads of Agreement and provide the Commonwealth with the data or information necessary for the Commonwealth to fulfil its annual reporting obligations on National Enabling Initiatives, as per clause 95 of the Heads of Agreement.

Implementation

65. In committing to the above reforms, the Northern Territory commits to the actions and milestones set out in Table 4.
66. The Northern Territory Government undertakes to work with the non-government school sector in the Northern Territory in the implementation of the reforms outlined in this bilateral agreement as follows:
- a. Continuing existing consultation channels and representation of the sectors through the Sector Heads, the Non-Government Schools Advisory Council, and on the Board and Committees of the Northern Territory Board of Studies.
 - b. Establishing further mechanisms for consultation in the implementation of specific reforms including any relevant forums established under the NT Executive Council of Aboriginal Affairs, any regional advisory groups, the Aboriginal education peak to be established, student voice, local decision making and treaty.
67. In accordance with subsection 77 (2A) of the Act, non-government approved authorities are required to cooperate with their local State or Territory government in the implementation of this Agreement.
68. The non-government sector in the Northern Territory, as per clause 57 in the Heads of Agreement, should cooperate with the Northern Territory Government to implement the National Reform Directions and National Enabling Initiatives. Activities against National Reform Directions undertaken by the Northern Territory non-government sector will be

included in reports by the non-government representative bodies provided to the Australian Government as set out in Part 5 in the Heads of Agreement.

69. The Commonwealth will not impose financial or other sanctions on the Northern Territory for a failure by the Northern Territory non-government school sector to cooperate with this Bilateral Agreement, as per clause 87 of the Heads of Agreement. Nor will the Commonwealth impose sanctions on the non-government school sector for a failure of the Northern Territory to cooperate with them in the implementation of this Bilateral Agreement.

National Reform Directions Implementation Milestones

Table 4 – Northern Territory bilateral school reform implementation plan

Reform and Milestones	Sector	Timing
Reform A – Equity and Excellence		
<u>Whole-of-system and/or whole-of-school approaches that identify student learning needs early and provide tiered and targeted, intensive supports, in line with a 'multi-tiered systems of support' (MTSS) approach.</u>		
<ul style="list-style-type: none"> Design and implement a Territory wide structured literacy and numeracy approach based on an MTSS model, which is differentiated by school size, context and performance. 	Government	Commencing 2025, with staged rollout
<ul style="list-style-type: none"> Develop best practice guidelines for intensive targeted support to students identified as requiring additional assistance to meet proficiency standards, including small group tutoring. 	Government	Commencing 2025, with staged rollout
<ul style="list-style-type: none"> For remote schools, provide support staff with lesson plans and tools to deliver small-group tutoring aligned with best practice. 	Government	Commencing 2025, with staged rollout
<u>A Year 1 phonics check and an early years of schooling numeracy check (once available) in all schools to support teachers and school leaders to identify student learning needs early.</u>		
<ul style="list-style-type: none"> Make available to all schools a numeracy check in the early years of schooling, once the national tool is available. 	All	Once available
<ul style="list-style-type: none"> Report annually school participation rates in the Year 1 Phonics check and the Numeracy Check (once available). 	All	Phonics Check reporting commencing 2026 Numeracy Check reporting once national tool is available

Reform B – Wellbeing for Learning and Engagement		
<u>Initiatives that support connections between schools and other non-school services to support students to come to school ready to learn.</u>		
<ul style="list-style-type: none"> Expand multi-disciplinary teams and implement MTSS within government schools and across the system through regionalised delivery models, for example, student wellbeing officers. 	Government	Commencing 2025, with staged rollout
<u>Initiatives which support student engagement in learning, for example greater student participation, attendance, inclusion and/or enhanced school-family engagement.</u>		
<ul style="list-style-type: none"> Implementing in full the recommendations of the Review of Secondary Education in the NT¹: <ul style="list-style-type: none"> Expand credentialing and recognition of learning (e.g., through SACE, micro-credentialling, and Learner Profiles). Design, pilot and implement an assessment, from Year 9, to record and certify achievement of (or progress towards) the core literacy and numeracy standard. Develop and implement a Pathways Plan across the Northern Territory. Foster deliberate transition support between schooling stages and settings, while strengthening primary school engagement to ensure student readiness. Move away from the middle school model and establish comprehensive schools, in current settings, over time. 	Government	Underway Commencing 2026 Commencing 2025 Commencing 2025 Commencing over 2025-2027

¹ Note: The recommendations from the Review of Secondary Education in the NT span across the 3 Reform Priority Areas; however for the purpose of this table the recommendations have been included under Reform Priority Area B: Wellbeing for Learning and Engagement.

<ul style="list-style-type: none"> ○ Build on and roll out guidance, support and resources for core curriculum design and implementation. ○ Build on and roll out guidance and support for flexible learning approaches, expanding to all settings across the system. ○ Expand regionalised delivery models to increase access and enable pathways to attaining the NTCET. ○ Enhance and embed the systemic role of distance education schools. ○ Expand models of practice (e.g. Learning on Country) that emphasise two-way learning, Aboriginal governance, ownership and authority, and cultural safety and appropriateness. ○ Provide a model of expectations and structures for community engagement and partnerships. ○ Provide regional support for schools to facilitate partnerships and pathways (coordinating VET, work experience opportunities, career advice, and supporting work readiness). ○ Implement a workforce development strategy and pipeline (educators and leadership), to enable secondary schooling provision and cultural, social, wellbeing support. ○ Implement a small school supplement model for schools that provide secondary education. 		<p>Commencing 2025</p> <p>Commencing 2025</p> <p>Commenced in Central Region, with phased implementation over 2025-2026</p> <p>Commencing 2026</p> <p>Commenced in Central Region, with phased implementation over 2025-2026</p> <p>Commencing 2025</p> <p>Commencing 2025 in Central Region, with staged implementation</p> <p>Commencing 2025</p> <p>Underway</p>
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<ul style="list-style-type: none"> • Implement enrolment-based funding from 2025 and address the remaining recommendations from the Review of Effective Enrolment with a focus on implementing programs and services to re-engage, and keep engaged, NT students. <ul style="list-style-type: none"> ○ Communicate the intent to move towards an enrolment-based, rather than attendance-based, methodology as the basis for allocating needs-based funding to schools. ○ Identify and implement opportunities for the inclusion of targeted funding, and other grants and programs into the School Resourcing Model (SRM). ○ Develop detailed enrolment count procedures and eligibility criteria for inclusion in the count for the purposes of school funding allocation. ○ Develop a detailed methodology of the enrolment-based funding approach. ○ Transition fully over time to a methodology based on enrolment count, as part of SRM (i.e., without attendance components), alongside any additional school supports to assist the transition to the revised funding methodology. Monitor and adjust this model over time. ○ Re-design the minimum funding floor. ○ Develop and implement school supports that assist schools to manage budgets over time. ○ Explore the opportunity to improve the appropriateness of the funding methodology to small schools. ○ Develop and implement a minimum funding guarantee. ○ Move towards a student count methodology that is based on an average of week 4 term 1 in the current school year, and August Age Grade Census in the previous year. 	Government	All recommendations completed by 2025
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Reform C – A Strong and Sustainable Workforce		
<u>Access to high quality and evidence-based professional learning for teachers and school leaders and the provision of quality-assured curriculum resources that have been developed in partnership with the teaching profession.</u>		
<ul style="list-style-type: none"> Provide coaching and professional development to teachers and school leaders to support consistency and effectiveness in implementing evidence-based approaches to MTSS for student learning. 	Government	Commencing 2026, with staged rollout
<u>Initiatives to strengthen teacher and school leader wellbeing, for example actions to support safe and respectful schools, strengthen Aboriginal and Torres Strait Islander cultural safety, and reduce teacher and school leader workload.</u>		
<ul style="list-style-type: none"> Implement the new Education Management System (EMS), with a focus on reducing workload for teachers and school leaders; by creating a child centred view of each student’s enrolment, attendance, locations, achievement and wellbeing. 	Government	Procurement commencing 2025 Technical readiness activities 2025-2027 Staged implementation commencing 2028
<u>Initiatives to increase teacher attraction and retention, including those that encourage students to take up a career in teaching and increase the diversity of the teacher workforce, especially by increasing the number of First Nations educators, or through implementing actions under the National Teacher Workforce Action Plan and/or recommendations of Strong Beginnings: Report of the Teacher Education Expert Panel.</u>		
<ul style="list-style-type: none"> Expand opportunities and building greater understanding and recognition of Aboriginal educator’s knowledges with the development of an Aboriginal Workforce Strategy that includes professional learning designed by Aboriginal and Torres Strait Islander peoples (including the Remote Aboriginal Teacher Education Program (RATE)). 	Government	Commencing 2025, with staged rollout
<ul style="list-style-type: none"> Expand activities to increase the diversity of the education workforce, particularly security of employment for Aboriginal and Torres Strait Islander staff employed in schools. 	Government	Commencing 2026, with staged rollout

PART 4 — REPORTING REQUIREMENTS

Requirements for annual reporting to the Commonwealth

70. The following clauses set out the annual reporting arrangements for the Northern Territory for a year (Year T).
71. As set out in Part 5, clause 100 of the Heads of Agreement, the Northern Territory will also be required to ensure full and accessible information on their needs-based funding arrangement is publicly available, in line with section 78(5) of the Act.

Annual Funding Report

72. The Commonwealth will provide the Northern Territory with a Funding Estimation Tool in January Year T+1 prior to the Northern Territory's annual report with the final Schooling Resource Standard (SRS) data for Year T for the purpose of the National School Resourcing Board's (the Board) review of the Northern Territory's compliance with Section 22(A) of the Act.
73. As outlined in Part 5, clause 101(e) of the Heads of Agreement, the Northern Territory minister responsible for school education, or their delegate (i.e. the Director General (or equivalent) of the Department responsible for school education) must provide an Annual Funding Report to the Commonwealth Education Minister, or their delegate such as the Departmental Secretary, for each calendar year of the bilateral agreement.
74. The Northern Territory must provide its Annual Funding Report for Year T to the Commonwealth no later than 30 November Year T+1 (i.e. 30 November of the following year).
75. The Annual Funding Report must set out the following:
 - a. The total amount of funding provided by the Northern Territory for government schools in the Northern Territory for Year T as measured in line with clause 44 of this Bilateral Agreement.
 - b. The total amount of funding provided by the Northern Territory for non-government schools in the Northern Territory for Year T as measured in line with clause 44 of this Bilateral Agreement.
 - c. Total full time equivalent enrolments for Year T, relating to the amounts in (a) and (b) above.
 - d. The amount for each funding type set out in clause 44 of this Bilateral Agreement.
 - e. The amount of funding consistent with the specified NRIPS methodology.
76. For the avoidance of doubt, each amount included in the Annual Funding Report must have been:
 - a. spent by the Northern Territory Government for schools for Year T (including centralised funds expended by the department for schools and funds allocated for schools that are not spent within Year T but are spent within remainder of the financial year or subsequent years by schools), or approved authorities,
 - b. or spent by schools or approved authorities for schools for Year T, and

- c. not counted towards another reporting year for the purposes of this agreement, and not counted towards another Commonwealth-State agreement, without the explicit consent of the Commonwealth.
77. It should be noted that clause 76 does not prevent the Northern Territory from reporting budgeted amounts in its report.
78. Each amount included in the report for a sector must have been allocated or expended for that sector. Note: this means the Northern Territory cannot count funding allocated or expended for one sector against the allocation or expenditure of another sector.
79. Each amount included in the report must be net of any Australian Government funding.
80. The Annual Funding Report provides the option for a statement explaining:
- a. Any material variances (positive or negative) in the total amount of Northern Territory funding contribution that is between Year T and Year T-1 T for:
 - i. government schools in the Northern Territory, and
 - ii. non-government schools in the Northern Territory.
 - b. Any adjustments to the Northern Territory funding contribution (i.e. timing adjustments) outside of the specified NRIPS methodology.
81. For each amount, the report must include evidence that the amount has been certified and is consistent with the agreed methodology in clause 44 of this Bilateral Agreement by one of the following:
- a. the Auditor-General of Northern Territory; or
 - b. an independent qualified accountant; or
 - c. an independent qualified accountant engaged by ACARA for NRIPS funding; or
 - d. the Director General or equivalent of the education portfolio for the state or territory, but only up to 0.1 per cent of the SRS for the Northern Territory for all reported funding.
82. The Annual Funding Report may also provide an explanation and supporting evidence for the Board's consideration of any shortfall between the total amount reported for Year T and the agreed funding contributions for Year T in clause 35 of this Bilateral Agreement.
83. The Commonwealth will provide the Northern Territory's Annual Funding Report to the Board for assessment of the Northern Territory's compliance for Year T with section 22A of the Act, including any funding requirements specified in this Bilateral Agreement.
84. The Commonwealth may request additional information from the Northern Territory on behalf of the Board, to be provided within 21 days. If the Northern Territory does not provide information or advice in this timeframe, the Board will make an assessment based on the information and evidence available. Such requests will be consistent with clause 98 of the Heads of Agreement which stipulates that as far as practical, reporting requirements will leverage existing reporting processes and data sources and unless explicitly stated otherwise, will not impose any additional burden on schools.

85. The Northern Territory will have an opportunity to provide further information for the Board's consideration following their receipt of the Board's draft findings.

Annual Implementation Report

86. As outlined in Part 5, clause 101(a) of the Heads of Agreement, the Director General or equivalent of the education portfolio for the state or territory must provide an Annual Implementation Report to the Secretary of the Australian Government's Department of Education for each calendar year of this Bilateral Agreement, for the purpose of assessing compliance with Section 22(2)(c) of the Act.
87. The template for the Annual Implementation Report is found at Attachment A of this Bilateral Agreement.
88. The Annual Implementation Report for a calendar year is required by 30 November Year T+1 (i.e. 30 November of the following year), or a date as agreed by the Commonwealth and the Northern Territory.
89. The Annual Implementation Report must include:
- a. progress towards agreed reform activity as outlined in Table 4 of this Bilateral Agreement including the National Reform Directions and implementation of the Northern Territory's response to the Review of Secondary Education and the Review of Effective Enrolment
 - b. how much additional funding from the Commonwealth is to be directed to implement or augment the National Reform Direction
 - c. information on how the implementation of each of the National Reform Directions has been targeted to priority equity cohorts, where applicable (as defined in the Heads of Agreement) and, where relevant, to schools which need additional support
 - d. progress towards improvement measures specified in Table 1 of this bilateral agreement, only where not currently reported to the Commonwealth.
90. For the avoidance of doubt, the Northern Territory's Annual Implementation Report should focus on government school implementation and Improvement Measures, noting that as per clause 104 in the Heads of Agreement, non-government representative bodies will provide an Annual Implementation Report for Year T to the Commonwealth for each calendar year by 30 November Year T + 1.

SIGNATURES

**Signed for and on behalf of the
Commonwealth of Australia by**

**Signed for and on behalf of
the Northern Territory by**

The Honourable Jason Clare MP

Minister for Education

Date

The Honourable Mark Monaghan MLA

Minister for Education

Date

ATTACHMENT A: ANNUAL IMPLEMENTATION REPORT TEMPLATE

Purpose of this reporting template

This Annual Implementation Report reporting template contributes to achieving the transparency and accountability commitments under the Better and Fairer Schools Agreement. The Northern Territory will fill in the Annual Implementation Report annually and report it to the Australian Government Department of Education; non-government representative bodies will also be required to fill in their own template (see Schedule E of the Heads of Agreement).

Reporting on the Implementation of the Northern Territory Government’s response to the *Review of Effective Enrolment* and *Review of Secondary Education* will be included in this Annual Implementation Report.

National Reform Directions

The Northern Territory is required to fill in the below table outlining their implementation of National Reform Directions where there is allocation of additional Commonwealth investment. If work is already underway in the Northern Territory in relation to a National Reform Direction, then the Northern Territory can choose to report qualitative information on the progress of the National Reform Direction.

National Reform Directions	Allocation of additional Commonwealth investment	Description of local implementation	Outline the focus on priority equity cohorts and schools needing additional support (where applicable)	Details of qualitative or quantitative impact
[For example] Structured initiatives that support wellbeing for learning and engagement, for example in-school wellbeing coordinators or	How much of the Commonwealth additional investment is being targeted to this work.			For example, ratio of wellbeing functions to

access to School Counsellors, psychologists, mental health workers and/or youth health nurses.				students, where applicable.
[National Reform Direction]				

Specific National Reform Direction Implementation

National Reform Direction	20xx Update	Evidence/Caveats/Background Information
Phonics and early years of schooling numeracy check participation rates, including for priority equity cohorts (where data is available)		
Number of Highly Accomplished and Lead Teachers or equivalent		For e.g. certain percentage being deployed in schools which need additional support.

Improvement Measures

The Northern Territory is required to fill in the following table outlining their progress against identified agreed Improvement Measures, only where data is not available at the Commonwealth level:

Improvement Measure	20xx Update	Evidence/Caveats/Background Information
[Jurisdiction-level Improvement Measure]		
[Identified jurisdictional target, where target already exists (if applicable)]		