Department of EDUCATION AND TRAINING

Annual Report 2025–26



NORTHERN TERRITORY GOVERNMENT

COVER ARTWORK:

Jordyn Matthews, Katherine High School
INHERENT | *COCONUT MEMORIES 2025*
Acrylic paint on canvas

Acknowledgement

The Northern Territory (NT) Department of Education and Training acknowledges Aboriginal people as the Traditional Owners and Custodians of this land and pays respect to Aboriginal Elders, past, present and emerging.

The term Aboriginal is used throughout this report to refer to all people of Aboriginal and Torres Strait Islander descent.

Purpose of the annual report

The Department of Education and Training Annual Report 2025–26 provides a record of the department's functions, activities and performance, and tracks progress towards our strategic goals. It also acknowledges the achievements of our workforce. The report is tabled by the Minister for Education and Training and Minister for Early Education in the NT Legislative Assembly to account for and report on the department's income and expenditure for the year ending 30 June 2026. The annual report is published online at www.education.nt.gov.au.

NT government schools report to their communities and the department in their school annual reports. School annual reports are completed prior to 31 March and are published on school websites.

Interpreter services

If you need an interpreter to read this report, phone one of these services:

- Interpreting and Translating Service NT: 08 8999 8506
- Aboriginal Interpreter Service: 1800 334 994.

For more information about interpreter services, visit **www.nt.gov.au/page/interpreter-services**

Providing feedback

The Department of Education and Training is committed to being accountable and transparent in how we report to the community, and we welcome feedback on this annual report. Our contact details are:

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DARWIN NT 0801

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www.education.nt.gov.au

Contact details for all NT government schools are on our website at **https://education.nt.gov.au/contact**

WARNING: This report may contain images and stories of deceased persons.

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NORTHERN TERRITORY GOVERNMENT

Department of **EDUCATION AND TRAINING**

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30 September 2026

The Hon Jo-Anne Hersey MLA
Minister for Education and Training and Early Education Parliament House
DARWIN NT 0800

Dear Minister

Re: Department of Education and Training Annual Report 2025–26

I am pleased to present this report on the activities of the Northern Territory Department of Education and Training (the department) from 1 July 2025 to 30 June 2026 in accordance with section 28 of the *Public Sector Employment and Management Act 1993*, section 22 of the *Education Act 2015*, section 12 of the *Financial Management Act 1995* and section 131 of the *Information Act 2002*.

To the best of my knowledge and belief as the accountable officer, the department's system of internal control and audit provides reasonable assurance that:

a) proper records of all transactions affecting the agency are kept and that employees under their control observe the provisions of the Financial Management Act, the Financial Management Regulations and Treasurer's Directions

b) procedures within the agency afford proper internal control, and a current description of such procedures is recorded in the accounting and property manual, which has been prepared in accordance with the requirements of the Financial Management Act

c) apart from what has already been reported to the Under Treasurer, there is no indication of fraud, malpractice, major breach of legislation or delegation, major error in or omission from the accounts and records

d) in accordance with the requirements of section 15 of the Financial Management Act, the internal audit capacity available to the agency is adequate and the results of internal audits have been reported to the accountable officer

e) the financial statements included in the annual report have been prepared from proper accounts and records and are in accordance with Treasurer's Directions

f) reporting required under Employment Instructions issued by the Commissioner for Public Employment has been satisfied

g) the department is working in compliance with Part 9 of the Information Act.

In addition, the Chief Executive of the Department of Corporate and Digital Development (DCDD) has advised that in relation to items a) and e) above, and Part 9 of the Information Act, to the best of her knowledge and belief, proper records are kept of transactions undertaken by DCDD on behalf of the department. It was also confirmed, to the best of her knowledge and belief, employees under her control observe the provisions of the Financial Management Act, the Financial Management Regulations 1995, Treasurer's Directions and Part 9 of the Information Act.

The acting Chief Financial Officer of the Department of Logistics and Infrastructure (DLI) has also advised that existing controls are in place to support the preparation and transfer of infrastructure assets work in progress information to the department. It was also confirmed, to the best of their knowledge, expenditure included in the transferred work-in-progress represents expenditure attributed to the relevant infrastructure project in DLI's financial and project records, and they are not aware of any material errors or omissions in the work-in-progress amounts transferred to the department.

Yours sincerely



Aderyn Chatterton
Acting Chief Executive



Amy Fleming, O'Loughlin Catholic College
FINDING STILLNESS | *THE SPACE BETWEEN 2025*
Acrylic paint on canvas

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From the Chief Executive



It is my privilege to present the 2025–26 annual report for the Department of Education and Training.

This year marked the first full year of implementation of our 2025–2028 strategic plan. Across the department, we have made strong progress towards our objectives and delivered important reforms that are improving outcomes for Territorians of all ages. Our focus on literacy and numeracy, attendance, attracting and retaining teachers, pathways to employment and student wellbeing is creating a strong foundation for the Territory's future.

These efforts also support the Northern Territory Government's priorities of reducing crime, rebuilding the economy and restoring the Territory lifestyle by improving educational engagement, strengthening workforce pathways and helping young people reach their full potential.

One of our most significant areas of focus has been strengthening teaching and learning. Through initiatives that support explicit teaching, early intervention and evidence-based practice, we are helping students develop the knowledge and skills they need to succeed at school and beyond. The department is also expanding support for student wellbeing through counselling services, multidisciplinary teams and inclusive education initiatives that help students engage fully in learning.

The department has continued to progress major reforms in secondary education and vocational education and training (VET), creating stronger pathways between school, further education and employment. These reforms are designed to ensure young Territorians can access high-quality learning opportunities and develop the skills needed for future workforce participation.

The VET sector remains a critical driver of the Territory's economy. Through investment in training for nearly 15,000 students each year, the NT Government is helping Territorians develop the skills needed for current and emerging workforce opportunities. By strengthening pathways from education to employment and aligning training delivery with industry needs, we are supporting a skilled and adaptable workforce for the future.

The department has also made important progress in early childhood education. The Early Childhood Safe Start, Strong Futures Plan, together with national reform initiatives, is helping strengthen child safety, quality and consistency across the sector. These reforms will support improved outcomes for children and families and ensure strong foundations for lifelong learning.

Raising school attendance remains one of our most important priorities. Through closer engagement with families and communities, and initiatives that balance support with accountability, the department is working to ensure students remain connected to their education and to the opportunities it creates for their future.

None of this progress would be possible without our people. I want to sincerely thank our teachers, educators, school leaders and corporate staff for their dedication, professionalism and care. During the year, many staff went above and beyond in responding to major emergency events, supporting flood and cyclone responses, staffing emergency shelters and helping maintain continuity of learning despite significant disruption. Their efforts reflect the very best of public service.

The department continued to strengthen our workforce, welcoming 422 new classroom teachers, 43 senior teachers, 105 Aboriginal team teachers and 5 principals to NT government schools. Alongside workforce attraction initiatives and professional development opportunities, these efforts are helping build a capable and sustainable workforce for the future.

Across all areas of our work, the department remains focused on building an education and training system that reflects the unique context of the Northern Territory and delivers better outcomes for learners of all ages.

In the year ahead, the department will continue to strengthen school attendance, lift literacy and numeracy outcomes, implement the Early Childhood Safe Start, Strong Futures Plan, and expand pathways that connect education, training and employment. We will also continue to work closely with communities, industry and our partners to ensure every Territorian can learn, succeed and contribute to the Territory's future.



Aderyn Chatterton
Acting Chief Executive
30 September 2026



Tennant Creek Primary School,
Barkly region


Trisvina
Lewis

01.
Our context



Trisvina Lewis, Henbury School
FINDING STILLNESS | *KOOKABURRA 2025*
Acrylic paint on canvas, print edition

About us

The Department of Education and Training provides education and training services and support to Territorians from the early years through to adulthood.

The department has a range of strategic policy, regulatory, delivery and support responsibilities, including:

- delivering high-quality education
- ensuring high-quality early childhood education and care, and schooling programs
- delivering adult training that meets the needs of business and industry
- providing pathways for school-aged students aligned with their further education, work or career aspirations
- regulating early childhood services and non-government schools
- supporting NT institutions delivering tertiary education.

Our strategic direction

Our vision

Territorians of all ages are learning skills and developing capabilities to contribute to the NT's economic and social future.

Our purpose

The department is a system that delivers, supports and regulates early childhood, school education and training services.

Our values

The NT Public Sector Code of Conduct outlines the values of commitment to service, ethical practice, respect, accountability, impartiality and diversity.

These values guide the way we operate, including how we make decisions. In our schools, training and early childhood services, we enact our values through our ways of working.

As represented in our 2025–2028 strategic plan, these values are reflected in our commitment to providing high-quality education and training, fostering respectful and inclusive learning environments, and ensuring equitable access to education for all Territorians.

- Ethical practice
- Accountability
- Respect
- Commitment to service
- Diversity
- Impartiality

Our priorities



1. Boost literacy and numeracy

A. Get back to basics with explicit instruction in literacy and numeracy

B. Provide targeted support to students to help them meet their potential

C. Improve access to quality early childhood programs and services to provide a strong start for all Territory children

MEASURES

Improved student literacy and numeracy outcomes

Improved quality ratings of government preschools



2. Raise school attendance and hold parents accountable

A. Strengthen the workforce to drive increased participation, including school-based police, and school attendance officers

B. Increase parental understanding of their responsibilities and expand compliance action

C. Provide tailored responses to reengage children and young people in education and training through flexible learning and intensive support

MEASURES

Increased student attendance and participation of Territorians in education and training



3. Attract and keep our teachers

A. Increase teacher permanency through more ongoing appointments and investing in teacher capability

B. Prioritise reducing administrative burden for schools

C. Improve staff wellbeing and safety

MEASURES

Increased proportion of teachers employed permanently and teachers staying in NT government schools

Improved school staff's perception of their wellbeing and safety



4. Create pathways to real jobs

A. Reform secondary education, including a move away from standalone middle schools and increasing access in remote schools, to create better pathways to real and critical jobs

B. Work with business, industry and the community to build the Territory's workforce in key industries including tourism, defence, agriculture, gas and mining

C. Deliver a high quality and flexible Vocational Education and Training system for all Territorians

MEASURES

Increased number/proportion of students attaining their NTCET, and/or Certificate II or above

Increased number of apprenticeships and their completion rates



5. Improve student wellbeing

A. Expand student wellbeing programs and resources, including more school-based counsellors

B. Strengthen special education schooling and inclusion support across schools

C. Implement free swimming lessons in schools

MEASURES

Improved students' perception of their wellbeing and teacher-student relationships

Enablers

Our success will be enabled by efficient and effective use of resources and a diverse and capable workforce who feel valued and supported to grow and perform at their best.

Enabling priorities include:

1. Building capability in the early years, education and training workforce to deliver contemporary, best practice services.
2. Developing a contemporary digital solution that reduces administration and supports schools.
3. Continuing resourcing and service delivery reform within the early years, education and training system.

Partners

To achieve our vision, we will partner with:

- students, families and communities
- other government agencies
- industry and business
- education and training providers
- key peak groups and advisory bodies.

Our organisational structure

At 30 June 2026, 4 divisions reported to the Chief Executive: Schools; Early Years and School Services; Skills, Pathways and Quality; and Strategic and Business Services.



FIGURE 1: Organisational structure at 30 June 2026

ADERYN CHATTERTON, A/CHIEF EXECUTIVE







A/DEPUTY CHIEF EXECUTIVE SCHOOLS
Miranda Watt

Executive Director
Schools and Regions

- Barkly
- Big Rivers
- Central
- Darwin
- East Arnhem
- Top End
- School Improvement

Executive Director
School Support

- Emergency Management, Infrastructure and Safety
- School Leadership, Culture and Care
- School Operations
- Reform Delivery

A/DEPUTY CHIEF EXECUTIVE EARLY YEARS AND SCHOOL SERVICES
Paul van Holsteyn

Senior Director
Early Childhood

- Project Coordination
- Strategic Early Childhood Policy
- Preschool
- Quality Education and Care NT (QECNT)

Executive Director
Inclusion and Engagement Services

- Community Engagement
- Engagement and Attendance
- Strategic Engagement and Partnerships
- Student Wellbeing, Inclusion Programs and Services

Executive Director
Teaching and Learning Services

- Primary
- Secondary Years
- Strategic Insights
- Transition Support

DEPUTY CHIEF EXECUTIVE SKILLS, PATHWAYS AND QUALITY
Tony Considine

Executive Director
Skills NT

- Skills NT Delivery
- Skills NT Strategy and Data
- VET Industry and Pathways
- VET Operations

Senior Director
Office of the Chief Executive

- Communications and Media
- Ministerial Liaison
- Stakeholder Management

Executive Director
Quality Standards and Regulation

- Education Regulation
- External Review and Reform
- Partnerships and Projects
- Quality Assurance Services
- Resolution Unit
- Schools Review and Operational Policy
- Office of the Teacher Registration Board

DEPUTY CHIEF EXECUTIVE STRATEGIC AND BUSINESS SERVICES
Tony Considine

Chief Financial Officer
Financial Services

Finance Corporate
- Budget Analysis and Reporting
- Finance Systems and Innovation
- Financial Accounting and Control
- School Funding Reform
- School Funding and Finance Services

Finance Schools
- School Business Services

Executive Director
Strategic Services

- Strategic Policy
- Strategic Projects
- Performance and Improvement

QSR serves as a conduit between Department of Education and Training and the Teacher Registration Board of the NT to promote a positive relationship and open communication.

Divisions

Schools

The Schools division is responsible for operating and supporting 152[1] NT government schools, regional collaboration and coordination. It's made up of 2 branches: the Schools and Regions branch, which focuses on school management and improvement, and the School Support branch, which supports, enables and improves school operations and facilitates other divisions' support for schools.

Early Years and School Services

Early Years and School Services designs and delivers evidence-based, data-driven policy, programs, regulatory functions and services that support improved outcomes for education and care services, schools, children, students and families. The division provides multi-disciplinary and multi-tiered services to transform inclusion, engagement and access to learning for children, students and communities.

Skills, Pathways and Quality

The Skills, Pathways and Quality division provides resources to build a skilled and capable workforce through vocational education and training (VET) that meets the needs of Territorians, industry and the community. Skills NT, part of the division, oversees the national VET framework and system, as well as apprenticeships in the NT. The division also delivers education regulation, quality assurance, external review and reform, operational policy and partnership functions. It includes the Resolution Unit and the Office of the Teacher Registration Board.

Strategic and Business Services

Strategic and Business Services leads effective financial management, strategic policy development, intergovernmental relations, project management and governance across the department. The division is responsible for delivering services that support decision making at both operational and strategic levels, ensuring alignment with government priorities and sustained sector reform.

Core centralised services such as human resources, information and communication technology, procurement, fleet, infrastructure, legal services and housing are delivered by our service partners: the Department of Corporate and Digital Development; the Department of Logistics and Infrastructure; the Attorney-General's Department; and the Department of Housing, Local Government and Community Development.

1 As of 30 June 2026, the total number of government schools is 152. This excludes Imanpa School, which was officially closed on 26 June 2026.



Palmerston Youth Skills Centre, Top End region

Our workforce profile

Having an expert education and training workforce to deliver and support quality teaching, training, learning and support services for students and Territorians across the NT is a strategic priority for the department.

In 2025–26, the NT educator workforce grew by 115 permanent classroom teachers, compared with 2024–25.

Of the 3,254 school-based teaching staff in our workforce during the year, 547 identified as Aboriginal. This is an increase of 7.3% (37) compared with the same period last year. This aligns with the department's Special Measures Recruitment Plan 2026–2030, which supports a continued focus on building Aboriginal employment while promoting the department as an employer of choice for Aboriginal people.

The following information represents the demographics of our workforce at 30 June 2026[2].

5,624 **staff employed**
paid headcount

→ **5,076.4** **full-time equivalent**
(FTE)

4,527.3 **(89.2%)**
FTE staff in service-based positions, including

549 **(10.8%)**
FTE staff in non-service-based positions

2,947.3 **(65.1%)**
FTE in teaching positions

FTE staff by region served

Darwin	Top End	East Arnhem	Big Rivers	Barkly	Central	Multiple regions
1,420.6	1,218.9	416.7	532.7	187.9	721.5	578.1
28%	24%	8.2%	10.5%	3.7%	14.2%	11.4%

Our people[3]

1,017 identified as Aboriginal (18.1%)

4,333 identified as female (77%)

2,306 worked in remote or very remote workplaces (41%)

130 identified as having a disability (2.3%)

541 had flexible working arrangements (9.6%)

1,159 identified as being from a culturally and linguistically diverse background (20.6%)

A breakdown of the department's workforce by classification is at Appendix A.

2 All data as at Pay 26, 2026
3 Paid headcount

Our operating context


Larapinta Primary School, Central region

43,600
students across 197[4] schools

→ **17,182**
students identify as Aboriginal

32,129
students across 153[5] government schools

11,471
students across 44[6] non-government schools

455
average enrolment across 42[7] homeland learning centres

73
government preschools[8] across the NT

1,212
students across 3 distance education institutes

214
fee-paying international students

12,993
students across 108 government schools are in remote or very remote locations

The NT operates within a distinctive context shaped by its geography, population distribution and cultural diversity. Home to more than 260,000 people spread across approximately 1.4 million square kilometres, the NT includes a mix of urban centres, regional towns and remote communities. This diversity influences how services are delivered and requires flexible, locally responsive approaches across early childhood, schooling and training.

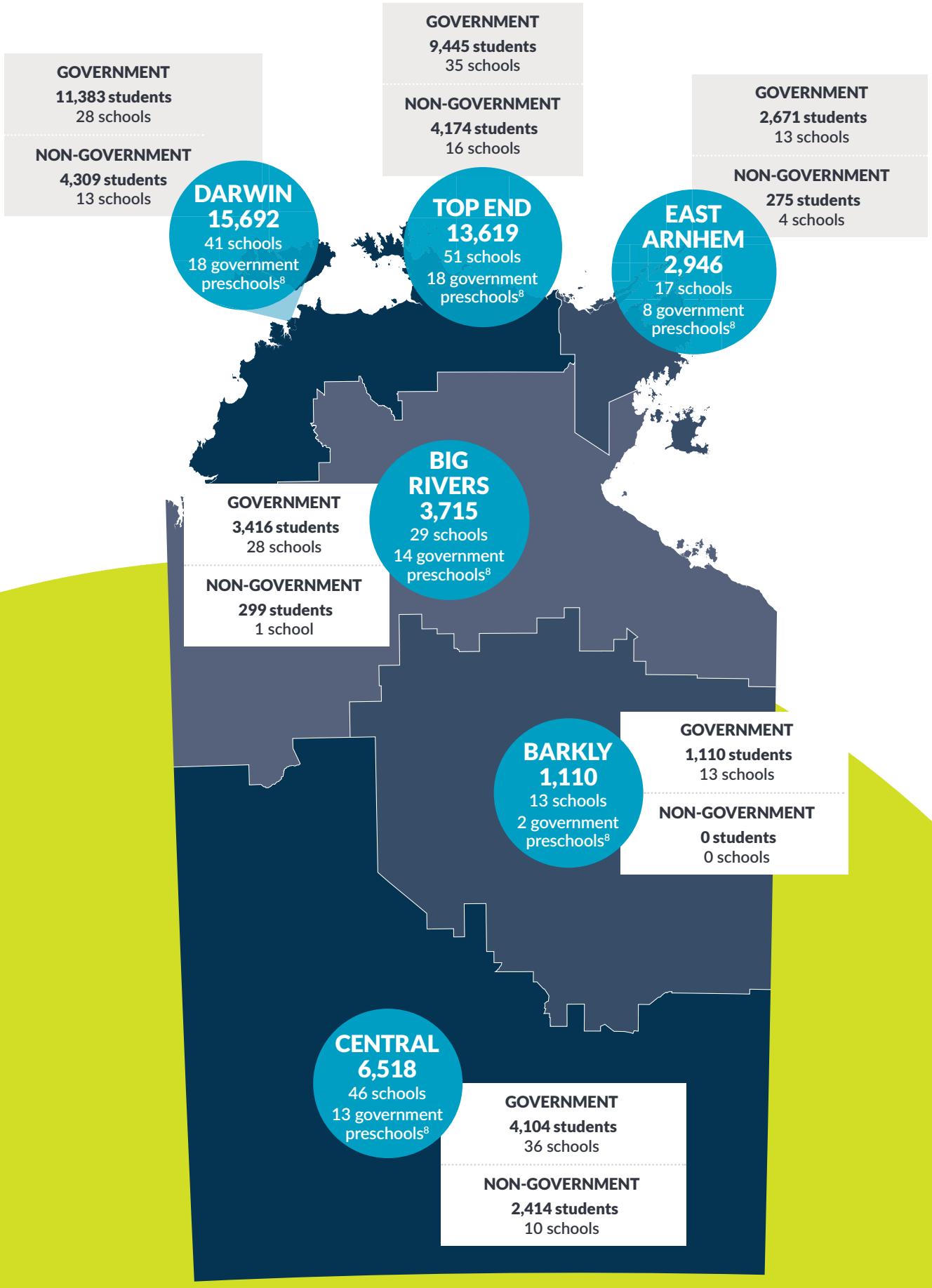
The Index of Community Socio-Educational Advantage (ICSEA) score provides an indication of the socio-economic circumstances of students in schools. In 2025–26, NT government schools had an average ICSEA score of 845[9], with 91% below the national median of 1,000 and scores ranging from 1,086 for a school in Darwin to 513 for a school in a very remote community. This variation reflects the wide range of community contexts across the NT and informs how support and resources are targeted to meet local needs.

Across the regions, factors such as distance, access to services, student mobility and intergenerational disadvantage influence participation and outcomes from the early years through to schooling and training. Supporting consistent access to high-quality, inclusive and flexible learning opportunities across the early years and school settings remains a priority, with many schools also serving as important community hubs.

The department also plays a key role in developing a skilled and capable workforce through vocational education and training (VET). Working in partnership with industry, community groups, schools and registered training organisations, the department supports access to quality VET programs that lead to employment and respond to workforce demand. This collaborative approach helps ensure training pathways are relevant, accessible and aligned with the NT's priority industries and economic development goals.

4 Data for number of schools and enrolments is reported based on the 2025 Age Grade Census data.
5 Number of NT government schools now excludes Kiana, Watarrka and Imanpa schools, which officially closed following the mandated 12-month feedback period (occurring on 26 June 2026 for Imanpa School and 10 July 2026 for Kiana and Watarrka schools).
6 Number of non-government schools includes a closed school: Australian International Islamic College that closed on 31 December 2025. It excludes Gamardi School, which opened at the beginning of Term 2 2026.
7 Due to factors such as weather, not all homelands are occupied all year round. Homelands data is for the full 2025 year.
8 Preschools regulated under the National Quality Framework (NQF).
9 The method involves calculating the average 2025 School ICSEA score, weighted by enrolment numbers, and then adjusting it by a factor to rebase the national weighted average score to 1,000. This approach aligns with the method used by the Australian Curriculum, Assessment and Reporting Authority (ACARA) for publishing the average ICSEA score in the NAPLAN National Report.

FIGURE 2: Our context at a glance



8 Preschools regulated under the National Quality Framework (NQF).

VET Student enrolments as at 31 December 2025:

14,341
students enrolled in vocational education supported by the NT Government

5,550
students identified as First Nations Australians

4,502
students received training in regional and remote areas

5,628
students undertook training in priority industries: energy, Defence, agriculture, tourism and hospitality, gas and mining

VET for Secondary Students (VETfSS) enrolments as at 31 December 2025:

2,304 students enrolled

Apprentices and trainees in training as at 30 June 2026:

3,614 apprentices and trainees in training

1,205
identified as female

1,029
identified as First Nations Australians

1,165
were undertaking training in priority industries

382 school-based apprentices or trainees (SBAT)

141
identified as female

112
identified as First Nations Australians

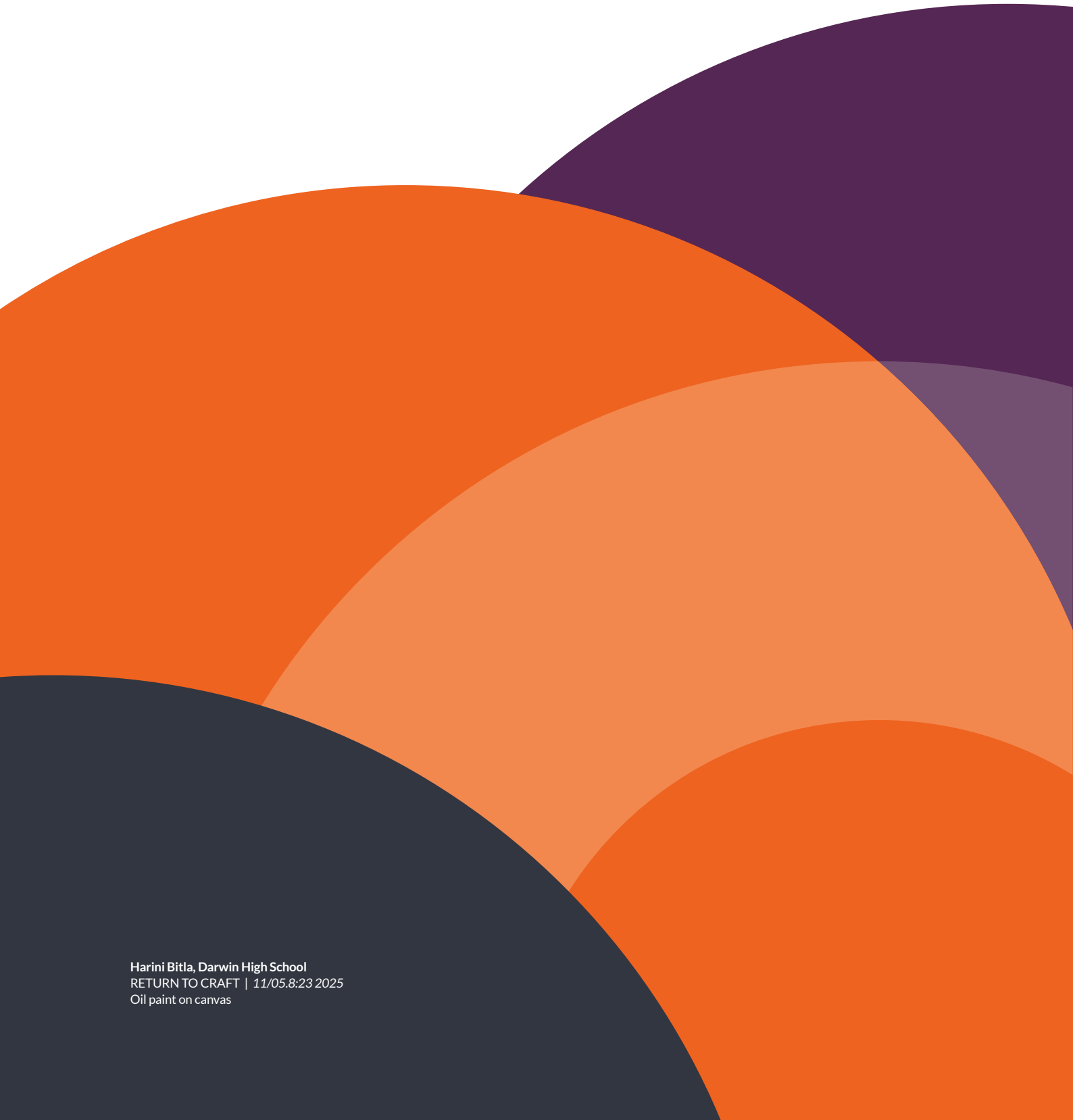
104
were undertaking training in priority industries



Sanderson High School, Darwin region


Harini <3
26

02.
Our performance



Harini Bitla, Darwin High School
RETURN TO CRAFT | *11/05.8:23 2025*
Oil paint on canvas

This chapter highlights our progress towards implementing the Strategic Plan 2025–28, its objectives, strategic actions and enablers while supporting the NT Government's priorities to reduce crime, rebuild the economy and restore the Territory lifestyle.

Reporting periods used throughout this report vary based on the timing of data capture and reporting cycles for various data sets. Data may be reported for the 2025 calendar year, the 2025–26 financial year, at a specific point in time (e.g. 30 June 2026, pay 26 2026), or on a term or semester basis.

Data in this report is the most recent, complete and validated data available at the time of reporting.



Elliott School, Barkly region

1 BOOST LITERACY AND NUMERACY

A. Get back to basics with explicit instruction in literacy and numeracy.

B. Provide targeted support to students to help them meet their potential.

C. Improve access to quality early childhood programs and services to provide a strong start for all Territory children.

Improving literacy and numeracy outcomes

In 2025–26, the department continued to strengthen students' reading and mathematics skills across NT government schools through implementation of the Boosting Literacy and Numeracy Plan, launched in June 2025. The plan focuses on improving teaching practice, identifying students who need support early and providing targeted help to ensure all students can succeed. During the year, delivery moved to a more integrated approach, with clear, sequenced learning plans in literacy and numeracy aligned to the NT Learning and Teaching Model.

Curriculum guidance and assessment tools were enhanced to help schools identify students at risk and provide timely, targeted support. The department also implemented a system-wide literacy screening schedule, including a Year 1 Phonics Check, to help monitor student progress consistently and enable early intervention. Together, these reforms are helping schools take a more proactive and evidence-based approach to improving student outcomes.

Teachers and school leaders were supported through a dedicated digital platform and regular professional learning. High-quality training was delivered each term through face-to-face and online sessions, providing practical strategies to strengthen teaching and reduce planning workload. In addition, the Learning Together Network: Explicit Instruction was introduced to support school leaders to improve teaching practice through professional learning, coaching and goal setting aligned to school improvement priorities. The Learning Together Network: Roadmap to Stage 1 English and Mathematics expanded to 56 remote schools, building teacher and leader capability in delivering the curriculum through explicit teaching and supporting students to develop the language, literacy and numeracy skills needed to access vocational education and training (VET) from Year 9 and achieve the Northern Territory Certificate of Education and Training (NTCET) compulsory requirements from Year 10.

Strengthening explicit instruction in schools

In 2026, the Learning Together Network: Roadmap to Stage 1 English and Mathematics expanded to include a trial for Stage 1 Essential English. Schools were supported through high-quality resources and professional learning, face-to-face and online coaching and collaborative planning, allowing teachers and leaders to strengthen their understanding of explicit instruction and embed effective, evidence-based practices in the classroom. This program has enhanced collaboration across the network, with educators benefiting from connections and drawing on the expertise of remote schools with well-established NTCET provision.

Remote NT schools demonstrated strong commitment to implementing the roadmap across years 7–12, ensuring explicit teaching is embedded across their secondary programs in mathematics and English.

Building capability through professional learning

At the commencement of the 2026 school year, every NT government school was supported to participate in professional learning to strengthen the implementation of explicit teaching across the NT. Teachers engaged in professional learning with Dr Lorraine Hammond, a nationally recognised expert in explicit teaching. Delivered online across the NT and in-person at events in Darwin and Alice Springs, the sessions provided practical, classroom-ready strategies to enhance literacy and numeracy instruction. Several NT schools shared practical examples of explicit teaching in their classrooms through observation opportunities or videos. This supports the building of shared learning and consistent practice across the system.

Early childhood educators from Darwin preschools and Families as First Teachers programs also participated in targeted professional learning focused on leadership, quality improvement and child-safe practice. Supported by senior departmental leaders and peer presentations from Jingili, Wagaman and Wulagi preschools, participants reported increased confidence, new insights and clear actions to strengthen practice in their settings.



Ludmilla Primary School, Darwin region

Preschool Reform Agreement

The NT continued to work with the Australian Government to secure ongoing funding for preschool programs through an extension of the Preschool Reform Agreement. Planning for 2026 focused on increasing preschool participation and improving the National Preschool Attendance Data collection to provide more consistent information about children's attendance in the year before they start full-time school. During the reporting period, 34 services and 62 educators completed 320 assessments using the national Preschool Outcomes Measure tool, helping to refine the tool and support a consistent, evidence-based national approach to tracking and supporting children's learning.

In 2025, the NT prioritised system stewardship and child safety reforms to improve access to high-quality preschool services and strengthen child safety across the early childhood sector. The department also launched a new early childhood education and care (ECEC) webpage to give families, educators and providers information and resources about accessing services, relevant policies and ongoing sector reforms.

National child safety reform actions

In response to the 2023 National Child Safety Review, the NT worked with the Australian Government and other jurisdictions to progress reforms to improve child safety, quality and regulatory effectiveness across the early childhood education and care (ECEC) sector.

The NT continued consultation with the ECEC sector on legislative reforms and national initiatives, supporting readiness for regulatory change. ECEC stakeholder engagement informed ministerial approval of key amendments, including the National Early Childhood Worker Register, mandatory child safety training, stronger compliance measures, and improved transparency and information sharing. In 2026, the 'Conversation with the Minister' series was launched to support ongoing consultation across the NT.

The NT advocated for stronger national requirements around supervision practices and fencing standards. This contributed to ongoing reforms to enhance child safety and quality across the sector.

Early Childhood Safe Start, Strong Futures Plan 2026

The NT's Safe Start Strong Futures Plan 2026, launched in December 2025, complements national child safety reform initiatives and supports a stronger, safer and higher-quality early childhood education and care sector across the NT. Through targeted investment, workforce development, strengthened regulatory oversight and a focus on continuous improvement, the plan aims to enhance accountability, build sector capability and create opportunities for meaningful engagement with educators, service providers and families. This work will help ensure all children have access to safe, inclusive and high-quality early learning environments that support their learning, development and wellbeing, laying strong foundations for lifelong learning and future opportunities.

Families as First Teachers (FaFT)

In 2025–26, the Families as First Teachers (FaFT) program continued to strengthen early childhood outcomes in remote and very remote communities by supporting parents and carers as their child's first teachers, strengthening their capacity to promote positive early learning and developmental outcomes.

FaFT programs embed cultural identity and community connection by creating safe, welcoming spaces where families can share language, culture and local knowledge. Families are also linked with local services to strengthen wellbeing and build the capability needed to provide responsive home learning environments.

The department partnered with the Australian Government to support FaFT delivery in remote and very remote locations under the Northern Territory Remote Aboriginal Investment (NTRAI) Early Learning and Access to Education Schedule. In 2025–26, there were 55 established FaFT sites across the NT. The Australian Government provided supplementary funding to support program delivery in 32 FaFT sites.

In 2025–26, 2,194 parents/carers participated in parent capacity-building activities, and 2,491 children participated in the FaFT program, which also creates employment opportunities for local Aboriginal people. During the year, 41 Aboriginal staff were employed across the sites.

Child and family centres

The department operates 6 child and family centres (CFCs) through NT government schools located in Palmerston, Gunbalanya, Alice Springs, Maningrida, Ngukurr and Yuendumu. CFCs deliver integrated early years services for children from pre-birth to age 5 and their families, supporting a strong start in life and smooth transition into schooling. Each centre operates under a community-led governance model, enabling local groups – including Elders, cultural authorities and school councils – to guide decisions and ensure programs align with community needs and aspirations.



Ludmilla Primary School, Darwin region

A modern start for early learners at Parap Preschool

In 2026, the NT Government celebrated the opening of the $10 million redeveloped Parap Preschool. The purpose-built facility is providing a welcoming, engaging learning environment for children at the start of their education journey, with capacity for more than 60 students.

Designed to support contemporary teaching and learning, the preschool features flexible indoor and outdoor spaces, 2 classrooms connected by a central multipurpose area, modern staff facilities and a safe, family friendly entry. Inspired by Parap's aviation history, the striking design reflects the contributions of more than 70 contractors and suppliers involved in the project.

2 RAISE SCHOOL ATTENDANCE AND HOLD PARENTS ACCOUNTABLE

A. Strengthen the workforce to drive increased participation, including school-based police and school attendance officers.

B. Increase parental understanding of their responsibilities and expand compliance action.

C. Provide tailored responses to re-engage children and young people in education and training through flexible learning and intensive support.

School attendance initiatives

To support improved student attendance, the department continued initiatives to raise awareness of the importance of regular attendance, identify concerns early, and promote shared responsibility between families, schools and communities. Family and community support included a dedicated attendance website and free hotline providing advice and support to help children attend school regularly, increase parental understanding of their responsibilities, and reinforce parents' legal obligation to ensure their children attend school regularly.



The department also continued Mobile Engagement and Compliance Patrols (MECP), which engage with children and young people during school hours, identify students absent from school, connect with families, and support re-engagement with education through referrals and coordinated follow-up where required.

Targeted re-engagement initiatives continued in 2025–26 to support students at risk of disengaging from education. This included strengths-based case management to address barriers to attendance and support pathways back into education, training or employment. The department also provided flexible education programs with tailored support to help students re-engage with learning and transition to mainstream schooling, VET, employment or other appropriate pathways.

During the year, attendance initiatives were strengthened through improved monitoring, reporting and information-sharing arrangements between agencies, helping to better identify students at risk of chronic absenteeism and coordinate support for families. Under a new enhanced Income Management referral policy introduced in October 2025, the department began referring parents of students with chronic absenteeism to the Australian Government's income management program. This measure aims to encourage parental responsibility while complementing broader attendance, engagement and support initiatives.

School attendance officers

The dedicated attendance and engagement workforce supports the NT Government's commitment to addressing non attendance through consistent, lawful and proportionate compliance activity, complemented by education and engagement with families.

Officers deliver targeted compliance actions, community engagement and close collaboration with schools and services, maintaining a visible presence across regions. Their work focuses on supporting families to understand their legal obligations and helping students return to regular attendance.

In 2025–26, compliance activity continued to reinforce shared responsibility for education. Referrals to the Australian Government's income management program commenced in Term 4 2025, strengthening escalation pathways for chronic non attendance.

At 30 June 2026, 20 positions were filled, with recruitment ongoing. During the reporting period, officers undertook 17,022 compliance activities, including 432 infringement notices, reflecting active enforcement balanced with support.



Nganmarriyanga School, Top End region

School-Based Police Program and Aboriginal Liaison Officers Program

In 2025–26, the School-Based Police Program operated across all 13 NT government secondary schools. A total of 15 police officers were based in the schools, delivering Australian Curriculum-aligned education on health, safety, wellbeing and resilience.

The department also continued to expand its partnership with NT Police to deliver the Aboriginal Liaison Officers (ALO) program, which commenced in October 2025. At 30 June 2026, ALOs were based in 4 regional and remote schools across the NT, with ongoing work to increase the number of participating schools. ALOs strengthened culturally informed engagement by supporting school-based policing and improving communication between schools, police, students and Aboriginal families. Together, school-based police officers and ALOs collaborated with schools and other agencies to promote safe learning environments, reinforce attendance and behaviour expectations, and connect students and families with appropriate services, supporting NT-wide efforts to improve student engagement and wellbeing.

Improving student attendance across the Territory

In Term 2, 2026, attendance across NT government schools was 73.8%, an increase of 1.2 percentage points compared with Term 2, 2025. This improvement reflects a shared commitment to attendance by students, families, schools and regional teams.

Raising school attendance is central to the NT Government's commitment to reducing crime and restoring the economy. The encouraging improvement in attendance demonstrates the value of collective action. Through strong partnerships between students, families, schools, communities and government agencies, more young Territorians are attending school and building the foundations for safer communities, greater economic participation and brighter futures.

During 2025–26, many NT government schools improved student attendance through targeted re-engagement strategies, including expanded bus services, collaboration with local Aboriginal police officers, attendance incentives, and initiatives that brought together community members, families and schools to address local education priorities. Regular community activities, including breakfasts and barbecues, further strengthened school-community connections by providing informal opportunities for families to engage with school staff, discuss student progress and reinforce the importance of regular attendance. These efforts were complemented by strengthened accountability measures under the Education Act, with schools and attendance teams working closely with families to address non-attendance, support engagement and, where necessary, hold parents accountable for meeting their legal obligation to ensure their children attend school regularly.



Katherine School of the Air celebrated 60 years and award-winning innovation

KSA celebrated a significant year in 2026, marking 60 years of delivering education to remote and diverse learners and being recognised for its innovative KSA Connect program. Launched in Term 1 2025, KSA Connect received a Highly Commended Award in the Inspiring Innovation category of the 2025 Chief Minister's Awards and has successfully re-engaged vulnerable and disengaged students through flexible, personalised learning that blends online and face-to-face support, improving engagement and attendance across the Darwin and Big Rivers regions.

This achievement builds on KSA's long-standing commitment to inclusive education since its establishment in 1966 with just 8 students. In Term 2 2026, KSA supported 312 students from Preschool to Year 9, including those in remote locations and those unable to attend mainstream schooling. KSA continues to evolve its delivery, helping students stay connected, build confidence and transition successfully into further education pathways.

3 ATTRACT AND KEEP OUR TEACHERS

A. Increase teacher permanency through more ongoing appointments and investing in teacher capability.

B. Prioritise reducing administrative burden for schools.

C. Improve staff wellbeing and safety.

Teacher attraction and retention

In 2025–26, the department continued to increase permanent employment, strengthen teacher capability, reduce administrative burden and improve staff wellbeing and safety. At 30 June 2026, 69.7% of classroom teachers and 72.7% of Aboriginal team teachers were permanently employed, supporting progress towards the target of 75% by early 2027.

The department worked on reducing administrative burden through initiatives including a remote small schools shared services model in the Top End and an end-to-end recruitment model. The shared services model provides regionalised specialist support, sharing resources across schools and providing greater access to expertise and support for small remote schools. The recruitment model streamlines hiring, transfers and workforce planning, helping schools fill vacancies more quickly and effectively.

Staff wellbeing remained a priority during 2025–26 through programs that promoted safe, respectful school environments and reinforced zero tolerance for violence.

Scholarships, incentives and awards

The department is committed to growing the workforce through several scholarships and incentives:

- Teach Local scholarship, which gives NT residents starting a teaching degree $5,000 each year and paid school-based employment
- Teach up North incentive, offering up to 25 student teachers $5,000 to complete their final placement in the NT and commit to 2 years in an NT government school
- Aboriginal Teacher Education scholarships, offering up to $15,000 per year to support eligible Aboriginal initial teacher education students to complete a 4-year Bachelor of Education or a 2-year Master of Teaching degree
- 25 scholarships for the Diploma of Early Childhood Education and Care and Early Childhood Teachers.

The department also supported our teachers' development through several programs and initiatives targeted at different cohorts. The Graduate Teachers Program supported 32 participants, the Horizon Program supported 30 aspiring principals, 17 principals were supported through the Newly Appointed Principal initiative, and 21 principals were supported through the Early Career Principal Program.

The Education and Care Awards, held in October 2025, brought together 150 guests to celebrate programs and individuals making a lasting difference in children's learning.

Remote Aboriginal Teacher Education

The Remote Aboriginal Teacher Education (RATE) program continued to support Aboriginal educators in NT schools during the year. The program helps them undertake professional learning and advance their careers while strengthening school leadership capability to enable their success in their chosen fields.

At 31 March 2026, there were 411 RATE participants across 65 sites, including an increased number of 70 Aboriginal educators engaged in higher education courses.

Aboriginal Employee Reference Group – leadership and voice

Established in 2021, the Aboriginal Employee Reference Group (AERG) provides advice on matters affecting Aboriginal employment and career development. It supports the growth of the department's Aboriginal workforce to improve educational outcomes for Aboriginal students, children and young people.

The group comprises 14 members from school and corporate divisions across all 6 regions. In 2025–26, the AERG met 6 times to collaborate and address key issues related to attracting, retaining and supporting Aboriginal employees and strengthening Aboriginal leadership, demonstrating our ongoing commitment to equity and representation.



Ross Park Primary School, Central region

Respect and Responsibility in Schools Framework

The Respect and Responsibility in Schools Framework, launched at the start of Term 2 2026, sets clear expectations for behaviour in all NT government schools. It applies to everyone who engages with the school community, including staff, students, parents, carers, volunteers, visitors and contractors, both on school grounds and in online school-related spaces.

The framework is built around 4 shared expectations:

- Safety and wellbeing – we act safely, follow instructions, and report and respond to concerns early to protect the wellbeing of everyone in our schools.
- Respect – we show respect by treating everyone with dignity, kindness and fairness, and consistently communicating in clear, calm and respectful ways.
- Responsibility – we show responsibility by taking ownership of our actions and choices, maintaining high yet achievable standards, acting with honesty and integrity, and addressing concerns positively.
- Partnership – we work together to support learning, attendance and wellbeing, sharing information, supporting participation in our schools and collaborating to solve problems.

Everyone has the right to feel safe at school. Respectful behaviour is always expected. Violence, aggression, abuse, harassment or threatening behaviour will not be tolerated, including through social media or other online platforms.

Celebrating high-quality excellence in professional learning

In 2025–26, high quality professional learning opportunities continued to strengthen and celebrate the NT's education workforce. The Little People, Big Dreams Conference, held in October 2025, welcomed around 350 participants for a day of inspiring keynote presentations, interactive workshops and networking.

Leadership capability was also prioritised through the Leaders' Summit, the department's premier leadership event held over 2 days in August 2025. Aligned with the theme *Leading Learning for Impact*, the summit focused on evidence based teaching of reading and mathematics, supporting the department's priority to lift academic outcomes across the NT.

Gapuwiyak School celebrates record workforce strength

Gapuwiyak School reached a significant milestone in 2026, recording its highest staff numbers to date with 72 staff on board at 12 March 2026. This includes 55 Yolngu staff, whose cultural knowledge, language and perspectives are central to delivering strong, culturally grounded learning for students in the East Arnhem community.

The milestone reflects the school's strong focus on learning, wellbeing and staff retention. To mark the achievement, staff came together for a collaborative professional learning session focused on student wellbeing, strengthening team connections and reaffirming shared values.

NT Government Young Aboriginal Educator Award winner

Elise Thornthwaite, from Milikapiti School, was named the Northern Territory Government Young Aboriginal Educator Award winner at the 2026 NT Young Achiever Awards, recognising her outstanding contribution to early childhood education. A proud Gamilaraay woman, Elise works as a preschool teacher and Families as First Teachers educator, delivering culturally responsive, respectful and engaging learning experiences.

At Milikapiti School, Elise leads culturally strong play-based programs that support school readiness while celebrating Tiwi culture. Through strong partnerships with Elders and local organisations, she strengthens family and community engagement, ensuring learning reflects community identity and pride. Elise's achievements were celebrated at the NT Young Achiever Awards gala dinner in April 2026.



Gapuwiyak School, East Arnhem region

4 CREATE PATHWAYS TO REAL JOBS

A. Reform secondary education, including a move away from standalone middle schools and increasing access in remote schools, to create better pathways to real and critical jobs.

B. Work with business, industry and the community to build the Territory's workforce in key industries including tourism, Defence, agriculture, gas and mining.

C. Deliver a high-quality and flexible vocational education and training system for all Territorians.

Reforming secondary education in the Northern Territory

Following acceptance of all 15 recommendations from the Review of Secondary Education in the NT, 2025–26 marked the transition from reform design to implementation. The Secondary Reform Program is delivering system-wide change to improve student engagement, completion and post-school pathways, with a focus on enabling students to complete the NTCET in their local communities.

In urban areas, progress was made in transitioning to comprehensive years 7–12 schools across Darwin, Palmerston and Alice Springs. From Term 1 2026, Dripstone Secondary College, Nightcliff High School, Sanderson High School, Rosebery Secondary School and Driver Secondary School started operating under expanded year levels, supported by workforce, infrastructure, curriculum and wellbeing initiatives. In 2026, these schools recorded higher enrolments for the new year than was projected. Darwin Middle School and Darwin High School amalgamated to form a comprehensive years 7–12 school, while Casuarina Senior College retained its years 10–12 structure. Transition planning continued in Alice Springs, and the new Alice Springs College will be established from the start of 2027. Full implementation across all schools is on track for completion by 2028.

The department is developing pathways through partnerships with Charles Darwin University and planning for industry colleges. In regional and remote areas, schools are expanding subject and pathway options and increasing access to vocational education and training opportunities. Distance education and regional delivery models are being strengthened to improve access and reduce reliance on interstate boarding.

Industry colleges

As part of the Northern Territory's secondary education reform agenda, the department commenced the design and development of an industry college model strengthening pathways from school into employment, apprenticeships, traineeships and further training. During the reporting period, early concept development and stakeholder engagement activities explored the integration of the Northern Territory Certificate of Education and Training (NTCET), vocational education and training (VET), workplace learning and stronger employer partnerships.

The department is also exploring a potential pilot initiative. Sanderson High School and the soon-to-be-established Alice Springs College have been identified as the first locations for the new colleges.



Palmerston Youth Skills Centre, Top End region



Aeroskills apprentice, Darwin region

VET in Schools delivery reform

During 2025–26, the department progressed reform of the Vocational Education and Training (VET) in Schools delivery model. A review of funding, governance and delivery arrangements across Australian jurisdictions identified opportunities to strengthen the NT approach and informed the development of a revised model to improve equity, transparency and strategic investment.

The revised model introduces a more contestable and equitable framework, providing public and private registered training organisations with equal opportunity to apply to deliver funded programs. It also strengthens alignment with workforce and economic priorities by directing investment towards qualifications linked to the NT Government's priority industries, including energy, Defence, agriculture, tourism and hospitality, and gas and mining, as well as occupations identified on the NT Skilled Occupation Priority List.

These reforms are designed to strengthen pathways from school to apprenticeships, traineeships, further education and employment, while supporting the development of a skilled workforce to meet the Territory's current and future economic needs.

VET for secondary students

Vocational Education and Training for Secondary Students (VETfSS) in the Northern Territory gives students in years 9–12 opportunities to undertake nationally recognised training while completing their secondary education and working towards the Northern Territory Certificate of Education and Training (NTCET). Through partnerships with registered training organisations (RTOs), industry and schools, students gain practical skills, workplace experience and pathways into employment, apprenticeships, traineeships and further education. Training is delivered across a broad range of priority industries including energy, Defence, agriculture, tourism and hospitality, gas and mining, supporting both student aspirations and local workforce needs.

The VETfSS program continues to play a significant role in improving student engagement, retention and school-to-work transitions across the Territory, particularly in regional and remote communities. As at 30 June 2026, there were 382 school-based apprentices and trainees, including 141 identified as female, 112 identified as First Nations Australians and 104 undertaking training in priority industries.

Northern Territory Certificate of Education and Training

The NTCET is a nationally and internationally recognised senior secondary qualification. Learners studying towards the NTCET study South Australian Certificate of Education (SACE) subjects and other learning recognised by the SACE Board of South Australia. The NTCET is awarded to students who complete years 11 and 12 in the NT by meeting prescribed study and assessment requirements, including minimum literacy and numeracy standards. Students undertake a mix of compulsory and elective subjects, with options for recognition of community learning, VET and apprenticeships, as depicted in Figure 3.

The NTCET enables students to gain the skills, knowledge and qualifications needed to enter the workforce. Through a combination of academic studies, VET and practical work experience, students develop industry-relevant competencies that enhance their employability. This can support a smooth transition from school to meaningful employment or further training, meeting both individual career goals and workforce demands in the NT.

In 2025, 1,543 secondary students completed the NTCET, of which:

- 1,047 were from government schools, including 186 Aboriginal students
- 811 qualified for an Australian Tertiary Admissions Rank (ATAR), including 498 from government schools. This included 81 students ranked at 90 or above, placing them in the top 10% in Australia
- of all NT students who qualified for an ATAR, 52 students who identified as Aboriginal qualified for an ATAR, including 26 from government schools
- 16 students in government schools were awarded 18 A+ merits
- 11 students in non-government schools were awarded 11 A+ merits
- 752 studied VET while completing their NTCET.

FIGURE 3: Studies that can contribute to an NTCET

SACE Stage 1 subjects	Subjects studied by students that are introductory-level courses that develop foundational knowledge and skills to prepare for Stage 2 subjects.
SACE Stage 2 subjects	Subjects studied by students that build on Stage 1 learning and are used to demonstrate advanced knowledge and skills.
VET certificates	Vocational education and training certification for students looking for hands-on learning, with nationally recognised industry qualifications.
School-based apprenticeships/ traineeships	Students combining Stage 1 or 2 subjects, paid employment and nationally recognised industry qualifications
Community learning	Learning undertaken and accredited outside the school that is recognised e.g. Bronze Award – Duke of Edinburgh

Skilling Territorians – vocational education and training (VET)

In 2025, the department supported 14,341 Territorians to undertake VET qualifications. This investment enabled people across the NT to upskill, enter the workforce or secure meaningful employment. Of those who completed their training in 2024, 88% were employed or pursuing further study.

The NT continues to lead the nation in VET participation, with 8.1% of residents aged 15 to 64 enrolled in a VET course in 2024 – the highest participation rate of any jurisdiction in Australia.

Aboriginal and Torres Strait Islander participants represented 39% of all funded VET participants. More than half of all funded VET participants were engaging in priority sector qualifications vital to the NT's economic growth, including Defence, agriculture, tourism and hospitality, gas and mining.

Under the Australian Government's Fee-Free TAFE program, 2,370 fee-free TAFE places were made available across the NT. These places have been fully subscribed, with 2,372 taken up as at 30 June 2026: 80% in remote and very remote areas and 9.4% in the construction sector.

Apprenticeships and traineeships

Apprenticeships and traineeships combine employment with training to build skills and deliver recognised qualifications, supporting workforce development and the NT economy. They enable individuals to earn while they learn and provide employers with a sustainable investment in future capability.

As at 30 June 2026, 1,101 employers supported 3,614 apprentices and trainees across the NT. Investment in skilling is directed towards key industry sectors, with 32% of all active apprentices and trainees employed in priority industry training areas.

The department continues to work closely with Charles Darwin University to strengthen training outcomes and align VET delivery with the Territory's workforce priorities. New performance measures, oversight and governance frameworks are being introduced to support improved outcomes for apprentices and trainees.

National Skills Agreement

The National Skills Agreement (NSA) is a 5-year agreement between the Australian and state and territory governments. Its purpose is to ensure the national vocational education and training system provides high-quality, responsive and accessible education and training to boost productivity and strengthen regional and remote skills and workforce initiatives. The NSA includes 7 Specific Policy Initiatives (SPIs): Closing the Gap, improved completions, the TAFE Centre of Excellence, the national TAFE network, VET data streamlining, access to foundational skills and measures to strengthen the VET workforce. Implementation plans were developed in consultation with stakeholders to outline the agreed actions and delivery arrangements between the Northern Territory and Australian governments for each of the 7 SPIs under the NSA. Implementation is now underway across all initiatives.

The NT VET sector contributed to a range of initiatives, including participation in the NSA Closing the Gap Partnerships and Shared Decision-Making framework, establishment of the NT Centre of Excellence for Regional and Remote Essential Care Services, and delivery of the VET Workforce Trainer and Assessor Scholarship Program.

NT VET Community of Practice

The Northern Territory Vocational Education and Training Community of Practice (VET CoP) is a strategic industry engagement initiative that supports skills development and workforce capability across the NT. Funded by the department and facilitated by the Independent Tertiary Education Council Australia, the VET CoP brings together public and private registered training organisations, First Nations providers and industry partners. Through collaboration, knowledge sharing and coordinated professional development activities, the VET CoP strengthens VET outcomes, aligns workforce development with NT priorities, and supports the development and retention of a skilled workforce.

Driver Secondary School celebrates National Careers Week

As part of National Careers Week in April 2026, Year 10 and 11 students from Driver Secondary School attended the Big Day In event in Darwin, taking part in an immersive industry experience.

The event brought together leading organisations, giving students direct exposure to the breadth of career opportunities in science, technology, engineering and mathematics (STEM). Through presentations, hands-on activities and conversations with industry professionals, students gained valuable insight into emerging career pathways and the skills shaping the future workforce.

New STEAM Centre opens at Katherine High School

In Term 3 2025, Katherine High School celebrated the opening of its new STEAM (science, technology, engineering, arts and mathematics) Centre, which will give students across the Big Rivers region access to a state-of-the-art learning facility. The centre combines refurbished buildings and new contemporary spaces and was designed to support innovative teaching and community-focused learning.

The project also created meaningful real-world learning opportunities, with a local construction company partnering with the school to offer hands-on construction experience through its student experience initiative. Students gained valuable industry exposure and transferable skills, helping them explore future career pathways.

Since its opening, the STEAM Centre has driven strong student engagement and is already supporting learning aligned with key regional industries, including agriculture, construction and Defence.

2025 NT Training Awards and Australian Training Awards recipients

The department's annual Northern Territory Training Awards recognise excellence and achievement across the NT's VET sector, including businesses, training organisations, apprentices, trainees and students. In September 2025, the awards celebrated its 70th year, marking a significant milestone for the sector. A highlight was Evie Rushforth being named the Austin Asche Apprentice of the Year (NT), reflecting the strength of NT industry-based training and workforce pathways. Evie said she feels really lucky to have found her passion in the skilled trades and to be living in the NT; it is the land of opportunity.

Award recipients and finalists then progressed to represent the NT at the Australian Training Awards, which recognise excellence in vocational education and training at the national level. The Australian Training Awards celebrate the contributions of apprentices, trainees, students, trainers, training providers and employers across Australia.

In December 2025, NT representatives achieved outstanding national recognition at the Australian Training Awards, including:

- Evie Rushforth – winner of the Apprentice of the Year Award
- Jade McGowan – runner-up, Australian Trainee of the Year Award
- NC Electrical & Air Conditioning Pty Ltd – bronze, Australian Apprenticeships Employer Award.



Katherine High School, Big Rivers region

Creating local career pathways at Milyakburra School

Milyakburra School is opening new pathways to employment for students through a pilot work experience program launched in 2026 in partnership with SeaLink. The initiative gives students hands-on exposure to real workplaces in their own community, helping them develop practical skills and confidence while learning about job roles. The program highlights how locally driven initiatives can create meaningful pathways from education to employment in remote communities.

Strengthening school-to-work pathways in the Barkly

Students in the Barkly region are benefiting from stronger pathways from school to employment through growing partnerships led by Tennant Creek High School, local businesses, Skills NT and Apprenticeships NT. Through school-based apprenticeships and traineeships (SBATs), students are gaining valuable hands-on industry experience while developing skills aligned with local workforce priorities.

In 2025–26, opportunities were further expanded through the Business Beyond the Bitumen program, which connected students with local enterprises. Through training and industry engagement activities, students learned about local businesses, workforce opportunities and the role of mentoring in organisations while exploring pathways into school-based apprenticeships and traineeships.

A highlight was the student-led Sip and See Juno event, held on 31 July 2025 at the Barkly Juno Skills Centre, where students showcased their hospitality skills, engaged with local employers and demonstrated the outcomes of their training.



Palmerston Youth Skills Centre, Top End region

5 IMPROVE STUDENT WELLBEING

A. Expand student wellbeing programs and resources, including more school-based counsellors.

B. Strengthen special education schooling and inclusion support across schools.

C. Implement free swimming lessons in schools.

Building a sustainable wellbeing and inclusion workforce

The department continues to invest in a strong and sustainable workforce to support student wellbeing and inclusive education across NT government schools. Guided by the Student Wellbeing and Inclusion Programs and Services (SWIPS) allied health professional workforce implementation plan, this work focuses on building local capability, strengthening workforce pathways and enhancing service delivery.

Key activities undertaken in 2025–26 to grow the workforce include:

- refining priority recruitment campaigns to expand and optimise the use of digital media featuring our employees to better connect with job seekers
- participating in university career expos to promote SWIPS allied health professional workforce to strengthen engagement with prospective students and emerging professionals
- improving job application and offer processes, including submissions to the Office of the Commissioner for Public Employment for instruments that support register-of-interest hiring
- job review and design to enhance job entry, career progression and retention of workforce
- obtaining approval as a registered provider of Commonwealth-funded psychology internships, further building on current arrangements to provide professional supervision to tertiary students enrolled in allied health degrees during placement with the department
- partnering with universities to support student placement opportunities, strengthen professional supervision arrangements, and build local workforce pathways into allied health and wellbeing roles within the department.

School-based counsellors

Qualified school counsellors support student wellbeing, inclusion, engagement and attendance across NT government schools through evidence-based interventions.

The school-based counsellor model commenced in September 2025. At 30 June 2026, 12 counsellors and 3 team leaders were operating across 13 NT government schools, supporting 8,618 students. Counsellors are based in schools and supported by experienced team leaders who provide professional supervision and oversight. The model will continue to expand to increase access to counselling and wellbeing support.

The department has also partnered with CDU to support workforce development through tertiary student placements. In Semester 1 2026, 7 social work students, including 2 from Flinders University, completed placements with the department. This initiative complements the work of multidisciplinary wellbeing teams, including social workers, psychologists, senior teachers, occupational therapists, speech pathologists and positive behaviour coaches, who provide coordinated support to students across NT government schools.



Kintore Street School, Big Rivers region

Inclusive education

Inclusive education ensures all students can access education on the same basis as their peers, while maximising school attendance and social engagement, emotional development and learning outcomes.

During 2025–26, Student Wellbeing and Inclusion multidisciplinary teams continued to support schools to strengthen inclusive education and enable students to access education on the same basis as their peers. Through specialist advice, professional learning and coaching, the teams helped build the capability of teachers and school staff in disability adjustments, wellbeing and trauma-informed practice, and positive behaviour support. During the reporting period, the Student Wellbeing and Inclusion workforce comprised 112 service-based positions that provided professional practice support, training, advisory services and intake functions to schools.

At year end, planning had progressed well for the new Palmerston Secondary Special Education School, a purpose- built facility designed to provide an inclusive learning environment for up to 200 students in years 7–12. The school is proposed to feature 25 classrooms, VET buildings and a pool. By 30 June 2026, the concept design phase was complete, and the tender for a contractor to finalise detailed design and build the school was released (on 12 June 2026). Construction is scheduled for completion in quarter 4 2028, with the school expected to open for Term 1 2029.

Free swimming lessons for all primary school children

In 2026, the NT Government's Swimming in Schools program entered its second year, supported by a $3 million investment to provide free swimming and water safety lessons to all students in years 1–6 at government and non-government schools. The School of Sport Education (SSENT) coordinates the program and helps schools with practical guidance and local delivery solutions.

In 2025, a total of 17,899 students from 160 schools participated in the program, including 130 government and 30 non-government schools. A total of 7,803 students achieved Swimming and Water Safety Benchmark 1, while 843 students achieved Benchmark 2. Delivery was supported by strong partnerships, dedicated school staff and more than 20 NT based providers delivering nationally accredited swimming and water safety education aligned with the NT curriculum.

Swimming and water safety education remains an important component of the health and physical education learning area, supporting lifelong safety, wellbeing and engagement in education and aligning with the department's broader commitment to increase school attendance and participation in education and training.



Wanguri Primary School Swimming, Darwin region

Celebrating leadership in disability inclusion

The department was proudly recognised at the 2025 NT Disability Inclusion Awards, which celebrate innovation and commitment to improving outcomes for Territorians with disability. This recognition at the awards highlighted our strong focus on inclusive education and empowering student and community voices. The SWIPS Student Advocacy Services team was named a finalist in the Excellence in Advocacy and Empowerment category for their work in amplifying student voice and supporting positive educational outcomes for students with disability.

The Mimik-Ga FaFT program also received significant recognition, earning nominations in both the Inclusive Communities Award and the Excellence in Education and Employment Award categories. These nominations reflect the program's meaningful impact on strengthening inclusion, engagement and opportunity for children and families across the NT.

Strengthening student wellbeing through positive behaviour support

Schools across the NT are strengthening student wellbeing and engagement through School-wide Positive Behaviour Interventions and Supports, delivered in partnership with MTSS Australia. The initiative provides high-quality professional learning, expert coaching and ongoing support to help schools build inclusive, consistent and positive learning environments.

Following the 2025 rollout, 31 schools participated in Tier 1 implementation. School leaders reported improvements in school culture, consistency of practice and student outcomes, with evidence of increased student engagement, improved behaviour during key transition periods and reductions in behaviour incidents. Schools also continued to strengthen whole-school approaches to positive behaviour and progress planning for additional tiers of support.

Creating focused and safe learning environments

Before the commencement of the 2026 school year, the department took a significant step forward in strengthening student wellbeing, safety and learning across NT government schools by introducing clear, evidence-based reforms designed to help students thrive.

New arrangements around not using mobile phones and smart devices in schools aim to create calmer, more focused classrooms. By reducing digital distractions during the school day, schools are supporting stronger engagement, improved learning outcomes and positive wellbeing.

The department also reaffirmed the importance of shared values, community connection and restoring national pride by developing a mandatory policy that both verses of the Australian National Anthem are performed at school assemblies and special events. This strengthens a sense of respect, belonging and collective identity in our school communities.

Complementing these initiatives, the department launched the Territory Day in Schools initiative, a multi-year program that encourages students to explore and celebrate what it means to be a Territorian through learning, creativity and student voice, strengthening connection, belonging and pride in the NT.



Kintore Street School, Big Rivers region

6 ENABLERS

A. Building capability in the early years, education and training workforce to deliver contemporary, best-practice services.

B. Developing a contemporary digital solution that reduces administration and supports schools.

C. Continuing resourcing and service delivery reform within the early years, education and training system.

Modernising digital systems to support schools

Through major reforms to student management systems and the replacement of legacy platforms, the department is reducing administrative burden, improving data quality and enabling more effective, student centred decision-making. These multi-year projects remained in active delivery during 2025–26, with phased implementation continuing over the coming years.

The Beyond SharePoint program is replacing the department's legacy SharePoint 2010 environment with modern, user-friendly platforms. This includes redeveloping the education intranet and replacing 'SchoolCentral', improving communication, supporting legislative record-keeping requirements and reducing technical risk. The program comprises 2 major projects and several supporting initiatives, including decommissioning and archiving legacy infrastructure and data.

The Education Management Transformation Program (EMTP) commenced in 2024 as a major reform to modernise student administration and management systems across NT government schools. Delivered in partnership with the Department of Corporate and Digital Development, the project aims to deliver a student-centred solution that strengthens enrolment, attendance and wellbeing support through improved data quality and integration. Shaped by extensive engagement with schools and corporate staff, EMTP brings together 6 interconnected initiatives to replace ageing systems and improve the way student information is captured and used. At the centre of the reform is the development of a new education management system that will provide a comprehensive, real-time-view of each student's education journey and deliver a more intuitive experience for schools, teachers and families.



Strategic Workforce Plan 2026–2028

In 2025–26, the department progressed development of its first whole-of-agency Strategic Workforce Plan, which will establish a framework to strengthen, support and grow its workforce. Aligned to the department's strategic priorities and the Northern Territory Public Sector Workforce Strategy, the proposed plan focuses on attracting, developing and retaining a skilled workforce, enhancing systems and ways of working, and fostering a positive workplace culture. The plan will provide a foundation for future workforce initiatives that will support the delivery of high-quality education outcomes across the NT.



Top End region

School Resourcing Model

The School Resourcing Model, a student needs-based funding model, is under continuous refinement to improve the distribution methodology to meet the NT context and diverse needs of all students, support schools to deliver their annual school improvement plans, while contributing to system strategic deliverables.

School funding reform follows the principles of equity, efficiency, transparency, simplicity, consistency and certainty.

Outcomes from the 2026 school funding reform program include:

- finalisation of the remaining recommendations from the Review of Effective Enrolment
- secondary reform program – transitional arrangements provided to schools as part of the implementation of the secondary reform for urban secondary schools
- facility funding – indexation and targeted funding has been provided to school facility funding to address increased costs and maintain schools' purchasing power
- in addition to indexation of school funding, base funding was increased by $250 per head to support schools to implement the school improvement priorities
- streamlining back-to-school and swimming in schools program funding.

School community voices

The annual NT School Survey gives school staff, students and their families an opportunity to share their views on school performance, culture and services in NT government schools.

In 2025, the People Matter survey, which surveys employees of the Northern Territory Public Sector every 2 years, coincided with the NT School Survey. To reduce the administrative burden on school staff and support engagement with the People Matter survey as a source of valuable workforce insights, the department did not run the NT School Survey for school staff in 2025.

Following several years of increasing participation, survey engagement remained strong in 2025. Student participation reached its highest level since the survey commenced in 2015 and parent/carer participation also remained high.

Overall, the 2025 survey results were positive, with all student and parent questions recording stable or improved aggregate responses compared with those in 2024, with no declines across 34 student and 31 parent questions.

In 2025, 142 government schools participated

9,418 **students**
47% of students in years 5–12 responded (+168 from 2024)

5,472 **parents/carers**
(+226 from 2024)

NT results show[10]

78%
of students planned to progress through school and finish Year 12, an increase of 2 percentage points (ppt), compared with 2024

67%
of students reported feeling safe at school, an increase of 4 ppt compared with 2024

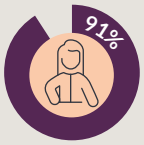
88%
of students felt they had good friends that they care about, stable with 2024

Teacher–student relationships

'Teachers have high expectations for our students'



of students agreed, same as in 2024



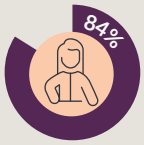
of parents agreed, an increase of 2 ppt compared with 2024

Shared vision and voice

'Our schools look for ways to improve'



of students agreed, an increase of 3 ppt compared with 2024



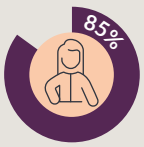
of parents agreed, an increase of 3 ppt compared with 2024

Positive learning environment

'Our schools value the language and cultural background of all students'



of students agreed, an increase of 5 ppt compared with 2024



of parents agreed, an increase of 3 ppt compared with 2024

The survey results help inform school and system improvement planning, such as establishing a basis for setting targets, measuring progress and evaluating schools' improvement efforts. In 2025, most schools used school survey data when setting student improvement targets in their annual school improvement plan (ASIP).

10 Participants are asked to rate each item on a 5-point Likert scale, from strongly disagree to strongly agree. 'Positive response rates' are the proportion of participants who responded agree/strongly agree, conveyed as a percentage.












Sophie Fellows, The Essington School
RETURN TO CRAFT | *IMPERFECT EXPRESSION 2025*
Clay, underglaze, glaze

Working together

Emergency management

During 2025–26, the department delivered significant emergency management operations, coordinating multi-agency responses across all 6 NT regions between November 2025 and March 2026.

In response to Tropical Cyclone Fina in late November 2025, the department supported the whole-of-government emergency effort by activating 23 emergency shelters across the Top End and Darwin regions. Approximately 920 people were sheltered and supported, with around 220 staff deployed, including school-based and corporate staff, as well as external shelter and security partners.

From 21 February 2026, the department continued its support during flooding and Tropical Cyclone Narelle, activating 17 emergency shelters across all regions. During this period, approximately 1,420 people were supported, with around 310 staff deployed to assist at shelters, respond in schools, support Welfare Group activities led by the Department of Children and Families and establish 14 pop-up schools.

Across these events, 53 schools were temporarily closed. Where closures extended beyond one to 2 days, pop-up schools and alternative learning arrangements were established to minimise disruption to student learning. Many services were delivered by staff who were themselves affected by the emergencies.

Recovery priorities included supporting staff and student wellbeing, restoring full school operations and addressing significant infrastructure damage – particularly in communities like Nganmarriyanga, where schools and staff housing were heavily affected by flooding. The department will continue to partner with whole-of-government agencies to assess damage, deliver repairs or rebuild works, and implement interim education solutions that support ongoing learning and recovery.

Closing the Gap

The department is driving improved outcomes for Aboriginal Territorians. Work to boost literacy and numeracy, raise school attendance and strengthen pathways to employment is supported by initiatives such as Remote Aboriginal Teacher Education (RATE) and the development of a whole-of-agency Strategic Workforce Plan to grow Aboriginal employment and embed cultural responsiveness.

Culturally responsive early childhood and wellbeing supports are also a priority, including a co-designed response with Aboriginal Peak Organisations of the Northern Territory (APONT) to the FaFT evaluation. This work aims to strengthen and improve the consistency and quality of program delivery across sites, including trialling a new model that may be led by Aboriginal Community Controlled Organisations.

This work aligns with the NT Government Aboriginal Affairs Framework 2026–2028 and contributes to key priorities under the National Agreement on Closing the Gap and broader NT Government priorities.

Youth Voice Peak Group

The department is committed to ensuring students have a strong voice in decisions that affect their education. Through the Youth Voice Peak Group, students are provided with opportunities to share their perspectives, contribute to policy development and help shape the future of education in the NT.

In 2025, the group brought together 16 students from 10 government and non-government schools across the NT, with representation from all regions. Students contributed feedback on Respectful Relationships Education, sustainability initiatives, secondary education reforms and other emerging policy areas. These opportunities strengthened student participation in decision-making and reinforced the department's commitment to placing learners at the centre of education reform.



Wugularr,
Big Rivers Region



Sanderson High School, Darwin region

Leaders of Tomorrow

The department continued to support Aboriginal student leadership and aspiration through the Leaders of Tomorrow program, which provides high-achieving Aboriginal secondary students with opportunities to build leadership capability, engage with universities and industry, and explore future education and career pathways.

Participants took part in leadership and personal development activities, workshops, forums, work placements and collaborative projects, while also strengthening their voice on issues affecting Aboriginal students and communities. In 2025, the program included 23 Aboriginal secondary students from 4 NT government schools and supported the development of networks across the NT.

NT Learning Commission

The department supported student voice through the Northern Territory Learning Commission, giving students a direct role in improving their education. Students used data and evidence to identify priorities and recommend practical ways to improve learning in their schools.

In 2026, the commission adopted a regional student voice model to better reflect the different needs, experiences, and priorities of communities across the Northern Territory. Students participated in workshops, discussions and planning sessions, sharing their perspectives, and helping shape decisions that affect their learning.

In 2025, the NTLC engaged approximately 470 students from 49 government primary and secondary schools. In 2026, 401 students from 35 schools participated in the program.

Clontarf and Stars foundations

Delivered in partnership with the department, these programs work closely with Aboriginal students, their families and host schools to increase attendance, engagement and retention. A strong focus is placed on supporting students to complete Year 12 and achieve the NTCET, while also assisting students to transition into further education, training or employment.

In 2025, Clontarf programs operated in 18 government schools and Stars programs operated in 19 government schools. A total of 144 students participating in these programs completed Year 12, with 82 students through the Clontarf Foundation and 62 students through the Stars Foundation.

Infrastructure

Minor works program

The 2025–26 minor works approved program budget was $37.857 million. This included NT funding, Australian Government funding and school funding. The program has delivered upgrades to government schools and included:

- Areyonga School – playground equipment upgrade
- Tennant Creek Primary School – shade structure over basketball court
- Maningrida Education Centre – installation of PA system
- Pularumpi School – roof replacement
- MacFarlane Primary School – playground upgrade.

The repairs and maintenance program was $38.538 million.

Capital works program

The approved 2025–26 capital works program was $32.604 million and included:

- Casuarina Street Primary School – central mechanical plant
- Driver Primary School – upgrade 'kiss and go' zone
- Katherine High School – construction of STEAM Centre
- Parap – construction of new preschool.

The Department of Logistics and Infrastructure 2025–26 capital works program also included a project for critical infrastructure replacement, with $4.782m allocated to school projects.

Investing in skills and opportunity through the Katherine Technical Trades Training Centre

Planning is underway for a new, purpose-built Katherine Technical Trades Training Centre, representing a major investment in vocational education and local workforce capability for the region. Supported through the National TAFE Technology Fund Agreement, the centre will deliver modern, industry-focused training aligned to workforce priorities, strengthening pathways from school to training and employment.

A key milestone was reached in December 2025, when Charles Darwin University confirmed the centre's relocation to a highly accessible site on Grevillea Road in Katherine town, between Katherine High School and MacFarlane Primary School, strengthening connections between schools and post school pathways. The NT Government's intention to gift the land to CDU reflects a strong commitment to the centre's long-term success.

Safer school access delivered at Driver Primary School

Driver Primary School welcomed a new 'kiss and go' zone at the start of Term 2 2026, providing safer and more efficient drop-off and pick-up arrangements for its school community. Designed to benefit nearly 500 students, the upgraded layout features a single direction cul-de-sac that reduces congestion and improves traffic flow, enhancing safety and accessibility for families, staff, visitors and nearby residents. A new shade structure linked to the undercover basketball court further improves the space, offering year-round protection from sun and rain.



Investing in our new secondary schools

The department is making targeted investments in school infrastructure to support the 5 new secondary schools established in 2026. These schools are part of the government's move away from the middle years model and the investment ensures they are fit-for-purpose and able to deliver a full senior years curriculum and vocational education and training programs.

Priority infrastructure works delivered in 2025–26 included:

- a new VET construction area at Nightcliff High School
- upgraded VET spaces at Nightcliff High School
- a new VET hair salon at Sanderson High School
- upgraded VET spaces at Sanderson High School.

These initiatives demonstrate the department's commitment to proactive planning, high-quality learning environments and clear pathways from school to further education and employment.

Employee health, safety and wellbeing

In line with the NT *Work Health and Safety (Uniform National Legislation) Act 2011* and the Public Sector Employment and Management Act, the department remains committed to ensuring safe and healthy workplaces for all staff, as well as supportive learning environments for students.

A variety of initiatives were undertaken during 2025–26, including:

Annual influenza vaccination program

Free influenza vaccinations are made available to all NTPS employees. At year end, 1,396 staff from across the department received their vaccination through the program.

Safety Management Policy

The department has a responsibility to provide safe working and learning environments and has a documented safety management system. The department is committed to managing it proactively, based on effective communication and on assessing, eliminating and minimising hazards and risks.

To achieve this, the department:

- encourages consultation and effective communication between people in charge of a workplace, workers, contractors, unions and other affected parties
- complies with legislative requirements and current industry standards
- provides appropriate health and safety training and instruction to everyone in the workplace
- consults with and supports workers in the operation of the safety management system
- provides appropriate procedures to manage safety in the workplace
- integrates safety management into all systems and areas of the workplace.

Reportable work health and safety (WHS) incidents

In 2025–26, there was a total of 1,266 reportable WHS incidents. Table 8 below provides a breakdown of the nature of these reports and a comparison with 2024–25. The increase in incidents is partly attributable to the response to the national recall of children's decorative coloured sand in November 2025 after trace amounts of asbestos were identified in some products. Increased awareness of reporting requirements following the rollout of the new Safety Management Policy may also have contributed to the increase. However, the department continues to work with all staff to ensure workplaces are safe and to minimise the risk of incidents occurring.

Table 8: Reportable WHS incidents

Count of mechanism group Mechanism group	**2025–26**	**Variance**
Being hit by moving objects	551	9
Biological factors	2	-1
Body stressing	51	3
Chemicals and other substances	105	96
Falls, trips and slips of a person	158	4
Heat, electricity and other environmental factors	15	5
Hitting objects with a part of the body	55	13
Mental stress	137	76
Sound and pressure	2	0
Vehicle incidents and other	190	30
Total	**1266**	**235**

Performance against the NT Budget Paper No. 3

The department's performance against the key performance indicators as published in the 2026–27 NT Budget Paper No. 3 is below.

Early childhood education and care

This output group covers early childhood education and care–approved services that meet or exceed the National Quality Standard. The department provides strategic advice, support and regulatory oversight for early childhood education and care services and delivers targeted, integrated programs that strengthen families and give children a strong start in life.

In 2025–26, the proportion of approved services with a quality rating meeting the National Quality Standard or higher exceeded the target. The 2026–27 target has been aligned with the Safe Start, Strong Futures plan target to strengthen Quality Education and Care NT to ensure alignment with priorities and to enhance regulatory oversight.

Table 1: Early childhood education and care – Budget Paper No. 3 key performance indicator

Indicator	2025–26 Target	2025–26 Actual	2026–27 Target
Early childhood education and care services			
Proportion of approved services with a quality rating meeting National Quality Standard or higher[11]	≥ 83%	84%	≥ 85%

11 Measure introduced for 2025–26 based on Australian Children's Education and Care Quality Authority (ACECQA) ratings.

Preschool enrolment and attendance

The department delivers early years programs prior to full-time school to support school readiness and transition to school. Preschool is an important stage of children's learning and development, and the department encourages and promotes preschool enrolment and attendance.

In 2025–26, preschool enrolment and attendance for both Aboriginal and non-Aboriginal children fell short of the target. Enrolment patterns continue to be influenced by broader demographic shifts, including population changes, movement between education sectors and parental preference for preschool options based on long daycare. The Northern Territory has experienced a sustained decline in the population of children aged 0 to 5 years, contributing to lower projected enrolments.

Table 2: Preschool enrolment and attendance in government schools – Budget Paper No. 3 key performance indicators

Indicator	2025–26 Target	2025–26 Actual	2026–27 Target
Government education			
Total preschool student enrolments[12,13]	2,800	2,746	2,700
Aboriginal preschool student enrolments[12,13]	1,200	1,145	1,150
Preschool attendance rate:[14]			
– non-Aboriginal	≥88%	87%	≥88%
– Aboriginal	≥53%	51%	≥53%

12 Enrolment numbers are sourced from the Age Grade Census and are not comparable to attendance rates. Enrolments will vary due to multiple factors, including population migration and family choice of education sectors.
13 Territory children may be enrolled in approved preschool programs outside the government sector, including in long daycare settings.
14 Average attendance rate across the school year.

Primary and secondary student enrolment and attendance

Both government school primary and secondary student enrolment targets were not met in 2025–26. Total enrolments were close to expectations with only a slight shortfall (17 enrolments, 0.1%). Aboriginal enrolments fell short of the target by 215 enrolments (1.6%). Many factors affect predicted student numbers, such as changes in population growth and the movement of students between government and non-government schools.

The non-Aboriginal student attendance rate was steady from the previous year but fell slightly below target. The Aboriginal student attendance rate fell short of the target, and there was a further 1 percentage point decline on the 2024–25 result (56%). Priorities set out in the strategic plan 2025–2028 aim to raise school attendance and hold parents accountable. Significant effort continues to be invested in improving enrolment and attendance through enhanced family and community engagement.

Table 3: Primary and secondary student enrolment and attendance in government schools – Budget Paper No. 3 key performance indicators

Indicator	2025–26 Target	2025–26 Actual	2026–27 Target
Government education			
Total primary and secondary student enrolments[12]	29,400	29,383	29,400
Aboriginal primary and secondary student enrolments[12]	13,200	12,985	13,100
Primary and secondary attendance rate:[14]			
– non-Aboriginal	≥86%	85%	≥88%
– Aboriginal	≥60%	55%	≥60%

12 Enrolment numbers are sourced from the Age Grade Census and are not comparable to attendance rates. Enrolments will vary due to multiple factors, including population migration and family choice of education sectors.

14 Average attendance rate across the school year.



Tennant Creek Primary School, Barkly region

National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN is an annual, nationwide assessment for students in years 3, 5, 7 and 9 on literacy and numeracy skills that are critical for success in school and later life. NAPLAN provides a consistent measure in these key areas over time and allows comparison at an individual, school cohort and national level.

For the Budget Paper No. 3 key performance indicators, the department sets NAPLAN targets to increase the proportion of NT students achieving strong or exceeding proficiency levels and to decrease the proportion in the 'Needs Additional Support' proficiency level.

None of the 10 targets were met, with the results reflecting the diverse makeup of the NT student population and varying levels of community socio-educational advantage in the NT. The proportion of students in the 'strong' or 'exceeding proficiency' levels was below target for both the Aboriginal and non-Aboriginal cohorts in reading and numeracy. The proportion of students in the 'needs additional support' proficiency level remained higher across the 3 NT levels of remoteness for reading and numeracy. Improved participation in the 2025 NAPLAN assessments resulted in a more representative sample of the student population, including students from remote and very remote communities who experience higher levels of educational disadvantage.

The department's commitment to improving student achievement is through the Boosting Literacy and Numeracy Plan, launched in June 2025. This initiative focuses on delivering a consistent, system-wide, evidence-based approach to explicit instruction, with implementation progressing across all schools. The plan is embedded within school improvement priorities for 2026 and 2027, ensuring all schools align with this commitment and strengthen teaching practice through the implementation of the NT Teaching and Learning Model, with the aim of improving literacy and numeracy outcomes for all students.

Table 4: NAPLAN student proficiency standards in government schools – Budget Paper No. 3 key performance indicators

Indicator	2025–26 Target	2025–26 Actual	2026–27 Target
Government education			
NAPLAN – Proportion of students who achieved strong or exceeding proficiency levels:[12]			
Reading – non-Aboriginal students	≥ 61%	58%	≥ 59%
Reading – Aboriginal students	≥ 17%	12%	≥ 13%
Numeracy – non-Aboriginal students	≥ 55%	54%	≥ 55%
Numeracy – Aboriginal students	≥ 13%	9%	≥ 10%
NAPLAN – Proportion of students whose results indicate they need additional support:[15]			
Reading – outer regional students	≤ 16%	20%	≤ 19%
Reading – remote students	≤ 34%	38%	≤ 37%
Reading – very remote students	≤ 74%	81%	≤ 80%
Numeracy – outer regional students	≤ 16%	18%	≤ 17%
Numeracy – remote students	≤ 34%	39%	≤ 38%
Numeracy – very remote students	≤ 74%	82%	≤ 81%

12 Enrolment numbers are sourced from the Age Grade Census and are not comparable to attendance rates. Enrolments will vary due to multiple factors, including population migration and family choice of education sectors.

15 The National Assessment Program – Literacy and Numeracy (NAPLAN) results are volatile year to year. Measures are derived from national NAPLAN proficiency standards.

Senior years achievement

NTCET is the main senior secondary school qualification awarded to students who successfully complete high school studies (years 11 and 12, or equivalent) in the NT. Attainment rates are based on the number of students who completed the NTCET as a proportion of Year 12 students enrolled at the start of the school year (Term 1 Week 4).

The number of students attaining an NTCET target and the corresponding attainment rate target for Aboriginal students were both exceeded in 2025–26, while the non-Aboriginal results fell short of the targets. While the target was not met, comparing the actual results between 2024–25 and 2025–26, the number of NTCET completers increased for non-Aboriginal students (by 60 or 7.5%).

The 2026–27 targets set for the following year represent a continued focus on strengthening outcomes across both cohorts, with particular emphasis on further improving Aboriginal attainment.

Table 5: Senior years achievement in government schools – Budget Paper No. 3 key performance indicators

Indicator	2025–26 Target	2025–26 Actual	2026–27 Target
Government education			
Students attaining an NTCET:[16]			
– non-Aboriginal[17]	873	861	783
– Aboriginal[18]	162	186	208
NTCET attainment rate:[19]			
– non-Aboriginal	≥ 86%	84%	≥ 86%
– Aboriginal	≥ 37%	42%	≥ 38%

16 Number of students who successfully attained an NT Certificate of Education and Training (NTCET).
17 The decrease in the 2026–27 target reflects a lower proportion of non-Aboriginal students in the Year 12 starting cohort, noting overall cohort size remains largely consistent with the previous year.
18 The variation in 2025–26 is primarily due to a higher-than-anticipated NTCET attainment rate for Aboriginal students, and the increase in the 2026–27 target reflects a higher proportion of Aboriginal students in the starting Year 12 cohort.
19 The NTCET attainment rate is based on students attaining an NTCET as a proportion of Year 12 students enrolled at the start of the school year.



Tennant Creek High, Barkly region

Training and higher education

The skill requirements of the NT economy are met through a responsive training and higher education sector that aligns with the needs of Territorians and NT employers. This is achieved by administering a high-quality and flexible vocational education and training system for all Territorians, and by providing strategic advice and funding to Charles Darwin University and Batchelor Institute of Tertiary Education to support a strong and responsive higher education sector in the NT.

There were mixed training and higher education results in 2025–26. Both NT government and non-government school Certificate II to Certificate IV completion targets and the proportion of Aboriginal apprentice and trainee targets were all exceeded. Initiatives under the National Skills Agreement – particularly Closing the Gap, foundation skills and improved completion rates – are expected to continue to increase Aboriginal student participation over time.

NT apprenticeship and trainee commencements, however, were below target. This is consistent with the national decline in apprenticeship and traineeship commencements and is largely attributable to Commonwealth employer subsidies being scaled back and increasingly targeted to a smaller set of priority occupations.

The VET graduates in employment or further study measure references published data from the National Centre for Vocational Education Research (NCVER). This data is captured as part of NCVER's annual Student Outcomes Survey. Survey data for a year refers to the cohort of students that graduated the year before. This measure was modified by NCVER to capture graduates aged 15 to 64, replacing the graduates aged 20 to 64 previously reported.

Table 6: Training and higher education – Budget Paper No. 3 key performance indicators

Indicator	2025–26 Target	2025–26 Actual	2026–27 Target
Training and higher education			
Government school students who completed a Certificate II, III or IV qualification	441	571	580
Non-government school students who completed a Certificate II, III or IV qualification	315	350	320
Apprenticeship and traineeship commencement	2,450	2,187	2,250
Apprentices and trainees – Aboriginal or Torres Strait Islander	≥ 30%	33%	≥ 33%
VET graduates in employment or further study (aged 20–64)[20]	≥ 90%	94%	n/a
VET graduates in employment or further study (aged 15–64)[21]	N/A	85%	≥ 85%

20 Previous measure using 20–64-year-olds. The previous measure is no longer available.
21 Revised measurement methodology based on the age group of 15–64 years old, replacing the previous measure using 20–64-year-olds.



Non-government schools

The department continued to work closely with the non-government education sector to provide education choice for families and communities. In 2025–26, the department:

- regulated 44 non-government schools to deliver education to 11,471 students
- provided $54.7 million in NT Government funding through payments for students, capital infrastructure, boarding schools, back-to-school payments and remote preschools
- distributed $278.4 million in Australian Government funding to non-government schools.

The 2025–26 non-government school enrolments targets for both overall and for Aboriginal students were exceeded. In 2025–26, the attendance rate for non-Aboriginal and Aboriginal cohorts was short of the target by 2 percentage points.

The NTCET attainment number targets for non-Aboriginal and Aboriginal students were both exceeded in 2025–26. Beginning in 2026, students from Northern Territory schools awarded a Victorian Certificate of Education (VCE) will also be included in the attainment number.

Table 7: Primary and secondary years education in non-government schools – Budget Paper No. 3 key performance indicators

Indicator	2025–26 Target	2025–26 Actual	2026–27 Target
Non-government education			
Total primary and secondary student enrolments[12]	11,200	11,252	11,200
Aboriginal primary and secondary student enrolments[12]	2,800	2,950	2,800
Primary and secondary student attendance rate:[14]			
– non-Aboriginal	≥ 90%	88%	≥ 91%
– Aboriginal	≥ 62%	60%	≥ 62%
Students attaining an NTCET:[22]			
– non-Aboriginal	392	421	491
– Aboriginal[23]	61	75	80

12 Enrolment numbers are sourced from the Age Grade Census and are not comparable to attendance rates. Enrolments will vary due to multiple factors, including population migration and family choice of education sectors.
14 Average attendance rate across the school year.
22 The 2026–27 targets include NT school students completing a Victorian Certificate of Education.
23 The variation in 2025–26 is primarily due to a higher-than-anticipated number of Aboriginal students in the starting Year 12 cohort.



Palmerston Youth Skills Centre, Darwin region


VEGEMITE

03.
Governance

Darwin Visual Arts Award Winner

Natasha Lee, Darwin High School
INHERENT | *INTERTWINED THREADS OF CULTURE 2025*
Oil paint on canvas

Education and Training Executive Board

The Education and Training Executive Board (the board) is the most senior decision-making group in the department's governance structure. The board supports the Chief Executive in prioritising, monitoring and decision-making across the department's strategic portfolio of work.

Membership of the board comprises senior leaders from across the department and a set of standing advisors to support them.

Committees

The board has established 7 committees to align the department's work with its strategic direction, reform priorities and legislative requirements. Through delegated functions, these committees support strong governance and leadership across key strategic, reform and operational areas, making decisions within their defined roles and responsibilities and delegations.

Committee membership consists of suitably skilled executive staff and external members where appropriate. All committees, subcommittees and advisory groups are required to operate in line with the responsibilities and requirements set out in their terms of reference.

FIGURE 4: As of 30 June 2026, the committees were:

Board	Education and Training Executive Board (the board)						
Committee	**Audit and Risk**	**Strategic Workforce**	**Resource and Budget**	**Projects and Reforms**	**Information Management**	**Emergency and Incident Management**	**Continuous Improvement**
Committee functions	Provide strategic advice and support the Chief Executive and board in fulfilling their responsibilities as they relate to strategic risks, internal audit, financial accountability, compliance, and risk management controls for the department. Oversee and review the internal audit function and monitor the effectiveness of the internal control structures for risk. Review the appropriateness of, and compliance with, audit and risk policies of the department.	Engage and build an expert workforce that embodies the values of the department and is responsive to the priorities of the board and government. Coordinate an effective cross-government partnership and ensure that partnership delivers on the needs and priorities of the department. Monitor performance data relating to workforce metrics, Aboriginal workforce targets, culture and capability development of department staff.	Set the strategic direction and oversee the department's internal and external budget processes for government and non-government schools, allocations and savings strategies to meet obligations to the NT and Australian governments. Oversee financial controls and measures, monitoring the department's financial performance and compliance obligations.	Progress strategic reform and priority projects as directed by the board or proposed by the committee and approved by the board. Manage the reform portfolio and ensure the timely and coordinated delivery of the department's priorities. Apply evidence, identifying key issues and defining system responses to reform priorities for recommendation to the board.	Set the strategic direction for technology, information and data systems for delivery by Department of Corporate and Digital Development (DCDD) partners and the department, including project prioritisation. Oversee major technology and data projects and policies, including the Information Management Framework, delivered by DCDD and the department.	Oversee and regularly review the department's emergency management framework, policy and practice, ensuring an appropriate level of preparedness to ensure effective management in a declared emergency situation. In times of declared emergency, coordinate the department's response.	Embed a focus on continuous quality improvement in the operations of the department. Monitor the department's operations to ensure compliance with policy, legislation and best-practice. Identify opportunities for operational improvements through the development of new practices, policies, curricula and support mechanisms.

NT education independent statutory bodies

Within the Northern Territory education system there are 3 independent statutory bodies responsible to the Minister for Education and Training.

The Teacher Registration Board (TRB) is a regulatory body established under the Teacher Registration (Northern Territory) Act to ensure that only persons who are fit and proper, appropriately qualified and competent to teach are employed as teachers in the NT. The TRB registers teachers and monitors the continuing competence of teachers in the NT.

The NT Board of Studies (NTBOS) is established under the NT Education Act. The NTBOS provides advice to the Minister for Education and Training on curriculum, assessment, reporting and certification to all schools in the NT.

The Non-government School Ministerial Advisory Council (NGSMAC) is established under the NT Education Act. NGSMAC provides advice to the Minister for Education and Training on matters relevant to the non-government school sector in the NT.



Ella Hughes, NT Christian College
RETURN TO CRAFT | *FRACTURED CNIDARIA 2025*
Mixed media, found objects, collage

NT education stakeholder groups

The School Education Advisory Group (SEAG) provides advice on key strategic and system policy relating to government and schools.

The Education Sector Heads Group is a forum for non-government and government school sector cooperation to deliver improved education services and outcomes across the NT.

National education bodies

The department participates in national committees to develop and coordinate strategic education policies. These committees use collaborative research and data to inform policy and improve education outcomes and productivity across Australia. National committees include:

Education Ministers Meeting (EMM) – a collaborative forum comprising portfolio ministers from the Australian Government and all states and territories. Responsible for decision-making across early childhood education and care, school education, higher education and international education.

Skills and Workforce Ministerial Council (SWMC) – membership consists of portfolio ministers with responsibility for skills and training in their jurisdictions. It provides a forum for national cooperation and stewardship across vocational education and training (VET).

Australian Education Senior Officials Committee (AESOC) – comprising senior education officials from all states and territories, the AESOC is responsible for executing EMM decisions by providing policy advice, coordinating work across advisory bodies, resolving operational issues and managing funding for national agreed education initiatives.

Schools Policy Group (SPG) – comprising senior education policy officials from all jurisdictions, ministerial agencies and non-government sector observers, the SPG provides strategic advice to AESOC on school education matters within the EMM agenda.

Early Childhood Policy Group (ECPG) – membership consists of senior officials with responsibility for early childhood education and care matters. It provides high-level strategic policy advice to EMM on early childhood education and care matters.

Senior Skills Officer Network (SSON) – membership consists of senior Australian Government, state and territory officials who provide support to and progress actions agreed by the SWMC.

School and system improvement



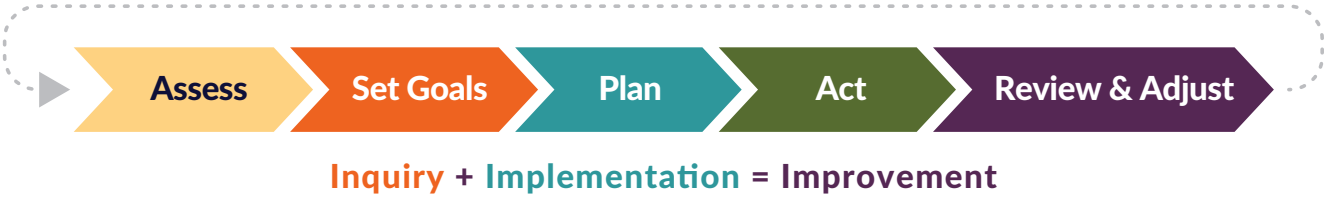
Accountability and Performance Improvement Framework

The Accountability and Performance Improvement Framework sets out the department's approach to planning, monitoring and reporting performance at all levels of the system to improve education outcomes. It sets out the processes, tools and mechanisms that enable and drive improvement in schools, regions and corporate settings to align with strategic priorities.

School Improvement Framework

The School Improvement Framework represents a continuous school improvement cycle for government schools, founded on the NT Inquiry Cycle. Alignment between system and school improvement is achieved through school improvement priorities that are directly linked to the department's strategic plan.

FIGURE 5: School Improvement Framework



Inquiry + Implementation = Improvement

School improvement planning in the NT is grounded in evidence and research, including the Australian Council for Education Research (ACER) School Improvement Tool (SIT). Schools and the department review a range of data to inform, monitor and support continuous improvement.



Kaylee Pearce, Palmerston College
INHERENT | *THE RIVER'S GUARDIAN 2025*
Acrylic paint, canvas, modelling paste

Risk management and audits

In 2025–26, the Audit and Risk Committee continued overseeing the department's strategic risk framework, strategic risk register, risk controls and assurance activities.

In accordance with the NT Financial Management Act and the Treasurer's Directions, an internal audit function manages the strategic internal audit program to provide assurance to the Chief Executive that internal controls are adequate and effective. There were 6 internal audits commenced or completed between 1 July 2025 and 30 June 2026, 4 financial preliminary inquiries were commenced or completed and one matter was referred to relevant entities under Treasurer's Directions.

These audits were completed between 1 July 2025 and 30 June 2026:

- Travel policy framework compliance
- Deep dive on use of fuel cards
- Cabinet information security measures compliance review
- Executive contract officers' and principal-level executive officers' motor vehicle entitlement
- Deep dive on excess leave
- Enrolment and attendance data integrity review
- Financial preliminary inquiry 1 – use of fuel card – school based
- Financial preliminary inquiry 1 – inquiry into false claims for personal leave
- Financial preliminary inquiry 1 – inquiry into use of school funding
- Financial preliminary inquiry 1 – inquiry into entitlement payments – school based.

The NT Auditor-General conducts audits on the department's compliance procedures, practices and internal controls in accordance with the *NT Audit Act 1995*.

The department participated in the Auditor-General's review of the effectiveness of internal audit and audit committees, including the follow-up survey. While the Auditor-General made no recommendations for the department, the Audit and Risk Committee has taken steps to strengthen its adherence to better practice principles, including:

- committee evaluation self-assessment
- audit function evaluation and self-assessment
- Chief Executive (CE) performance and outcome review meeting
- review of internal audit charter
- review of committee terms of reference.

Freedom of information and complaints

The NT Information Act governs how the department collects, uses, stores and discloses government and personal information. The department operated within the requirements of the information privacy principles of the Act and has compliant records and information management standards, policies, processes and procedures in place.

Guidance is provided to staff on the proper management of personal information. In 2025–26, the department strengthened this guidance with the release of an online learning module and 5 supplementary information videos.

The department has published an information statement on its website that describes the departmental structure, functions, types of information held, and the process to access and correct personal information. In line with the Information Act, members of the public can request access to and correction of information held by the department.

Freedom of information applications by category during 2025–26

Applications for information access handled:

- 71 applications for personal information, 16 applications for non-personal information, 9 applications for mixed personal and non-personal information, and 6 applications from others – not members of the public
- applications for correction handled: 0
- applications for internal review handled: 6
- privacy complaint: 1
- total number of applications handled: 103

Source: Department of Corporate and Digital Development

Of the above 103 applications handled during 2025–26, 71 applications (66 access applications and 5 internal review applications) were finalised within 30 days of receipt. A further 12 applications (11 access applications and one internal review application) were finalised within a valid extension period of 31 to 90 days, and 3 access applications were finalised after 90 days under a valid extension. This information relates only to applications finalised during the reporting period. The department received one privacy complaint, which was finalised within 30 days of receipt.

Requests for information

Requests for information can be received from a range of sources, including other government agencies and members of the public. A request for information from another government agency may relate to multiple individuals. Where a request relates to more than one individual, this is recorded as a single request. In 2025–26, the department processed 515 requests for information, representing 515 individuals.



Inquiries and external reviews

During 2025–26, the department addressed the following external reviews and inquiries:

- **Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability**

  Of the 222 recommendations, 16 relate to strengthening disability inclusion in the education system. Of these, 10 are the joint responsibility of the Australian Government and the department, 5 are led by the department and one is supported by the department (led by the Department of Health). The department's annual progress updates are published by the Department of People, Sport and Culture, which coordinates all-of-government reporting.

- **Royal Commission into Defence and Veteran Suicide**

  The department had a supporting role in addressing one of the total 122 recommendations, with one further recommendation reallocated to another agency since the previous reporting period. The department completed its response by ensuring that children can enrol in school without a fixed address during periods of relocation.

- **Royal Commission into Institutional Responses to Child Sexual Abuse**

  Of the total 409 recommendations, 15 required action by educational institutions relating to child safety and strengthening implementation of the National Principles for Child Safe Organisations. Eight total recommendations have been resolved, including 2 during the reporting period. Activities to address unresolved recommendations are underway through the Education Management and Transformation Project (EMTP).

- **Inquest into the death of Ebony Thompson [2025] NTLC 19**[24]

  The department accepted all 7 recommendations addressing fencing standards, supervision practices, regulatory oversight and public awareness. Implementation of reforms are addressed through the Early Childhood Safe Start, Strong Futures Plan 2026.

- **Inquest into the death of Grace [2024] NTLC**[24]

  The department prioritises reforms to strengthen student wellbeing programs and resources through implementation of the department's strategy (strategic objective 5).

- **Inquests into the deaths of Miss Yunupingu, Ngeygo Ragurrk, Kumarn Rubuntja and Kumanjayi Haywood [2024] NTLC**[24]

  The department completed implementation of findings and continues to embed the Respectful Relationships Education program, aligned with the Northern Territory Domestic, Family and Sexual Violence Reduction Framework 2018–2028.

- **Investigation into Milingimbi School 'The Principal's Initiative', Independent Commissioner Against Corruption (ICAC)**

  All 16 of the recommendations have been completed, including 5 during 2025–26, which have been reported through the department's website.



Ludmilla Primary School, Darwin region

24 Judgment titles appended to coronial reports comprise the year of publication, followed by the acronym for the Northern Territory Local Court and a numerical reference.

Integrity and fraud control

The department is committed to minimising fraud through strategies outlined in its Fraud Control Framework. These are supported by:

- policies and procedures for reporting and responding to suspected fraud
- transparency measures, such as conflict of interest and gifts and benefits requirements
- governance controls across HR, finance, procurement and contracting
- integrity monitoring through risk management and internal audit, including maintaining a fraud register as required by the Treasurer's Directions.

Online fraud and corruption awareness training has been introduced for all NT public sector employees. The training is an essential requirement for all new department staff and has replaced face-to-face training delivered through the department's biannual orientation day. During 2025–26, 618 staff completed the training.

Complaint resolution

The department's Complaint Resolution Framework (CRF) comprises policy, guidelines and procedures for managing and handling complaints and conducting internal reviews and information resources. When a complaint is made, there are several complaint resolution pathways under the CRF, including local resolution, internal review and external review.

A staff toolkit on complaint resolution provides guidance on managing and resolving complaints about programs and services, decisions and actions, and policies, procedures or practices of the department and government schools. The CRF does not apply to non-government schools, early childhood education and care services, higher education, employment, privacy or procurement-related complaints.

The CRF is supported by a central Resolution Unit, which provides assistance to school and department complaints-handling staff. The Resolution Unit monitors outcomes and trend data to inform recommendations to improve outcomes and services.

In 2025–26, a total of 308 matters (comprising 267 new and 41 ongoing matters) were actioned by the Resolution Unit, with 227 closed by 30 June 2026. Support has been provided across the department through 13 complaint support cases and 127 requests for legal support.

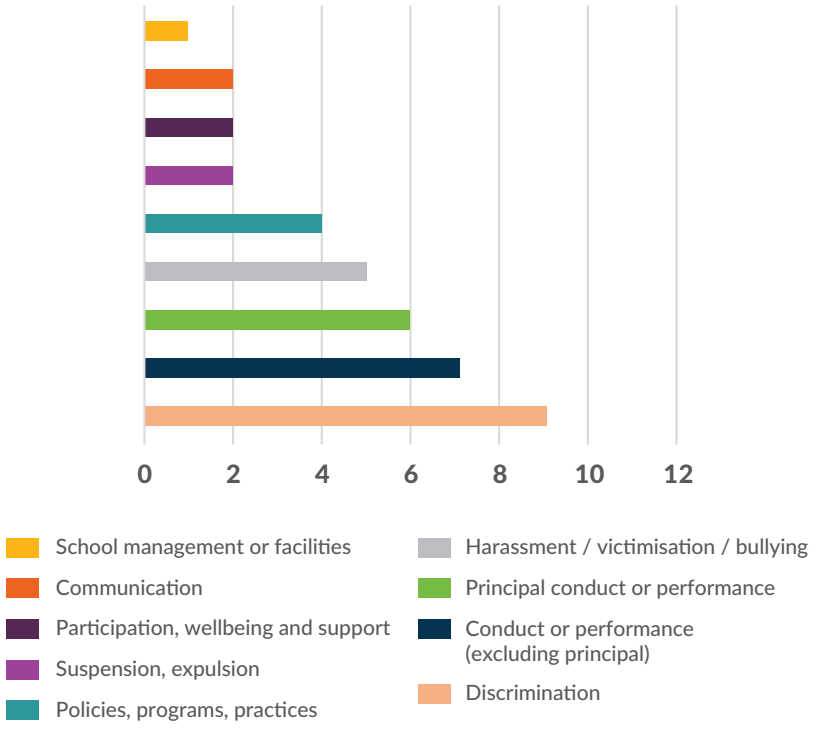
Table 9: Matters actioned by the department

Indicator	Actioned in 2025–26	Closed in 2025–26
Legal matters	14	3
Requests for information relating to Commonwealth schemes	209	170
Notifications or requests for information relating to teacher registration	47	34
Complaints – including internal and external reviews	38	20
Total	**308**	**227**

Table 10: Nature of active complaint matters during 2025–26

Complaint	Number
School management or facilities	1
Communication	2
Participation, wellbeing and support	2
Suspension, expulsion	2
Policies, programs, practices	4
Harassment / victimisation / bullying	5
Principal conduct or performance	6
Conduct or performance (excluding principal)	7
Discrimination	9
Total	**38**

Complaints cases by topic



Source: Department of Education and Training data

Legislation administered

On behalf of the NT Minister for Education and Training and Minister for Early Education, the department is responsible for administering the following Acts and subordinate legislation:

- Batchelor Institute of Indigenous Tertiary Education Act 1999
- Education Act 2015 and Education Regulations 2015
- Education and Care Services (National Uniform Legislation) Act 2011
- Higher Education Act 2004 and Higher Education Regulations 2006
- Teacher Registration (Northern Territory) Act 2004 and Teacher Registration (Northern Territory) Regulations 2004
- Training and Skills Development Act 2016.

In 2025–26, the department made amendments to the Teacher Registration (Northern Territory) Act and the Teacher Registration (Northern Territory) Regulations 2004.

The reforms focused on strengthening the regulatory integrity of the Teacher Registration Board, improving national consistency in teacher registration, improving information sharing across jurisdictions, and providing for the mandatory registration of qualified early childhood teachers in education and care settings.

Most of the reforms began in December 2025; however, the reforms associated with the mandatory registration of early childhood teachers will not start until 1 September 2026. This delayed start will allow time to develop the policies, systems and programs needed to support early childhood teachers, including their registration, professional development and career progression.

Regulatory functions

Early childhood

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care services across Australia. The NQF includes the Education and Care Services National Law (NT) (National Law), the Education and Care Services National Regulations (National Regulations) and the National Quality Standard (NQS) against which services are assessed and rated.

The Chief Executive delegates the functions of the regulatory authority to Quality Education and Care NT (QECNT). As the regulatory authority, QECNT has worked to improve the quality of early childhood education and care services across the NT by ensuring regulated services operate in a way that safeguards children's health, safety and wellbeing in accordance with the National Law and National Regulations.

At 30 June 2026, there were 234 approved education and care services in the NT, comprising 97 long daycare services, 79 preschools (including 73 government preschools), 54 outside school hours care, 3 family daycare services and one other service type. Of these:

- 94% had a quality rating, which is the same as the national average
- 92.7% of those had ratings of meeting or above the NQS, compared with 92% nationally
- 94% of NT government preschools were rated as meeting or above the NQS.

The regulatory authority made 344 regulatory visits and undertook 283 compliance actions, including 209 administrative letters, 23 compliance notices, 7 emergency action notices, 1 enforceable undertakings issued, 2 direction to suspend staff or volunteer issued, 8 show causes issued, 3 prohibition notices issued, 2 approvals amended, and 24 conditions imposed. This work supports the ongoing safety, wellbeing and quality of education and care services across the NT.

Home education

The department administers and regulates home education programs under the NT Education Act. At 30 June 2026, there were 217 students across the NT approved to participate in home education. The department maintains oversight of home education through application assessments, evidence of learning checks and ongoing engagement with families to support compliance with legislative requirements and educational standards.

At 30 June 2026, 40% of home education applications were from families who had not previously participated in home education.

Eligible options

The NT Education Act provides options for students who have completed Year 10, are still of compulsory school-age and wish to participate in education, training or employment that is not school-based. At 30 June 2026, 116 active students across the NT were approved to participate in an employment and/or vocational education and training eligible option.

International education provider registrations

The department regulates government and non-government school providers of courses and programs for fee-paying international students under the *Education Services for Overseas Students Act 2000* (Cth). At 30 June 2026, the Department of Education and Training and 3 non-government schools – St John's Catholic College, Our Lady of the Sacred Heart Catholic College and Haileybury Rendall School – were approved Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) providers in the NT.

Overseas student exchange program

The department regulates organisations that provide overseas exchange programs for students in NT government and non-government schools. At 30 June 2026, 4 NT students participated in the program at an overseas school, and 4 overseas students participated in the program at an NT school.

Non-government schools

The department regulates 44 non-government schools across the NT through the Registrar of Non-Government Schools. Non-government schools must meet regulatory requirements stipulated in the Non-Government School Registration Standards, which address governance and finance; curriculum, teaching, assessment and reporting; child safety and wellbeing; distance education; and boarding.



Tennant Creek High School, Barkly region



04.

Financial performance

Shayna Murphy, Northern Territory School of Distance Education
FINDING STILLNESS | *GALAMARNMARN 2025*
Acrylic paint on canvas

Introduction

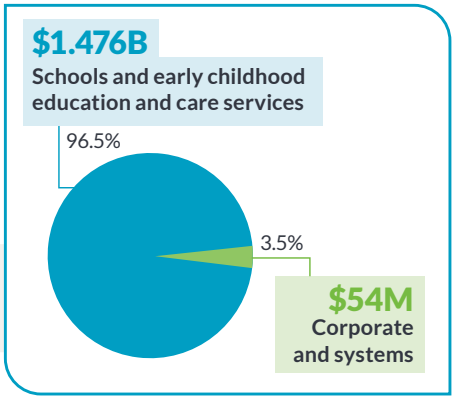
The department prepared its financial statements on an accrual basis in accordance with the requirements of the Financial Management Act 1995 and related Treasurer's Directions and the Australian Accounting Standards.

The financial statements provide information about the department's financial performance and position, changes in equity and cash flow for the financial year. The financial statements inform our stakeholders and the public of our performance, expenditure of government funds and any significant issues.

A profile of how the department spends its funds is provided at Figure 1.

This shows that 96.5% of the department's expenditure is for schools, early childhood education and care services, training and higher education, with the remaining 3.5% providing enabling services for schools and the department, such as corporate services, systems and support.

FIGURE 1: Department of Education and Training expenditure profile 2025–26



Total operating expenditure 2025–26 $1.530B

Schools
$1.058B

Made up of:
Government schools
$725M

Non-Government Schools
$333M

Regional and central based support to schools and early childhood education and care services
$220M[1]

Infrastructure-related repairs and maintenance and depreciation on asset portfolio
$105M

Training and Higher Education
$93M[2]

Corporate services
$18M
Provision of services such as strategic policy and performance, finance, communications and media, legal and regulatory requirements

Systems and support
$36M
Whole-of-government corporate services and systems provision, including ICT systems and connectivity, payroll and payment services

[1] This includes:

- Inclusion and allied health support, such as hearing advisors and counsellors.
- Attendance and engagement programs, including engagement officers.
- Families as First Teachers program.
- School sports, languages centre and music school programs.
- Services and programs in support of schools and early childhood services, including teacher wellbeing, attraction, retention and professional development, remote housing for teachers, emergency management and critical school incident management, curriculum, regional support for school operations and security and WHS in schools and early childhood programs.

[2] This includes:

- Support the NT Government's Rebuilding the Economy strategy by strengthening a resilient, future-ready workforce through targeted skills investment and ongoing collaboration with Territorians, RTOs, employers, industry stakeholders, and regional and remote communities.
- Support greater access to VET and employment in regional and remote communities.
- Strengthen long-term partnerships with VET stakeholders, recognising shared responsibility for advancing the Territory and national skills priorities, while building on past and existing programs.

Government schooling and the role of school bodies

The department delivers public education services and provides government schools with funding, staff, policy frameworks and administrative support. School bodies, including school councils and independent public school boards, are established under the Education Act 2015 as separate legal entities to support local governance and community participation. While the department is closely involved in school operations through funding, governance processes and legislative oversight, school bodies operate independently and prepare separate audited financial statements.

School bodies are responsible for managing certain school-level activities and resources. This includes determining how departmental funding allocated to them is spent, managing locally controlled funds, overseeing community engagement activities, fundraising and other locally operated services, and employing certain school-based staff. As separate legal entities, school bodies are accountable for their own revenues, expenses, assets and liabilities, which are generally used to support local school operations and activities.

The department recognises in its financial statements the cost of employing all principals and the majority of staff working in government schools, including all permanent teaching staff. Similarly, land and buildings occupied by government schools remain under the department's control and are recognised as departmental assets. While school bodies may make decisions regarding the day-to-day use of facilities, community access arrangements and certain maintenance activities, they do not control the underlying school infrastructure.

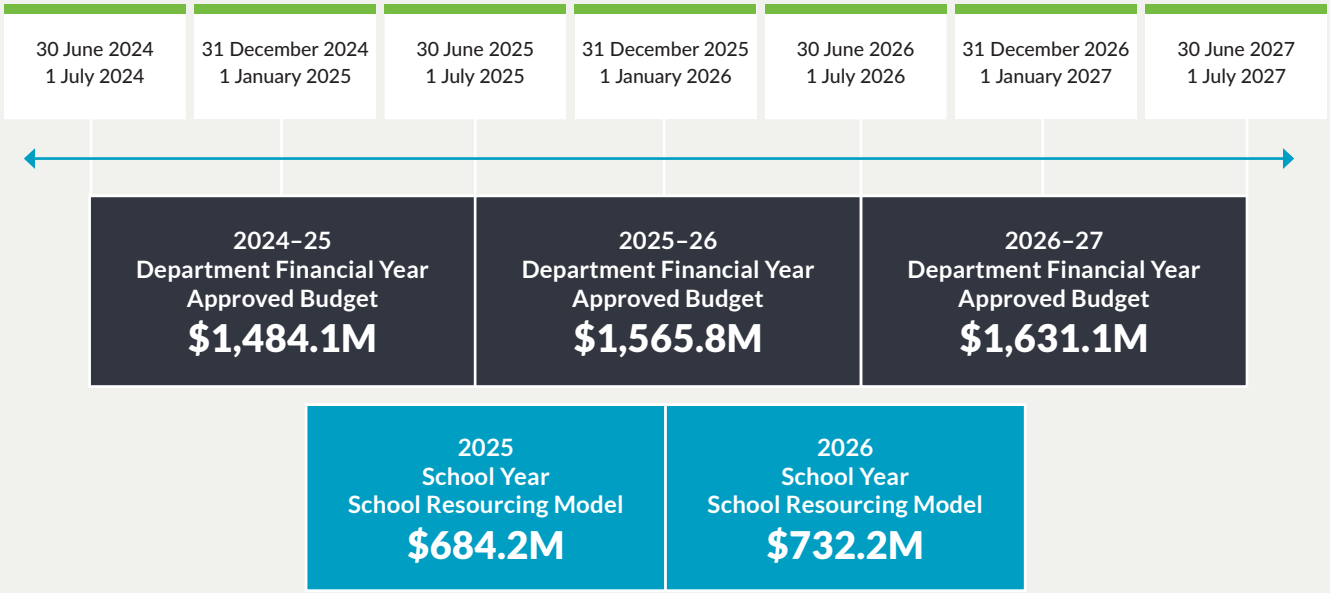
The department does not recognise school bodies' net assets in its financial statements because it has applied an exemption available under Australian Accounting Standards. Consequently, the net assets held by school bodies, which totalled approximately $84.1 million at 30 June 2026 and consisted primarily of cash balances offset by employee entitlement and creditor liabilities, are not included in the department's balance sheet.

Financial year and calendar year reporting

Whilst managing the departmental budget on a financial year, the department also oversees the overlay of school budgets on a calendar year cycle. The department continues to refine reporting, systems and policy to enhance strategic financial and operational management. This challenge is faced by every schooling system across Australia and at a national level.

Figure 2 provides a snapshot of the department budget and school funding by financial and school calendar years.

FIGURE 2: Department and school reporting cycles



Financial highlights

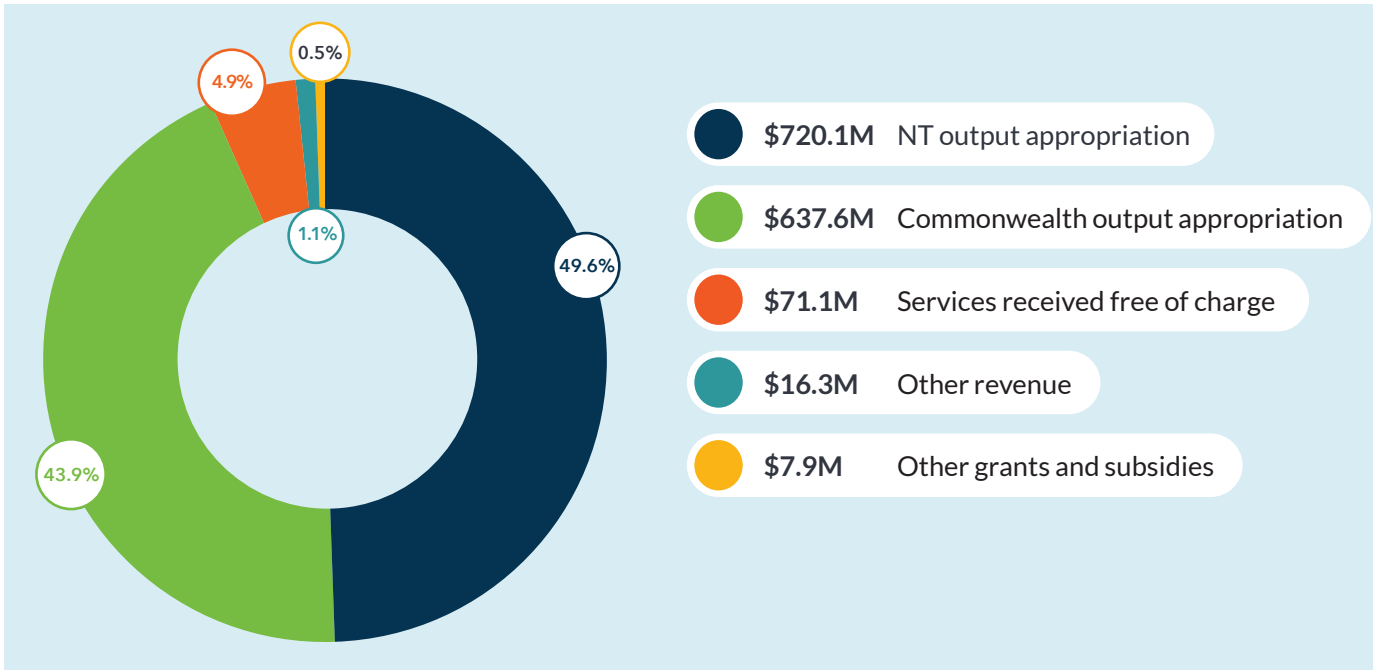
The department ended the 2025–26 financial year within its final approved budget and an improved operating surplus of $26.9 million, which equates to 1.7% of the department's expenditure budget. This was due to underspends in externally funded agreements, where funding and related activities will continue into 2026–27.

Based on the combined operating and asset results, the department achieved its overall budget responsibilities in 2025–26.

Operating income

- In 2025–26, the department received $1.45 billion in revenue. Figure 3 shows the composition of the department's total operating income.
- The department received revenue from 3 main sources: NT Government appropriation ($720.1 million), Australian Government appropriation ($637.6 million) and notional revenue for goods and services received free of charge ($71.1 million). Together, these sources represent 98.3% of the department's total revenue in 2025–26.
- Australian Government appropriation ($637.6 million) comprised:
  - Better and Fairer Schools Agreement funding for government schools of $294.7 million
  - Better and Fairer Schools Agreement funding for non-government schools of $278.4 million
  - NT Remote Aboriginal Investment of $19.2 million to fund programs such as Families as First Teachers, the Transition Support Unit and student engagement programs
  - National Skills Agreement funding for vocational education and training of $31.2 million
  - a further $14.2 million for other national partnership agreement funding, including the Fee-Free TAFE Skills Agreement, Preschool Reform Agreement, Workload Reduction Fund, Turbocharging TAFE Centres of Excellence, Transition Funding for Highly Disadvantaged Independent Schools, Turbocharging the VET Workforce, the National Student Wellbeing Program and the Consent and Respectful Relationships Program.
- Goods and services received free of charge ($71.1 million) comprised:
  - centralised corporate services functions provided by the Department of Corporate and Digital Development ($35.9 million)
  - centralised repairs and maintenance and other infrastructure services provided by the Department of Logistics and Infrastructure ($35.2 million).
- Other sources of income totalled $24.2 million and included other grants and subsidies for the Connected Beginnings program, Children and Schooling Programme, Community Child Care Fund and sales of goods and services.
- The 2025–26 total revenue of $1.45 billion was an increase of $90.1 million compared to 2024–25 ($1.36 billion). This was mainly due to an increase in funding under the Better and Fairer Schools Agreement for government and non-government schools and the National Skills Agreement.

FIGURE 3: Composition of operating income for 2025–26





Ludmilla Primary School, Darwin region

Australian Government funding

The Australian Government (referred to throughout the financial statements as the Commonwealth Government) provides funding for the delivery of education services through the Better and Fairer Schools Agreement from 1 January 2025, national partnership agreements and other agreements negotiated directly between the Australian and the NT governments.

Better and Fairer Schools Agreement (BFSA)

In 2025–26, under the BFSA, NT government schools received $294.7 million from the Australian Government, and a further $278.4 million was provided to non-government schools. Under the bilateral agreement, schools are transitioning to 100% of the Schooling Resource Standard (SRS) by 2029.

Northern Territory Remote Aboriginal Investment (NTRAI)

The National Partnership on Northern Territory Remote Aboriginal Investment with the Northern Territory Government provides targeted financial assistance to support delivery of actions that improve the lives of Aboriginal people. The Early Learning and Access to Education Schedule, which forms part of the NTRAI partnership agreement, details the Australian Government's investment, focused on improving the school readiness, attendance, attainment, engagement and educational achievement of Aboriginal students from remote or very remote areas in the NT.

The NTRAI partnership agreement was extended for a further 6 years from 1 July 2025. In 2025–26, $19.2 million was provided by the Australian Government under this agreement.

National Skills Agreement

The National Skills Agreement is a 5-year agreement between the Australian and state and territory governments, working in partnership to ensure that the national vocational education and training (VET) system provides high-quality, responsive and accessible education and training to boost productivity, and strengthen local skills and workforce initiatives.

In 2025–26, $31.2 million was provided by the Australian Government under this agreement.

Other

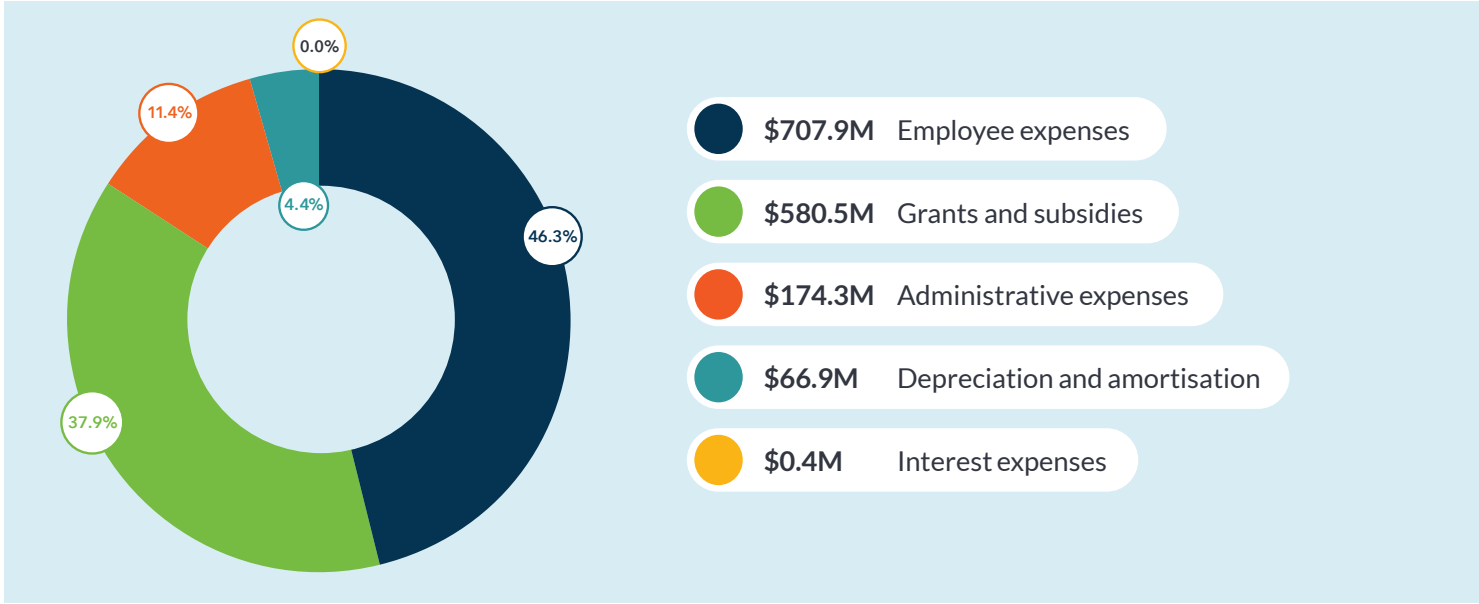
Other Australian Government funding includes funding for the National Partnership Preschool Reform Agreement (through to 30 June 2026), Connected Beginnings programs, Children and Schooling Programme, Fee-Free TAFE Skills Agreement, National Student Wellbeing Program, Transition Funding for Highly Disadvantaged Independent Schools, Workload Reduction Fund, Turbocharging TAFE Centres of Excellence, Turbocharging the VET Workforce, and Community Child Care and Support programs.

Operating expenses

- The department's total expenses for 2025–26 were $1.5 billion, an increase of $74.8 million from last year mainly due to:
  - an increase in Australian Government BFSA funding of $7.3 million for non-government schools received by the department and provided as grants to those schools
  - an increase in employee expenditure of $56.1 million due to the uplift associated with enterprise agreements and an increase in the number of employees primarily in schools.
- Employee expenses remained the department's major expense component at $707.9 million, making up 46.3% of total expenses.
- Grants and subsidies expense of $580.5 million accounted for 37.9% of the department's total expenditure. The majority of this was payments to non-government schools of $333.1 million, including $278.4 million of Better and Fairer Schools Agreement funding provided from the Australian Government. A further $136.3 million was paid to government school bodies for their operating costs at the local site.
- The balance in grants and subsidies of $111.1 million was largely provided to tertiary education and training providers, community-based education organisations and families to support the provision of education and related services in 2025–26.
- Administrative expenses increased by $10.9 million (5%) primarily due to an increase in depreciation expenses arising from asset revaluations, increased workers' compensation insurance premiums paid to the Central Holding Authority, higher DCDD information technology service charges and increased government employee housing rental costs.
- Interest expenses of $0.5 million related to interest incurred on land lease liabilities for infrastructure located on Aboriginal land.

Figure 4 shows the composition of the department's total operating expenses.

FIGURE 4: Operating expenses for 2025–26



Comprehensive result

- The department delivered a surplus comprehensive result of $7.5 million in 2025–26, primarily driven by a net asset revaluation increase of $84.5 million recognised through the revaluation program.
- NT Government agencies generally record a deficit due to depreciation where there is no corresponding revenue line. There are also instances where cash received in prior years is expended in future years, resulting in accounting deficits in those years.

Net assets

- The department's total assets at 30 June 2026 were $1.6 billion. The majority of assets are in school land and buildings, valued at $1.5 billion.
- The department's total assets increased by $46.5 million compared to last year. This was mainly due to the increase in value of government buildings as a result of asset revaluations and the recognition of new infrastructure.
- Total liabilities at 30 June 2026 were $123 million. This was an increase of $5.5 million on last year's and was largely due to an increase in employee benefits, primarily due to the uplift associated with the new enterprise agreements and an increase in the number of employees.
- The department's net assets at 30 June 2026 were $1.5 billion. This comprised of $1.6 billion in total assets less $123 million in total liabilities.

Certification of the Financial Statements

For the year ended 30 June 2026

We certify that the attached financial statements for the Department of Education and Training have been prepared based on proper accounts and records in accordance with Australian Accounting Standards and with the requirements as prescribed in the *Financial Management Act 1995* and Treasurer's Directions.

We further state that the information set out in the Comprehensive Operating Statement, Balance Sheet, Statement of Changes in Equity, Cash Flow Statement, and notes to and forming part of the financial statements, presents fairly the financial performance and cash flows for the year ended 30 June 2026 and the financial position on that date.

At the time of signing, we are not aware of any circumstances that would render the particulars included in the financial statements misleading or inaccurate.



Paul van Holsteyn
Acting Chief Executive

31 August 2026



Jasmin Aldenhoven
Chief Financial Officer

31 August 2026

Northern Territory
Auditor-General's Office

Independent Auditor's Report

To the Acting Chief Executive Officer

Department of Education and Training

Report on the audit of the financial report for the year ended 30 June 2026

Opinion

I have audited the financial report of the Department of Education and Training (the Department), which comprises the balance sheet as at 30 June 2026, and the comprehensive operating statement, statement of changes in equity and cash flow statement for the year then ended, notes to the financial statements, including material accounting policy information, and the declaration by the Acting Chief Executive Officer as the Accountable Officer.

In my opinion, the accompanying financial report:

- presents fairly, in all material respects, the financial position of the Department as at 30 June 2026 and its financial performance, cash flows and changes in equity for the year then ended
- is in accordance with the *Financial Management Act 1995* and Australian Accounting Standards.

Basis for opinion

I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.

I am independent of the Department in accordance with the ethical requirements of the APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* issued by the Accounting Professional & Ethical Standards Board (the Code) that are relevant to my audit of the financial report in Australia. My authorised auditors and I have also fulfilled our other ethical responsibilities in accordance with the Code. My independence is further established by the *Audit Act 1995*.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

My audit is not designed to provide assurance on the accuracy and appropriateness of the budget information in the Department's financial report.

Other matter

The Department's financial report for the year ended 30 June 2025 was not audited and, accordingly, I do not express an opinion or any other form of assurance on the comparative information in respect of that year.

Other information

The Accountable Officer is responsible for the other information. The other information comprises the information included in the financial statement overview but does not include the financial report and my auditor's report thereon, which I obtained prior to the date of this auditor's report, and the Department's annual report which is expected to be made available to me after that date.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, I consider whether the other information is materially inconsistent with the financial report or the knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard. When I read the annual report, if I conclude that there is a material misstatement therein, I am required to communicate the matter to the Accountable Officer.

Responsibilities of the Accountable Officer for the financial report

The Accountable Officer is responsible for the preparation and the fair presentation of the financial report in accordance with Australian Accounting Standards and the *Financial Management Act 1995* and for such internal control as the Accountable Officer determines is necessary to enable the preparation and fair presentation of the financial report that is free from material misstatement whether due to fraud or error.

In preparing the financial report, the Accountable Officer is responsible for assessing the Department's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.

Auditor's responsibilities for the audit of the financial report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Accountable Officer.
- Conclude on the appropriateness of the Accountable Officer's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Department's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report however future events or conditions may cause the Department to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Accountable Officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Jara K Dean
Auditor-General
Darwin, Northern Territory
4 September 2026

Comprehensive operating statement

For the year ended 30 June 2026

	Note	2026 $'000	2025 $'000
Income			
Grants and subsidies revenue	4		
Current		7,896	11,712
Appropriation	5		
Output		720,138	693,986
Commonwealth (excluding capital appropriation)		637,650	565,069
Sales of goods and services		14,375	16,927
Interest revenue		-	7
Goods and services received free of charge[1]	6		
Corporate and information services		35,938	33,944
Repairs and maintenance		35,187	35,460
Gain on disposal of assets		-	45
Other income		1,914	5,833
Total income	**3**	**1,453,098**	**1,362,980**
Expenses			
Employee benefits expense	7	707,906	651,819
Administrative expenses			
Property management[2]		20,852	17,375
Purchases of goods and services	8	79,443	79,014
Depreciation and amortisation	13	66,887	63,030
Services received free of charge[1]	6		
Corporate and information services		35,938	33,944
Repairs and maintenance		35,187	35,460
Other administrative expenses		2,861	1,477
Grants and subsidies expenses			
Current	9a	576,535	568,449
Capital	9b	3,993	4,208
Interest expenses		441	451
Total expenses	**3**	**1,530,043**	**1,455,227**
Net surplus/(deficit)		**(76,946)**	**(92,247)**
Other comprehensive income			
Items that will not be reclassified to net surplus/deficit			
Changes in asset revaluation surplus		84,481	136,920
Transfers from Reserves		-	-
Total other comprehensive income		**84,481**	**136,920**
Comprehensive result		**7,535**	**44,673**

1 Includes Department of Corporate and Digital Development (DCDD) service charges (human resources, information technology, fleet services, procurement services and web management functions) and Department of Logistics and Infrastructure (DLI) repairs and maintenance services charges.

2 Includes $14.5 million for Government Employee Housing from the Department of Housing, Local Government and Community Development.

Note: The comprehensive operating statement is to be read in conjunction with the notes to the financial statements.

Balance sheet

As at 30 June 2026

	Note	2026 $'000	2025 $'000
Assets			
Current assets			
Cash and deposits		89,600	77,250
Receivables	12	23,533	32,735
Total current assets		**113,134**	**109,986**
Non-current assets			
Property, plant and equipment	13, 17	1,519,328	1,476,009
Intangibles		-	4
Total non-current assets		**1,519,328**	**1,476,013**
Total assets		**1,632,463**	**1,585,999**
Liabilities			
Current liabilities			
Deposits held		-	-
Payables	14	26,360	23,504
Borrowings and advances	15	274	249
Provisions	16	82,173	73,946
Other liabilities		27	5,504
Total current liabilities		**108,834**	**103,203**
Non-current liabilities			
Borrowings and advances	15	11,584	11,611
Provisions	16	2,565	2,649
Total non-current liabilities		**14,149**	**14,260**
Total liabilities		**122,983**	**117,463**
Net assets		**1,509,480**	**1,468,536**
Equity			
Capital		1,811,896	1,778,487
Asset revaluation reserve		588,095	503,615
Accumulated funds		(890,512)	(813,566)
Total equity		**1,509,480**	**1,468,536**

Note: The balance sheet is to be read in conjunction with the notes to the financial statements.

Statement of changes in equity

For the year ended 30 June 2026

	Note	Equity at 1 July $'000	Comprehensive result $'000	Transactions with owners in their capacity as owners $'000	Equity at 30 June $'000
2025–26					
Accumulated funds					
Accumulated funds		(813,566)	(76,946)	-	(890,512)
Total Accumulated funds		**(813,566)**	**(76,946)**	**-**	**(890,512)**
Reserves					
Asset revaluation reserve		503,615	84,481	-	588,095
Total Reserves		**503,615**	**84,481**	**-**	**588,095**
Capital – transactions with owners					
Equity injections					
Capital appropriation		34,660	-	-	34,660
Equity transfers in		1,852,361	-	28,009	1,880,370
Other equity injections		86,363	-	13,000	99,363
Specific purpose payments		35,365	-	-	35,365
Equity withdrawals					
Capital withdrawal		(152,617)	-	(7,600)	(160,217)
Equity transfers out		(77,645)	-	-	(77,645)
Total Capital – transactions with owners		**1,778,487**	**-**	**33,409**	**1,811,896**
Total equity at end of financial year		**1,468,536**	**7,535**	**33,409**	**1,509,480**
2024–25					
Accumulated funds					
Accumulated funds		(721,319)	(92,247)	-	(813,566)
Total Accumulated funds		**(721,319)**	**(92,247)**	**-**	**(813,566)**
Reserves					
Asset revaluation reserve		366,695	136,920	-	503,615
Total Reserves		**366,695**	**136,920**	**-**	**503,615**
Capital – transactions with owners					
Equity injections					
Capital appropriation		34,010	-	650	34,660
Equity transfers in		1,798,085	-	54,276	1,852,361
Other equity injections		26,363	-	60,000	86,363
Specific purpose payments		35,365	-	-	35,365
Equity withdrawals					
Capital withdrawal		(139,899)	-	(12,718)	(152,617)
Equity transfers out		(77,645)	-	-	(77,645)
Total Capital – transactions with owners		**1,676,279**	**-**	**102,208**	**1,778,487**
Total Equity at end of financial year		**1,321,655**	**44,673**	**102,208**	**1,468,536**

Note: The statement of changes in equity is to be read in conjunction with the notes to the financial statements.

Cash flow statement

For the year ended 30 June 2026

	Note	2026 $'000	2025 $'000
Cash flows from operating activities			
Operating receipts			
Grants and subsidies received			
Current		8,068	11,540
Appropriation received			
Output		720,138	693,986
Commonwealth (excluding capital appropriation)		641,889	561,580
Receipts from sales of goods and services[1]		22,749	29,486
Total operating receipts		**1,392,844**	**1,296,592**
Operating payments			
Payments to employees		696,495	638,891
Payments for goods and services		108,145	102,876
Grants and subsidies paid			
Current		576,535	568,449
Capital		3,993	4,208
Interest paid		441	451
Total operating payments		**1,385,609**	**1,314,875**
Net cash from/(used in) operating activities	**11**	**7,235**	**(18,283)**
Cash flows from investing activities			
Investing receipts			
Proceeds from sales of non-financial assets		-	52
Total investing receipts		**-**	**52**
Investing payments			
Purchases of non-financial assets		13	22
Total investing payments		**13**	**22**
Net cash from/(used in) investing activities		**(13)**	**30**
Cash flows from financing activities			
Financing receipts			
Deposits received		-	(1)
Equity injections			
Capital appropriation	5	-	650
Other equity injections		13,000	60,000
Total financing receipts		**13,000**	**60,649**
Financing payments			
Lease liabilities payments		272	232
Equity withdrawals		7,600	12,718
Total financing payments		**7,872**	**12,950**
Net cash from/(used in) financing activities	**11**	**5,128**	**47,699**
Net increase/(decrease) in cash held		12,350	29,447
Cash at beginning of financial year		77,250	47,803
Cash at end of financial year		**89,600**	**77,250**

1 Includes GST recoverable from the ATO and contributions received from schools to supplement centrally held school budgets.

Note: The cash flow statement is to be read in conjunction with the notes to the financial statements.

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For the year ended 30 June 2026

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Notes to the financial statements

1. Objectives and funding

Our vision: Territorians of all ages are learning the skills and developing capabilities to contribute to the Territory's economic and social future.

Additional information in relation to the Department of Education and Training and its principal activities may be found in earlier sections of this report.

The department considered primary users of these financial statements and their needs for information and quantitative thresholds to determine which accounting policy information is material and therefore must be disclosed.

The department is predominantly funded by and therefore dependent on the receipt of parliamentary (NT and Commonwealth) appropriations. The financial statements encompass all funds through which the department controls resources to carry on its functions and deliver outputs. For reporting purposes, outputs delivered by the department are summarised into 5 output groups as follows:

1. Early Childhood Education and Care Services
2. Government Education
3. Non-government Education
4. Training and Higher Education
5. Corporate and Shared Services.

Note 3 provides summarised financial information in the form of a Comprehensive Operating Statement by the output groups.

2. Statement of material accounting policy information

a) Statement of compliance

i. Compliance framework

These financial statements are general purpose financial statements and have been prepared in accordance with the requirements of the *Financial Management Act 1995*, related Treasurer's Directions and Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board. The *Financial Management Act 1995* requires the department to prepare financial statements for the year ended 30 June based on the form determined by the Treasurer. The form of department financial statements should include:

- a Certification of the Financial Statements
- a Comprehensive Operating Statement
- a Balance Sheet
- a Statement of Changes in Equity
- a Cash Flow Statement
- applicable explanatory notes to the financial statements.

ii. Standards and interpretations effective from 2025–26 financial year

Several amendments and interpretations have been issued that apply to the current reporting period, but are considered to have no or minimal impact on public sector reporting.

iii. Standards and interpretations issued but not yet effective

No Australian accounting standards have been adopted early for 2025–26 financial year.

The following new Australian Accounting Standard has been issued but are not yet effective are expected to impact future reporting periods:

AASB 18 Presentation and Disclosure of Financial Statements (AASB 18)

AASB 18 Presentation and Disclosure in Financial Statements replaces AASB 101 and introduces new presentation and disclosure requirements for income statements, cash flow statements, and management defined performance measures.

The standard is proposed to apply to not for profit public sector entities for annual reporting periods beginning on or after 1 January 2028 (the 2028–29 financial year for the agency).

AASB 18 would primarily affect the presentation and disclosure of financial information, including the classification of income and expenses, additional subtotals in the operating statement, revised cash flow classifications for interest and dividends, and new disclosures for management defined performance measures. The standard does not affect the recognition or measurement of amounts.

Any changes to presentation of financial statements and disclosures will be incorporated into future Treasurer's Directions on proforma financial statements.

2. Statement of material accounting policy information (continued)

iv. Going concern

The Department of Education and Training is a Northern Territory Government agency established under the Administrative Arrangements Order (AAO) and forms part of the Northern Territory Government reporting entity. As an agency listed under the AAO, the Department is predominantly funded from both the Northern Territory Government appropriation and Commonwealth funding. The Department continues to receive ongoing appropriations to support the delivery of government services and the discharge of its statutory functions.

The Department has ongoing legislative responsibilities under both national and NT Legislation (the *Education Act 2015*), including the provision and administration of education services in the Northern Territory. Accordingly, the Department is expected to continue its operations and discharge its statutory responsibilities for the foreseeable future.

v. Issue of financial statements

These financial statements for the financial year ended 30 June 2026 have been authorised by the Acting Chief Executive for issue on the same date as the Certification of the Financial Statements.

b) Department and Territory items

The financial statements of the department include income, expenses, assets, liabilities and equity over which the department has control (department items) and is able to utilise to further its own objectives. Certain items, while managed by the department, are administered and recorded by the Territory rather than the department (Territory items). Territory items are recognised and recorded in the Central Holding Authority as discussed below.

Central Holding Authority

The Central Holding Authority is the 'parent body' that represents the government's ownership interest in government-controlled entities.

The Central Holding Authority also records all Territory items, such as income, expenses, assets and liabilities controlled by the government and managed by departments on behalf of the government. The main Territory item is Territory income, which includes taxation and royalty revenue, Commonwealth general purpose funding (such as GST revenue), fines and statutory fees and charges.

The Central Holding Authority also holds certain Territory assets not assigned to departments as well as certain Territory liabilities that are not practical or effective to assign to individual departments, such as unfunded superannuation and long-service leave.

The Central Holding Authority recognises and records all Territory items, and as such, these items are not included in the department's financial statements. However, as the department is accountable for certain Territory items managed on behalf of government, these items have been separately disclosed in Note 22 – Schedule of Administered Territory Items.

c) Contributions by and distributions to government

The department may receive contributions from government where the government is acting as owner of the department. Conversely, the department may make distributions to government. In accordance with the *Financial Management Act 1995* and Treasurer's Directions, certain types of contributions and distributions, including those relating to administrative restructures, have been designated as contributions by, and distributions to, government. These designated contributions and distributions are treated by the department as adjustments to equity.

The statement of changes in equity provides additional information in relation to contributions by, and distributions to, government.

d) School bodies

School bodies are established under the *Education Act 2015* as separate legal entities to support local governance and community participation. School bodies oversee a range of local school activities and funding arrangements that support the day-to-day operation of schools. They operate independently from the department and are responsible for managing and reporting their own income, expenses, assets and liabilities. The net assets held by school bodies are not included in the department's balance sheet.

The department provides grant funding to school bodies to support their functions and school-based activities. These payments are recognised as grant expenses in the department's financial statements. Summary financial information relating to school bodies is presented in the Financial Performance Overview within the annual report.

e) Presentation and rounding of amounts

Amounts in the financial statements and notes to the financial statements are presented in Australian dollars and have been rounded to the nearest thousand dollars, with amounts of $500 or less being rounded down to zero. Figures in the financial statements and notes may not equate due to rounding.

3. Comprehensive operating statement by output group

	Note	Early Childhood Education and Care Services		Government Education		Non-government Education		Training and Higher Education		Corporate and Shared Services		Total	
		2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000
Income													
Grants and subsidies revenue	4												
Current		2,928	3,843	4,857	7,753	13	18	(172)	98	270	-	**7,896**	**11,712**
Capital		-	-	-	-	-	-	-	-	-	-	**-**	**-**
Appropriation	5												
Output		26,727	25,269	552,747	540,517	55,700	47,281	62,582	55,085	22,382	25,834	**720,138**	**693,986**
Commonwealth (excluding capital appropriation)		-	-	320,126	267,740	279,352	272,501	38,172	24,828	-	-	**637,650**	**565,069**
Sales of goods and services		6	7	13,683	16,103	583	581	103	236	-	-	**14,375**	**16,927**
Interest revenue		-	-	-	7	-	-	-	-	-	-	**-**	**7**
Goods and services received free of charge[1]	6												
Corporate and information services		-	-	-	-	-	-	-	-	35,938	33,944	**35,938**	**33,944**
Repairs and maintenance		-	-	-	-	-	-	-	-	35,187	35,460	**35,187**	**35,460**
Department goods and services		-	-	-	-	-	-	-	-	-	-	**-**	**-**
Gain on disposal of assets		-	-	-	45	-	-	-	-	-	-	**-**	**45**
Other income		30	129	1,472	4,721	4	3	384	979	24	1	**1,914**	**5,833**
Total income		**29,691**	**29,248**	**892,885**	**836,886**	**335,652**	**320,384**	**101,069**	**81,226**	**93,801**	**95,239**	**1,453,098**	**1,362,980**
Expenses													
Employee benefits expense	7	15,528	15,343	669,023	616,709	1,437	1,194	4,167	3,588	17,751	14,985	**707,906**	**651,819**
Administrative expenses													
Property management[2]		14	10	20,438	16,917	1	-	7	4	392	444	**20,852**	**17,375**
Purchases of goods and services	8	1,350	1,635	71,761	71,103	2,132	2,011	1,741	1,962	2,459	2,303	**79,443**	**79,014**
Depreciation and amortisation	13	-	-	66,887	63,030	-	-	-	-	-	-	**66,887**	**63,030**
Services received free of charge[1]	6												
Corporate and information services		-	-	-	-	-	-	-	-	35,938	33,944	**35,938**	**33,944**
Repairs and maintenance		-	-	-	-	-	-	-	-	35,187	35,460	**35,187**	**35,460**
Other administrative expenses		3	1	2,858	1,558	-	-	-	(82)	-	-	**2,861**	**1,477**
Grants and subsidies expenses													
Current	9a	9,072	12,145	161,136	153,059	332,309	322,969	74,018	80,210	-	66	**576,535**	**568,449**
Capital	9b	-	-	-	386	1,238	1,238	2,755	2,584	-	-	**3,993**	**4,208**
Interest expenses		-	-	441	451	-	-	-	-	-	-	**441**	**451**
Total expenses		**25,967**	**29,134**	**992,544**	**923,213**	**337,117**	**327,412**	**82,688**	**88,266**	**91,727**	**87,202**	**1,530,043**	**1,455,227**
Net surplus/(deficit)		**3,724**	**114**	**(99,659)**	**(86,327)**	**(1,465)**	**(7,028)**	**18,381**	**(7,040)**	**2,074**	**8,037**	**(76,946)**	**(92,247)**

	Note	Early Childhood Education and Care Services		Government Education		Non-government Education		Training and Higher Education		Corporate and Shared Services		Total	
		2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000	2026 $'000	2025 $'000
Other comprehensive income													
Items that will not be reclassified to net surplus/deficit													
Changes in asset revaluation surplus		-	-	84,481	136,920	-	-	-	-	-	-	**84,481**	**136,920**
Transfers from Reserves		-	-	-	-	-	-	-	-	-	-	**-**	**-**
Total other comprehensive income		**-**	**-**	**84,481**	**136,920**	**-**	**-**	**-**	**-**	**-**	**-**	**84,481**	**136,920**
Comprehensive result		**3,724**	**114**	**(15,178)**	**50,593**	**(1,465)**	**(7,028)**	**18,381**	**(7,040)**	**2,074**	**8,037**	**7,535**	**44,673**

1 Includes Department of Corporate and Digital Development (DCDD) service charges (human resources, information technology, fleet services, procurement services and web management functions) and Department of Logistics and Infrastructure (DLI) repairs and maintenance services charges.

2 Includes $14.5 million for Government Employee Housing from the Department of Housing, Local Government and Community Development.

This comprehensive operating statement by output group is to be read in conjunction with the notes to the financial statements.

The Department of Education and Training is predominantly funded by parliamentary appropriations for the provision of outputs. Outputs are the services provided or goods produced by a department for users external to the agency. They support the delivery of the department's objectives and or statutory responsibilities. The above table disaggregates revenue and expenses that enable delivery of services by output group, which form part of the balances of the department.

Income

4. Grants and subsidies revenue

	2026			2025		
	Revenue from contracts with customers $'000	Other $'000	Total $'000	Revenue from contracts with customers $'000	Other $'000	Total $'000
Current grants	-	7,896	7,896	-	11,712	11,712
Total grants and subsidies revenue	**-**	**7,896**	**7,896**	**-**	**11,712**	**11,712**

The department's grants and subsidies revenue by significant grant program is disaggregated as follows:

	2026			2025		
	Revenue from contracts with customers $'000	Income of Not-for-Profit Entities $'000	Total $'000	Revenue from contracts with customers $'000	Income of Not-for-Profit Entities $'000	Total $'000
Australian Early Development Census	-	112	112	-	99	99
Children and Schooling Programme	-	4,820	4,820	-	7,564	7,564
Community Child Care Fund	-	830	830	-	133	133
Community Support Program	-	-	-	-	392	392
Connected Beginnings Programs	-	1,984	1,984	-	2,777	2,777
Joint Compliance and Monitoring Program	-	-	-	-	600	600
Other grant programs	-	150	150	-	147	147
Total grants and subsidies revenue	**-**	**7,896**	**7,896**	**-**	**11,712**	**11,712**

Grants revenue is recognised at fair value, exclusive of GST in accordance with the requirements of AASB 15 *Revenue from Contracts with Customers* or AASB 1058 *Income of Not-for-Profit Entities*, depending on whether the grant agreement is enforceable and includes sufficiently specific performance obligations.

The assessment of whether a performance obligation is sufficiently specific involved the application of significant judgement, based on an analysis of the terms and conditions of grant agreements and relevant supporting documentation (including activity workplans) and where necessary, discussions with relevant stakeholders.

The department has adopted a low value contract threshold of $50,000 excluding GST and recognises revenue from contracts with a low value, upfront on receipt of income.

Grant agreements without a specific performance obligation are accounted for under AASB 1058, and are recognised where entitlement to funding has been established in accordance with the applicable accounting standards and the amount can be measured reliably.

Grant revenue, passed on from a Territory Government-controlled entity with the exception of the Central Holding Authority, is recognised upfront on receipt, irrespective of which revenue accounting standard it may fall under in accordance with the Treasurer's Direction on income.

5. Appropriation

Appropriation recorded in the operating statement includes output appropriation and Commonwealth appropriation received for the delivery of services.

	2026			2025		
	Revenue from contracts with customers $'000	Other $'000	Total $'000	Revenue from contracts with customers $'000	Other $'000	Total $'000
Output	-	720,138	720,138	-	693,986	693,986
Commonwealth	-	637,650	637,650	30,805	534,264	565,069
Total appropriation in the operating statement	**-**	**1,357,788**	**1,357,788**	**30,805**	**1,228,250**	**1,259,055**

Following a reassessment of funding arrangements during 2025–26, the department concluded that the Fee-Free TAFE Skills agreement and the Preschool Reform agreement previously accounted for under AASB 15 no longer meet the criteria for recognition as revenue from contracts with customers. The new agreement for National Partnership on the Northern Territory Remote Aboriginal Investment, was assessed and is accounted for under AASB 1058 Income of Not-for-Profit Entities as the performance obligations were deemed not sufficiently specific. The department has not recognised any appropriation income as revenue from contracts with customers (under AASB 15) during the reporting period.

The department's Commonwealth appropriation by agreement is disaggregated as follows:

	2026			2025		
	Revenue from contracts with customers $'000	Income of Not-for-Profit Entities $'000	Total $'000	Revenue from contracts with customers $'000	Income of Not-for-Profit Entities $'000	Total $'000
Specific purpose payments						
National Skills Agreement	-	-	-	-	290	290
Better and Fairer Schools Agreement - government schools	-	294,661	294,661	-	230,140	230,140
Better and Fairer Schools Agreement - non-government schools	-	278,367	278,367	-	271,023	271,023
National partnership agreements						
Consent and Respectful Relationships	-	407	407	-	724	724
Fee-Free TAFE Skills agreement	-	4,673	4,673	4,438	-	4,438
National Skills Agreement	-	31,204	31,204	-	20,100	20,100
National Student Wellbeing Program	-	510	510	-	510	510
NT Remote Aboriginal Investment	-	19,224	19,224	18,294	-	18,294
On-Country Learning 2024	-	-	-	-	10,000	10,000
Preschool Reform agreement	-	3,324	3,324	8,072	-	8,072
Transition funding for highly disadvantaged independent schools	-	985	985	-	1,477	1,477
Turbocharging TAFE Centres of Excellence	-	1,600	1,600	-	-	-
Turbocharging the VET Workforce (Clean Energy)	-	695	695	-	-	-
Workload Reduction Fund	-	2,000	2,000	-	-	-
Total appropriation in the operating statement	**-**	**637,650**	**637,650**	**30,805**	**534,264**	**565,069**

5. Appropriation (continued)

Output appropriation is the operating payment to each department for the outputs they provide as specified in the *Appropriation Act*. It does not include any allowance for major non-cash costs such as depreciation. Output appropriations do not have sufficiently specific performance obligations and are recognised on receipt of funds.

Commonwealth funding follows from the intergovernmental agreement on federal financial relations, resulting in specific purpose payments (SPPs) and national partnership payments (NP) being made by the Commonwealth Treasury to state treasuries, in a manner similar to arrangements for GST payments. These payments are received by the Department of Treasury and Finance on behalf of the Central Holding Authority and then passed on to the relevant departments as 'Commonwealth appropriation'.

Where funding received has an enforceable contract with sufficiently specific performance obligations, the transaction is accounted for under AASB 15 as revenue from contracts with customers. In this case, revenue is recognised as and when goods and or services are transferred to the customer or third-party beneficiary. Otherwise, revenue is recognised when the department gains control of the funds.

Where grant agreements do not meet the criteria above, it is accounted for under AASB 1058, and is recognised where entitlement to funding has been established in accordance with the applicable accounting standards and the amount can be measured reliably.

Commonwealth appropriations accounted as revenue from contracts with customers have been disaggregated below into categories to enable users of these financial statements to understand the nature, amount, timing and uncertainty of income and cash flows. These categories include a description of the type of product or service line, type of customer and timing of transfer of goods and services. These appropriations comprise funding received under the National Partnership on Northern Territory Remote Aboriginal Investment, the National Partnership on Preschool Reform, and the Fee-Free TAFE Skills Agreement.

	2026 $'000	2025 $'000
Type of goods and services: Service delivery	-	30,805
Total revenue from contracts with customers	**-**	**30,805**
Type of customer: Commonwealth Government	-	30,805
Total revenue from contracts with customers	**-**	**30,805**
Timing of transfer of goods and services: Point in time	-	30,805
Total revenue from contracts with customers	**-**	**30,805**

a) Summary of changes to budget appropriations

The following table presents changes to budgeted appropriations authorised during the current financial year together with explanations for significant changes. It compares the amounts originally identified in the *Appropriation (2025–2026) Act 2025* with revised appropriations as reported in *2026–27 Budget Paper No. 3 Agency Budget Statements* and the final end-of-year appropriation.

The changes within the following table relate only to appropriation and do not include department revenue (for example, goods and services revenue and grants received directly by the department) or expenditure. Refer to Note 23 Budgetary information for detailed information on variations to the department's actual outcome compared to budget for revenue and expenses.

5. Appropriation (continued)

	Original 2025–26 budget appropriation $'000	Revised 2025–26 budget appropriation $'000	Change to budget appropriation $'000	Note	Final 2025–26 budget appropriation $'000	Change to budget appropriation $'000	Note
Output	713,813	711,938	(1,875)	1	720,138	8,200	3
Capital	-	-	-		-	-	
Commonwealth	656,232	649,673	(6,559)	2	641,473	(8,200)	3
Total appropriation	**1,370,045**	**1,361,611**	**(8,434)**		**1,361,611**	**-**	

Output and capital appropriations reflect funding as a direct result of government-approved decisions, with actual funding received by the Department of Education and Training in line with the budgeted amounts.

Commonwealth appropriation reflects funding anticipated to be received from the Commonwealth for both operational and capital purposes. This Commonwealth funding is largely recognised as or when performance obligations are satisfied, the actual amounts receipted by the Department of Education and Training and reported in these financial statements may vary from the budgeted amounts reported in this table.

The following are explanations of changes over $1 million or where there is a significant offset resulting in net changes under $1 million.

1. The decrease largely reflects the transfer of NT output appropriation to the Department of Logistics and Infrastructure of $1.8 million for the Palmerston Secondary Special Education School design works.
2. The decrease primarily reflects the alignment of funding under the Better and Fairer Schools Agreement and the National Skills Agreement - Specific Policy Initiatives with revised Commonwealth funding schedules and program delivery timeframes.
3. The decrease reflects the transfer of Commonwealth funding to the Department of Logistics and Infrastructure of $8.2 million for infrastructure works in government schools.

6. Goods and services received free of charge

	2026 $'000	2025 $'000
Corporate and information services	35,938	33,944
Repairs and maintenance	35,187	35,460
Total goods and services received free of charge	**71,125**	**69,404**

Resources received free of charge are recognised as revenue when, and only when, a fair value can be reliably determined and the services would have been purchased if they had not been donated. Use of those resources is recognised as an expense. Resources received free of charge are recorded as revenue.

Repairs and maintenance expenses incurred on the department's assets and costs associated with administration of these expenses are centralised in the Department of Logistics and Infrastructure on behalf of the department, and form part of goods and services received free of charge by the department.

In addition, the following corporate services staff and functions are centralised and provided by the Department of Corporate and Digital Development on behalf of the department and form part of goods and services free of charge of the department:

- financial services including accounts receivable, accounts payable and payroll
- employment and workforce services
- information management services, including digital services
- procurement services
- property leasing services.

Expenses

7. Employee expenses

	2026 $'000	2025 $'000
Salaries and related expenses	594,916	550,088
Superannuation expenses	72,775	65,002
Fringe benefits tax	3,719	3,771
Payroll tax	36,496	32,958
Total employee expenses[1]	**707,906**	**651,819**

1 The increase in total employee expenses was primarily due an increase in the number of employees, and an uplift in salaries and related expenses associated with the enterprise agreements.

The department employed 5,076 full-time equivalent employees as at 30 June 2026 (4,915 full-time equivalent employees as at 30 June 2025). The increase primarily relates to an increase in service-based staff to support schools and students, includes uplifts in the following classifications: in teacher, senior teacher and aboriginal team teacher.

Salaries and wages are recognised in the reporting period when the employee renders services to the Territory Government. It includes recreation leave, labour hire costs, allowances and other benefits, which are recognised in the reporting period when employees are entitled to the benefit or when incurred.

The recognition and measurement policy for employee benefits is detailed in Note 14: Payables and Note 16: Provisions.

8. Purchases of goods and services

	2026 $'000	2025 $'000
The net surplus/(deficit) has been arrived at after charging the following expenses:		
Goods and services expenses:		
Consultants[1]	2,212	4,269
Advertising[2]	24	174
Marketing and promotion[3]	659	753
Document production	1,235	1,383
Legal expenses[4]	1,712	1,181
Recruitment[5]	4,596	4,803
Training and study	3,797	4,297
Official duty fares	2,948	3,464
Travelling allowance	1,590	1,623
Information technology charges, and communications hardware and software[6]	18,476	22,667
Motor vehicle expenses	7,638	7,254
Relocation expenses	2,578	2,175
Insurance premiums[7]	13,633	9,540
Communications	1,198	1,189
Consumables/General Expenses	676	1,849
Agency service arrangements[8]	8,599	5,503
Other goods and services[9]	7,871	6,890
Total purchases of goods and services	**79,443**	**79,014**

1 Includes marketing, promotion and IT consultants.
2 Does not include recruitment related advertising or advertising for marketing and promotion.
3 Includes advertising for marketing and promotion but excludes marketing and promotion consultants' expenses, which are incorporated in the consultants' category.
4 Includes legal fees, claim and settlement costs.
5 Includes recruitment-related advertising costs.
6 Includes replacement of teacher laptops in 2024–25 (non-recuring).
7 The increase reflects higher insurance risk premiums on workers' compensation.
8 Includes the School Based Policing program and other service arrangements including curriculum assessment and certification services and local area networks.
9 Includes audit fees, accommodation, entertainment/hospitality, employee assistance program, fees and other regulatory charges, freight, membership and subscriptions, office requisites and stationery, other equipment expenses.

Purchases of goods and services generally represent the day-to-day running costs incurred in normal operations, including supplies and service costs recognised in the reporting period in which they are incurred.

9. Grants and subsidies expenses

a) Current grant and subsidy expense

	2026 $'000	2025 $'000
Current grants		
Local government	13	49
Northern Territory government schools[1]	136,254	123,483
Private and not-for-profit sector[2]	416,244	414,963
Other	14,126	13,567
Total current grants	**566,637**	**552,061**
Subsidies		
Local government	-	19
Northern Territory government schools	50	82
Private and not-for-profit sector	9,848	16,286
Total subsidies	**9,898**	**16,388**
Total current grant and subsidies expense	**576,535**	**568,449**

1 Includes Better and Fairer Schools Agreement funding provided for government schools.
2 Includes Workforce Training grants and Better Fairer School Agreement funding provided for non-government schools.

Current grant expenses are intended to finance the current activities of the recipient for which no economic benefits of equal value are receivable in return.

Current grant expenses largely comprise payments made to the non-government school sector, under the Better and Fairer Schools Agreement with the Australian Government and operational grants to government school bodies used to meet their operating costs. Payments were also provided to tertiary education and training providers, community-based special educational programs, engagement and mentoring programs, educational support programs and to the non-government school sector for a grandfathered subsidy scheme.

Subsidies are payments aimed at reducing all or part of the costs of an activity. They include payments made to non-government organisations for early childhood services subsidies and payments to families to support the provision of education and related services.

Current grant and subsidy expenses are recognised as an expense in the reporting period in which they are paid or payable, exclusive of the amount of GST.

b) Capital grant expense

	2026 $'000	2025 $'000
Capital grants		
Northern Territory government schools	-	300
Private and not-for-profit sector	3,420	3,908
Other	573	-
Total capital grant expense	**3,993**	**4,208**

Capital grant expenses are transfers made to a recipient for the purpose of acquiring, constructing or upgrading a new physical asset or upgrading an existing physical asset for which no economic benefits of equal value are receivable in return. It also includes the transfer of existing agency assets to another entity for which no economic benefits of equal value are receivable in return. Capital grant expenses largely comprise of payments made to tertiary education and training providers for infrastructure programs provided by the department.

Capital grant expenses are recognised in the reporting period in which they are paid or payable, exclusive of the amount of GST.

10. Write-offs, postponements, waivers, gifts and ex-gratia payments

The following table presents all write-offs, waivers, postponements, gifts and ex-gratia payments approved under the *Financial Management Act 1995* or other legislation that the agency administers.

	Department items				Territory items			
	2026 $'000	No. of trans.	2025 $'000	No. of trans.	2026 $'000	No. of trans.	2025 $'000	No. of trans.
Authorised under the *Financial Management Act 1995*								
Write offs, postponements and waivers approved by the Treasurer								
Irrecoverable money written off[1]	-	-	34	8	-	-	-	-
Losses or deficiencies of money written off[1]	-	-	47	7	-	-	-	-
Value of public property written off[2]	1,092	1	-	-	-	-	-	-
Postponement of right to receive or recover money or property	-	-	-	-	-	-	-	-
Waiver of right to receive or recover money or property	-	-	-	-	-	-	-	-
Total write-offs, postponements and waivers approved by the Treasurer	**1,092**	**1**	**81**	**15**	**-**	**-**	**-**	**-**
Write offs, postponements and waivers approved by delegates								
Irrecoverable money written off	2	2	-	-	-	-	-	-
Losses or deficiencies of money written off	14	18	10	11	-	-	-	-
Value of public property written off	-	-	-	-	-	-	-	-
Postponement of right to receive or recover money or property	-	-	-	-	-	-	-	-
Waiver of right to receive or recover money or property	-	-	-	-	-	-	-	-
Total write offs, postponements and waivers approved by delegates	**16**	**20**	**10**	**11**	**-**	**-**	**-**	**-**
Total write-offs, postponements and waivers	**1,108**	**21**	**91**	**26**	**-**	**-**	**-**	**-**
Gifts approved by the Treasurer	-	-	-	-	-	-	-	-
Gifts approved by delegate	-	-	-	-	-	-	-	-
Total gifts	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ex-gratia payments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total authorised under the *Financial Management Act 1995*	**1,108**	**21**	**91**	**26**	**-**	**-**	**-**	**-**
Authorised under other legislation								
Write-offs, postponements and waivers	-	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-	-
Total authorised under other legislation	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

1 Primarily related to irrecoverable debts identified as either exceeding statute of limitations and/or uneconomical to pursue.

2 Relates to one building that is beyond economic repair and another that has been replaced with a new building. Refer to Note 13 Impairment of assets.

Write-off

Write-offs reflect the removal from accounting records the value of public money or public property owing to, or loss sustained by the Territory or agency. It refers to circumstance where the Territory or an agency has made all attempts to pursue the debt, however, is deemed irrecoverable due to reasons beyond the Territory or an agency's control. Write-offs result in no cash outlay and are accounted for under 'Other administrative expenses' in the Comprehensive Operating Statement.

10. Write-offs, postponements, waivers, gifts and ex-gratia payments (continued)

Waiver

Waivers reflect the election to forego a legal right to recover public money or receive public property. Once agreed with and communicated to the debtor, it will have the effect of extinguishing the debt and renouncing the right to any future claim on that public money or public property. Waivers result in no cash outlay, and are accounted for under 'Current grants and subsidies expense' in the Comprehensive Operating Statement.

Postponement

A postponement is a deferral of a right to recover public money or receipt of public property from its due date. This has no effect on revenues or expenses recognised but may affect cash inflows or assets in use.

Gifts

A gift is an asset or property, deemed surplus to government's requirements, transferred to a suitable recipient, without receiving any consideration or compensation, and where there is no constructive or legal obligation for the transfer. Gifted property is accounted for under 'Other administrative expenses' in the Comprehensive Operating Statement.

Ex-gratia

Ex-gratia payments, or act-of-grace payments are gratuitous payments where no legal obligation exists. All ex-gratia payments are approved by the Treasurer. Ex-gratia payments result in cash outlay and are accounted for under 'Purchases of goods and services' in the Comprehensive Operating Statement.

Assets

11. Cash flow reconciliation

a) Reconciliation of cash

The total of department 'Cash and deposits' of $89.6 million recorded in the Balance Sheet is consistent with that recorded as 'Cash' in the Cash Flow Statement.

	2026 $'000	2025 $'000
Reconciliation of net (deficit) / surplus to net cash from operating activities		
Net surplus/(deficit)	**(76,946)**	**(92,247)**
Non-cash items:		
Depreciation and amortisation	66,887	63,030
Asset write-offs and write-downs	2,570	1,329
(Gain)/loss on disposal of assets	-	(52)
Changes in assets and liabilities:		
Decrease/(increase) in receivables	9,202	(6,068)
Decrease/(increase) in inventories	-	-
(Decrease)/increase in payables	2,856	2,029
(Decrease)/increase in provision for employee benefits	5,521	7,887
(Decrease)/increase in other provisions	2,622	4,429
(Decrease)/increase in other liabilities	(5,477)	1,380
Net cash from/(used in) operating activities	**7,235**	**(18,283)**

11. Cash flow reconciliation (continued)

b) Reconciliation of cash and non-cash arising from financing activities

		Cash flows			Non-cash		
	1 July $'000	Lease liabilities repayments $'000	Other $'000	Total cash flows $'000	Other[1] $'000	Total other $'000	30 June $'000
2025–26							
Borrowings	11,860	(272)	-	(272)	269	269	**11,858**
Other Equity	-	-	5,400	5,400	28,009	28,009	**33,409**
Total	**11,860**	**(272)**	**5,400**	**5,128**	**28,278**	**28,278**	**45,267**

1 Other non-cash borrownings includes right-of-use asset for the lease of land, with an aggregate value of $0.04 million, recognised for the first time.

		Cash flows			Non-cash		
	1 July $'000	Lease liabilities repayments $'000	Other $'000	Total cash flows $'000	Other $'000	Total other $'000	30 June $'000
2024–25							
Deposits held	1	-	(1)	(1)	-	-	**-**
Borrowings	11,753	(232)	-	(232)	340	340	**11,860**
Other Equity	-	-	47,932	47,932	54,276	54,276	**102,208**
Total	**11,754**	**(232)**	**47,931**	**47,699**	**54,616**	**54,616**	**114,068**

12. Receivables

	2026 $'000	2025 $'000
Current		
Accounts receivable	4,599	4,999
Less: Loss allowance	(1,093)	(865)
	3,506	**4,134**
Contract receivables	13,860	21,755
Less: Loss allowance	-	-
	13,860	**21,755**
GST receivables	2,197	2,715
Prepayments	1,510	1,757
Other receivables	2,460	2,375
	6,167	**6,847**
Total receivables[1]	**23,533**	**32,735**

1 Includes Specific Purpose Payments and National Partnership Agreement from the Commonwealth.

Receivables are initially recognised when the department becomes a party to the contractual provisions of the instrument and are measured at fair value less any directly attributable transaction costs. Receivables include contract receivables, accounts receivable, accrued Commonwealth funding and other receivables.

Receivables are subsequently measured at amortised cost using the effective interest method, less any impairments. Accounts receivable, contract receivables and other receivables are generally settled within 30 days.

The loss allowance reflects lifetime expected credit losses and represents the amount of receivables the department estimates are likely to be uncollectible and are considered doubtful.

12. Receivables (continued)

Accrued contract revenue

Contract receivables – the department may recognise a receivable for revenue accounted for under AASB 1058, where the department has established a right to receive consideration from an enforceable agreement and it can reliably estimate the value of this consideration. For some arrangements, the reliable estimate may only be obtained on receipt of cash, which is when control is also obtained.

The decrease in contract receivables was primarily attributable to lower accrued Commonwealth funding recognised for the National Partnership on the Northern Territory Remote Aboriginal Investment program following the achievement of departmental performance targets, together with a reduction in accrued Commonwealth funding recognised for the Preschool Reform Agreement.

Prepayments

Prepayments represent payments made in advance of receipt of goods and services. Prepayments are recognised on an accrual basis and amortised over the period in which the economic benefits from these assets are received.

Credit risk exposure of receivables

Receivables are monitored on an ongoing basis to ensure exposure to bad debts is not significant. The entity applies the simplified approach to measuring expected credit losses. This approach recognises a loss allowance based on lifetime expected credit losses for all accounts receivables, contracts receivables and accrued contract revenue. To measure expected credit losses, receivables have been grouped based on shared risk characteristics and days past due.

The expected loss rates are based on historical observed loss rates, adjusted to reflect current and forward-looking information.

In accordance with the provisions of the FMA, receivables are written-off when based on demonstrated actions to collect, and there is no reasonable expectation of recovery for reasons beyond the department's control.

The loss allowance for receivables at reporting date represents the amount of receivables the department estimates is likely to be uncollectible and is considered doubtful. Ageing analysis and reconciliation of loss allowance for receivables as at the reporting date are disclosed below.

Internal receivables reflect amounts owing from entities controlled by the Northern Territory Government, such as other agencies, government business divisions and government owned corporations. External receivables reflect amounts owing from third parties which are external to the Northern Territory Government.

Ageing analysis

	2026				2025			
	Gross receivables $'000	Loss rate[1] %	Expected credit losses $'000	NT receivables $'000	Gross receivables $'000	Loss rate[1] %	Expected credit losses $'000	NT receivables $'000
Internal receivables								
Not overdue	-	-	-	-	1,557	-	-	1,557
Overdue for less than 30 days	-	-	-	-	-	-	-	-
Overdue for 30 to 60 days	-	-	-	-	-	-	-	-
Overdue for more than 60 days	-	-	-	-	-	-	-	-
Total internal receivables	**-**	**-**	**-**	**-**	**1,557**	**-**	**-**	**1,557**
External receivables								
Not overdue	669	1.9%	13	656	1,230	20.3%	250	980
Overdue for less than 30 days	197	4.6%	9	188	322	5.6%	18	304
Overdue for 30 to 60 days	825	1.9%	16	809	65	13.8%	9	56
Overdue for more than 60 days[2]	2,908	36.3%	1,055	1,853	1,825	32.2%	588	1,237
Total external receivables	**4,599**	**23.8%**	**1,093**	**3,506**	**3,442**	**25.1%**	**865**	**2,577**

1 The loss rate reported is the expected credit losses as a percentage of gross receivables. The change year on year relates to the profile of the reported values with net receivables overdue above 30 days increasing compared to the prior year.

2 Debt management procedures and repayment plans are in place to recover outstanding receivables. Whilst there are plans in place, generally the likelihood of recovery is reduced with age of the debt.

Total amounts disclosed exclude statutory amounts and prepayments as these do not meet the definition of a financial instrument and therefore will not reconcile the receivables note. It also excludes accrued contract revenue where no loss allowance has been provided.

12. Receivables (continued)

Reconciliation of loss allowance for receivables

	2026 $'000	2025 $'000
Internal receivables[1]		
Opening balance	-	18
Written off during the year	-	-
Recovered during the year	-	(18)
Increase/decrease in allowance recognised in profit or loss	-	-
Total internal receivables	**-**	**-**
External receivables		
Opening balance	865	679
Written off during the year	(16)	(91)
Recovered during the year	-	-
Increase/decrease in allowance recognised in profit or loss	244	277
Total external receivables	**1,093**	**865**

1 Internal receivables relate to entities controlled by the NTG whereas external receivables are from parties external to the NTG.

13. Property, plant and equipment

a) Total property, plant and equipment

	2026 $'000	2025 $'000
Land		
At fair value	115,700	113,881
	115,700	**113,881**
Land – Right of use assets[1]		
At capitalised cost	14,140	13,871
Less: accumulated amortisation	(3,619)	(3,221)
	10,521	**10,650**
Buildings		
At fair value	3,262,313	3,051,620
Less: accumulated depreciation	(1,874,040)	(1,705,497)
	1,388,273	**1,346,123**
Plant and equipment		
At cost	16,794	16,794
Less: accumulated depreciation	(12,011)	(11,600)
	4,783	**5,194**
Transport equipment		
At cost	2,549	2,536
Less: accumulated depreciation	(2,497)	(2,375)
	52	**161**
Total property, plant and equipment	**1,519,328**	**1,476,009**

1 Relates to remote land assets under lease that have significantly below-market terms and conditions principally to enable the department to further its objectives.

13. Property, plant and equipment (continued)

a) Reconciliation of carrying amount of property, plant and equipment

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of the year is set out below:

2026

	Land $'000	Land - Right of use[1] $'000	Buildings $'000	Plant and equipment $'000	Transport equipment $'000	Total $'000
Carrying amount as at 1 July 2025	113,881	10,650	1,346,123	5,194	161	1,476,009
Additions	-	40	-	-	13	53
Disposals	-	-	-	-	-	-
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/disposals from asset transfers	-	-	26,531	-	-	26,531
Depreciation/amortisation expense	-	(398)	(65,952)	(411)	(122)	(66,883)
Revaluation increments/decrements	1,819	229	85,916	-	-	87,964
Impairment losses	-	-	(4,346)	-	-	(4,346)
Impairment losses reversed	-	-	-	-	-	-
Other movements	-	-	-	-	-	-
Carrying amount as at 30 June 2026	**115,700**	**10,521**	**1,388,273**	**4,783**	**52**	**1,519,328**

1 Relates to remote land assets under lease that have significantly below-market terms and conditions principally to enable the department to further its objectives.

Note: The Department of Education and Training has a 5-year rolling revaluation program for land and buildings.

2025

	Land $'000	Land - Right of use[1] $'000	Buildings $'000	Plant and equipment $'000	Transport equipment $'000	Total $'000
Carrying amount as at 1 July 2024	115,221	10,679	1,217,248	5,339	321	1,348,808
Additions	-	-	40,332	22	-	40,354
Disposals	-	-	-	-	(7)	(7)
Additions/disposals from administrative restructuring	-	-	13,208	-	-	13,208
Additions/disposals from asset transfers	-	-	-	229	-	229
Depreciation/amortisation expense	-	(375)	(62,102)	(396)	(153)	(63,027)
Revaluation increments/decrements	(1,340)	346	137,438	-	-	136,444
Impairment losses	-	-	-	-	-	-
Impairment losses reversed	-	-	-	-	-	-
Other movements	-	-	-	-	-	-
Carrying amount as at 30 June 2025	**113,881**	**10,650**	**1,346,123**	**5,194**	**161**	**1,476,009**

1 Relates to remote land assets under lease that have significantly below-market terms and conditions principally to enable the department to further its objectives.

Note: The Department of Education and Training has a 5-year rolling revaluation program for land and buildings.

13. Property, plant and equipment (continued)

b) Reconciliation of property, plant and equipment held and used by the agency

A reconciliation of the carrying amount of property, plant and equipment held and used by the department to deliver its outputs and services to the public is set out below:

2026

	Land $'000	Leased Land (Right of use)[1] $'000	Buildings $'000	Plant and equipment $'000	Transport equipment $'000	Total $'000
Carrying amount as at 1 July 2025	108,786	10,650	1,326,493	5,194	161	**1,451,284**
Additions	-	40	-	-	13	**53**
Disposals	-	-	-	-	-	**-**
Additions/disposals from administrative restructuring	-	-	-	-	-	**-**
Additions/disposals from asset transfers	-	-	26,531	-	-	**26,531**
Depreciation/amortisation expense	-	(398)	(64,042)	(411)	(122)	**(64,973)**
Revaluation increments/decrements	1,810	229	84,693	-	-	**86,732**
Impairment losses	-	-	(4,346)	-	-	**(4,346)**
Impairment losses reversed	-	-	-	-	-	**-**
Other movements[2]	(1,811)	-	(4,104)	-	-	**(5,915)**
Carrying amount as at 30 June 2026	**108,785**	**10,521**	**1,365,226**	**4,783**	**52**	**1,489,366**

1 Relates to remote land assets under lease that have significantly below-market terms and conditions principally to enable the department to further its objectives.

2 Other movements relate to reclassification between property, plant and equipment held and used by the agency, and where the agency is a lessor under operating leases, for land ($1.811 million) and buildings ($4.198 million) for a portfolio of assets where the department is the lessor.

Note: The Department of Education and Training has a 5-year rolling revaluation program for land and buildings.

2025

	Land $'000	Leased Land (Right of use)[1] $'000	Buildings $'000	Plant and equipment $'000	Transport equipment $'000	Total $'000
Carrying amount as at 1 July 2024	110,126	10,679	1,199,613	5,339	321	**1,326,078**
Additions	-	-	40,332	22	-	**40,354**
Disposals	-	-	-	-	(7)	**(7)**
Additions/disposals from administrative restructuring	-	-	13,208	-	-	**13,208**
Additions/disposals from asset transfers	-	-	-	229	-	**229**
Depreciation/amortisation expense	-	(375)	(61,326)	(396)	(153)	**(62,250)**
Revaluation increments/decrements	(1,340)	346	137,438	-	-	**136,444**
Impairment losses	-	-	-	-	-	**-**
Impairment losses reversed	-	-	-	-	-	**-**
Other movements	-	-	(2,772)	-	-	**(2,772)**
Carrying amount as at 30 June 2025	**108,786**	**10,650**	**1,326,493**	**5,194**	**161**	**1,451,284**

1 Relates to remote land assets under lease that have significantly below-market terms and conditions principally to enable the department to further its objectives.

Note: The Department of Education and Training has a 5-year rolling revaluation program for land and buildings.

13. Property, plant and equipment (continued)

c) Reconciliation of property, plant and equipment where the agency is a lessor under operating leases

A reconciliation of the carrying amount of property, plant and equipment where the department is lessor under operating leases is set out below. These assets are leased by public and non-government organisations for the purpose of providing services to the community.

2026

	Land $'000	Land - Right of use[1] $'000	Buildings $'000	Plant and equipment $'000	Transport equipment $'000	Total $'000
Carrying amount as at 1 July 2025	5,095	-	19,630	-	-	**24,725**
Additions	-	-	-	-	-	-
Disposals	-	-	-	-	-	-
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/disposals from asset transfers	-	-	-	-	-	-
Depreciation/amortisation expense	-	-	(1,910)	-	-	**(1,910)**
Revaluation increments/decrements	9	-	1,223	-	-	**1,232**
Impairment losses	-	-	-	-	-	-
Impairment losses reversed	-	-	-	-	-	-
Other movements[2]	1,811	-	4,104	-	-	**5,915**
Carrying amount as at 30 June 2026	**6,915**	**-**	**23,047**	**-**	**-**	**29,962**

1 Relates to remote land assets under lease that have significantly below-market terms and conditions principally to enable the department to further its objectives.

2 Other movements relate to reclassification between property, plant and equipment held and used by the agency, and where the agency is a lessor under operating leases, for land ($1.811 million) and buildings ($4.198 million) for a portfolio of assets where the department is the lessor.

Note: Property, plant and equipment relate to peppercorn lease arrangements.

2025

	Land $'000	Land - Right of use[1] $'000	Buildings $'000	Plant and equipment $'000	Transport equipment $'000	Total $'000
Carrying amount as at 1 July 2024	5,095	-	17,634	-	-	**22,729**
Additions	-	-	-	-	-	-
Disposals	-	-	-	-	-	-
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/disposals from asset transfers	-	-	-	-	-	-
Depreciation/amortisation expense	-	-	(776)	-	-	**(776)**
Revaluation increments/decrements	-	-	-	-	-	-
Impairment losses	-	-	-	-	-	-
Impairment losses reversed	-	-	-	-	-	-
Other movements	-	-	2,772	-	-	**2,772**
Carrying amount as at 30 June 2025	**5,095**	**-**	**19,630**	**-**	**-**	**24,725**

1 Relates to remote land assets under lease that have significantly below-market terms and conditions principally to enable the department to further its objectives.

Note: Property, plant and equipment relate to peppercorn lease arrangements.

13. Property, plant and equipment (continued)

(i) Acquisitions

Property, plant and equipment are initially recognised at cost.

Items of property, plant and equipment with a cost or other value, equal to or greater than $10,000 are recognised in the year of acquisition and depreciated as outlined below. Items of property, plant and equipment below the $10,000 threshold are expensed in the year of acquisition.

Major items of plant and equipment comprising a number of components that have different useful lives are accounted for as separate assets. Individual components may be replaced during the useful life of the complex asset.

(ii) Construction (work in progress)

As part of the financial management framework, the Department of Logistics and Infrastructure is responsible for managing general government capital works projects on a whole of government basis. Therefore appropriation for the department's capital works is provided directly to the Department of Logistics and Infrastructure and the cost of construction work in progress is recognised as an asset of that department. Once completed, capital works assets are transferred to the department.

(iii) Revaluation of assets

Subsequent to initial recognition, assets belonging to the following classes of non-current assets are revalued with sufficient regularity to ensure that the carrying amount of these assets does not differ materially from their fair value at reporting date:

- land
- buildings

The above classes of property, plant and equipment include certain new assets initially recognised at cost. Such new assets will continue to be measured at cost, which is deemed to equate to fair value, until the next revaluation for that asset class occurs.

Plant and equipment are stated at historical cost less depreciation, which is deemed to equate to fair value. Fair value is the amount for which an asset could be exchanged or liability settled between knowledgeable, willing parties in an arm's-length transaction.

The latest revaluations as at 30 June 2026 were independently conducted. The valuer was Colliers International Pty Ltd. Refer to Note 17: Fair value for additional disclosures.

(iv) Impairment of assets

An asset is said to be impaired when the asset's carrying amount exceeds its recoverable amount.

Materially significant non-financial assets are assessed for indicators of impairment annually. If any indicator of impairment exists, the department determines the asset's recoverable amount. The asset's recoverable amount is determined as the higher of the asset's current replacement cost and fair value less costs to sell. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

Impairment losses are recognised in the Comprehensive Operating Statement. They are disclosed as an expense unless the asset is carried at a revalued amount. Where the asset is measured at a revalued amount, the impairment loss is offset against the asset revaluation surplus for that class of asset to the extent an available balance exists in the asset revaluation surplus.

In certain situations, an impairment loss may subsequently be reversed. Impairment loss may only be reversed if there has been a change in the assumptions used to determine the asset's recoverable amount. The reversal is limited so that the carrying amount of the asset does not exceed the revised estimate of its recoverable amount, nor exceed the net carrying amount that would have been determined had not impairment loss been recognised for the asset in the prior years. Where an asset is carried at a revalued amount, impairment reversal is recognised in the comprehensive operating statement as income to the extent that an impairment loss was previously recognised in the profit or loss, otherwise, impairment reversal results in an increase in the asset revaluation surplus.

Total impairment losses of $4.346 million were recognised against buildings and charged to the asset revaluation surplus.

Department property, plant and equipment assets were assessed for impairment as at 30 June 2026. Following recent severe weather events, two school buildings were impaired by a total of $3.254 million. In addition, a number of other school building assets were identified as having indicators of impairment and were assessed as partially impaired. However, at the reporting date, the full extent of damage to certain affected assets could not be reliably determined pending the completion of detailed inspections and assessments by external contractors. In addition, two building assets were also assessed and written-off for a total of $1.092 million. Refer to Note 10 write-off disclosures.

13. Property, plant and equipment (continued)

(v) Depreciation and amortisation Expense

Items of property, plant and equipment, including buildings but excluding land, have limited useful lives and are depreciated using the straight-line method over their estimated useful lives. Assets are depreciated from the date of acquisition or from the time an asset is completed and held ready for use.

The estimated useful lives for each class of asset are in accordance with the department's determination as follows:

Asset class	2026	2025
Right-of-use-assets		
Land	Term of lease	Term of lease
Public buildings	50 years	50 years
Sheds/demountables	20–40 years	20–40 years
Plant and equipment	3–10 years	3–10 years
Transport equipment	2–5 years	2–5 years

(vi) Right-of-use assets under lease

Recognition and measurement

The department assesses at contract inception whether a contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration and hence contains a lease.

The department recognises lease liabilities equal to lease payments and a corresponding right-of-use assets for the use of the underlying assets, except for short-term leases and leases of low-value assets. Refer to Note 15 Borrowings and advances for additional disclosures.

The department recognises right-of-use assets at the commencement date of the lease (the date the underlying asset is available for use).

If ownership of the leased asset transfers to the agency at the end of the lease term or the cost reflects the exercise of a purchase option, depreciation is calculated using the estimated useful life of the asset.

Right-of-use assets are subsequently measured at cost less accumulated amortisation and accumulated impairment losses.

Right-of-use assets are subject to remeasurement principles consistent with the lease liability including indexation and market rent review, which approximates fair value. Right-of-use assets are also revalued where a trigger or event may indicate their carrying amount does not equal fair value.

Inter-governmental leases

The department applies the inter-governmental leases recognition exemption as per the Treasurer's Direction – Leases and recognises these as an expense on a straight-line basis over the lease term. These largely relate to the lease of motor vehicles from NT Fleet. Leases of commercial properties for office accommodation are centralised with the Department of Corporate and Digital Development (DCDD). Consequently all lease liabilities and right-of-use assets relating to these arrangements are recognised by DCDD and not disclosed within these financial statements.

Leases that have significantly below-market terms and conditions principally to enable the agency to further its objectives

Right-of-use assets under leases at significantly below-market terms and conditions that are entered into principally to enable the agency to further its objectives, are measured at cost and depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the assets. These right-of-use assets are subject to impairment testing but are not subject to revaluation.

Liabilities

14. Payables

	2026 $'000	2025 $'000
Accounts payable	3,545	3,246
Accrued salaries and wages	19,129	15,848
Other accrued expenses	3,685	4,401
Other payables	2	9
Total payables	**26,360**	**23,504**

Liabilities for accounts payable and other amounts payable are carried at amortised cost, which is the fair value of the consideration to be paid in the future for goods and services received, whether or not billed to the department. Accounts payable are normally settled within 20 days from receipt of valid invoices under $1 million or 30 days for invoices over $1 million.

Salaries and wages that are expected to be settled wholly within 12 months after the end of the period in which the employees render the service are recognised and measured at the amounts expected to be paid.

15. Borrowings and advances

	2026 $'000	2025 $'000
Current		
Lease liabilities	274	249
Non-current		
Lease liabilities	11,584	11,611
Balance at 30 June	**11,858**	**11,860**

(a) Lease liabilities

At the commencement date of the lease where the department is the lessee, the department recognises lease liabilities measured at the present value of lease payments to be made over the lease term.

Variable lease payments which depend on an index or a rate are included in the lease liabilities, otherwise, are recognised as expenses (unless they are incurred to produce inventories) in the period in which the event or condition that triggers the payment occurs.

Lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, which is generally the case for the department's leases, the Northern Territory Treasury Corporation's institutional bond rate is used as the incremental borrowing rate.

After the commencement date, the amount of lease liabilities is increased to reflect the accretion of interest and reduced for the lease payments made. In addition, the carrying amount of lease liabilities is remeasured if there is a modification, a change in the lease term, a change in the lease payments (such as changes to future payments resulting from a change in an index or rate used to determine such lease payments) or a change in the assessment of an option to purchase the underlying asset.

The department's lease liabilities relate to land leases associated with infrastructure located on Aboriginal land.

The department does not recognise any short-term leases and low-value asset leases.

15. Borrowings and advances (continued)

(i) Reconciliation of lease liabilities

The following table presents liabilities under leases.

	2026 $'000	2025 $'000
Balance at 1 July	11,860	11,753
Additions/remeasurements	269	340
Interest expenses	441	451
Payments	(713)	(684)
Balance at 30 June	**11,858**	**11,860**

(ii) Total cash outflows associated with leases

The following table presents total cash outflows associated with leases:

	2026 $'000	2025 $'000
Lease liability payments	713	684
Total cash outflows	**713**	**684**

(iii) Amounts recognised in the comprehensive operating statement

The following amounts were recognised in the comprehensive operating statement for the year in respect of leases where the agency is the lessee:

	2026 $'000	2025 $'000
Depreciation expense of right-of-use assets	398	375
Interest expense on lease liabilities	441	451
Intergovernmental leases	20,505	18,046
Total amount recognised in the comprehensive operating statement	**21,344**	**18,872**

(iv) Future minimum lease payments under non-cancellable leases not recorded as liabilities

Future minimum lease payments under non-cancellable leases not recorded as liability are as follows:

	2026		2025	
	Internal $'000	External $'000	Internal $'000	External $'000
Not later than one year	360	-	449	-
Later than one year and not later than five years	9,708	-	11,336	-
Later than five years	2,124	-	246	-
	12,192	-	**12,031**	**-**

16. Provisions

	2026 $'000	2025 $'000
Current		
Employee benefits		
Recreation leave	49,233	44,962
Special remote study leave	10,207	9,235
Leave loading	5,985	5,611
Recreational leave fares	126	138
Superannuation	9,992	8,758
Other current provisions		
Fringe benefits tax	959	928
Payroll tax	5,671	4,314
Total current	**82,173**	**73,946**
Non-current		
Employee benefits		
Special remote study leave	2,565	2,649
Total non-current	**2,565**	**2,649**
Total provisions[1]	**84,738**	**76,595**

1 The increase in total provisions was primarily due to the uplift associated with the enterprise agreements and an increase in the number of employees.

Employee benefits

Provision for employee benefits include wages and salaries and recreation leave accumulated as a result of employees rendering services up to the reporting date. Liabilities arising in respect of recreation leave and other employee benefit liabilities that fall due within 12 months of reporting date are classified as current liabilities and are measured at amounts expected to be paid. Non-current employee benefit liabilities that fall due after 12 months of the reporting date are measured at present value of estimated future cash flows, calculated using the appropriate government bond rate and taking into consideration expected future salary and wage levels, experience of employee departures and periods of service.

All recreation leave is classified as a current liability.

No provision is made for sick leave, which is non-vesting, as the anticipated pattern of future sick leave to be taken is less than the entitlement accruing in each reporting period.

Employee benefit expenses are recognised on a net basis in respect of the following categories:

- wages and salaries, non-monetary benefits, recreation leave and other leave entitlements
- other types of employee benefits.

As part of the financial management framework, the Central Holding Authority assumes the long-service leave liabilities of government agencies, including the Department of Education and Training, and therefore no long-service leave liability is recognised within these financial statements.

16. Provisions (continued)

Special remote study leave

According to the Public Sector Employment and Management Determination 8 of 2015, employees who have undertaken periods of service in designated remote localities since 1 January 1990 are eligible to accumulate credit points towards special remote study leave at the rates specified in the determination.

Employees can accumulate a maximum of 40 credit points and must have accumulated a minimum of 20 credit points before applying for leave under this provision. The leave cannot be cashed out and ceases with the departure of the employee from the NT Public Sector.

Twenty credit points is the equivalent of taking leave on full pay for one school semester or on half pay for 2 school semesters. Forty credit points is the equivalent of taking leave on full pay for 2 school semesters.

The department recognised a liability for employees who have accumulated points since 1 January 2005 (excludes points for leave already taken) and has been measured at and restricted to the following:

(i) Liability calculated for those employees who have 20 or 40 study leave points, or employees who will accrue enough points based on their locality at 30 June 2026 to reach 20 or 40 points by 30 June 2027.

Current liability represents the value of leave for employees who have reached entitlement (i.e. 20 or 40 points); whereas, non-current liability encompasses the value of study leave accrued for employees who have not yet reached entitlement at 30 June 2026.

Other disclosures

17. Fair value measurement

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

When measuring fair value, the valuation techniques used maximise the use of relevant observable inputs and minimise the use of unobservable inputs. Unobservable inputs are used to the extent that sufficient relevant and reliable observable inputs are not available for similar assets/liabilities.

Observable inputs are publicly available data relevant to the characteristics of the assets/liabilities being valued. Observable inputs used by the department include, but are not limited to, published sales data for land and general office buildings.

Unobservable inputs are data, assumptions and judgements not available publicly but are relevant to the characteristics of the assets/liabilities being valued. Such inputs include internal department adjustments to observable data to take account of particular and potentially unique characteristics/functionality of assets/liabilities and assessments of physical condition and remaining useful life.

All assets and liabilities for which fair value is measured or disclosed in the financial statements are categorised within the following fair value hierarchy based on the inputs used:

Level 1 – inputs are quoted prices in active markets for identical assets or liabilities

Level 2 – inputs are inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly

Level 3 – inputs are unobservable.

All the department's non financial assets are measured at Level 3 and are held primarily for service potential rather than to generate cash inflows. Carrying amounts and reconciliation of movements are disclosed in Note 13: Property, Plant and Equipment. These assets are measured using the valuation techniques and inputs outlined in Note 17(a).

17. Fair value measurement (continued)

a) Valuation techniques and inputs

Valuation techniques and significant unobservable inputs used to measure fair value in 2025–26 are:

Asset Classes	Level	Techniques	Significant unobservable inputs
Specialised Land	3	Market	Valuer assessment on restrictions[1]
Specialised buildings	3	Depreciated replacement cost	1. Specific construction costs for educational buildings or cost per square metre 2. Age and condition of asset 3. Remaining useful life

There were no changes in valuation techniques from 2024–25 to 2025–26.

Level 3 fair values of land have been assessed having regard to the 'highest and best use' of the land but considers the economic constraints imposed by existing buildings, other improvements that are held for public benefit and impacts by buildings with heritage listing and historic attributes. Site characteristics such as the size, location, zoning, and underlying potential are also taken into account[1]. Consequently, land values have been discounted in many instances when compared to the value of the land if it was valued for an alternative use on a 'highest and best use' basis.

Level 3 fair values of specialised buildings were determined by computing their current depreciated replacement costs because an active market does not exist for such facilities. The current replacement cost was based on a combination of internal records of the historical cost of the facilities, adjusted for contemporary technology and construction approaches. Significant judgement was also used in assessing the remaining service potential of the facilities, given local environmental conditions, projected usage and records of the current condition of the facilities.

Replacement costs have been assessed in reference to Australian construction cost reference materials for 2026, specific construction cost advice for educational buildings and specific quantity surveyors' advice, the valuers' expertise knowledge and exposure to construction and building costs.

b) Additional information for level 3 fair value measurements

(i) Sensitivity Analysis

Level 3 Fair Values of specialised land and buildings were determined by computing their depreciated replacement costs because an active market does not exist for such facilities. The depreciated replacement cost was based on a combination of internal records of the historical cost of the facilities, adjusted for contemporary technology and construction approaches. Significant judgement was also used in assessing the remaining service potential of the facilities, given local environmental conditions, projected usage, and records of the current condition of the facilities.

A one per cent variance in depreciated replacement cost for land and buildings is $15.2 million.

18. Financial instruments

A financial instrument is a contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity.

The department's financial instruments include cash and deposits, receivables, payables and lease liabilities. It excludes statutory receivables arising from taxes including tax receivables, GST input tax credits recoverable, and fines and penalties, which do not meet the definition of financial instruments as per AASB 132 Financial instruments: Presentation.

The department has limited exposure to financial risks.

18. Financial instruments (continued)

a) Categories of financial instruments

The carrying amounts of the department's financial assets and liabilities by category are disclosed in the table below.

	Category	2026 $'000	2025 $'000
Cash and deposits	Other	89,600	77,250
Receivables[1] (Note 12)	Amortised cost	3,506	4,134
Contract receivables (Note 12)	Amortised cost	13,860	21,755
Total financial assets		**106,966**	**103,139**
Payables[1] (Note 14)	Amortised cost	3,545	3,246
Lease liabilities (Note 15)	Amortised cost	11,858	11,860
Total financial liabilities		**15,403**	**15,106**

1 Amounts disclosed exclude statutory amounts and accruals (such as accrued revenue, unearned revenue, accrued expenses and provisions), as these do not meet the definition of financial instruments and therefore amounts will not reconcile to the balance sheet.

Financial assets at amortised cost

Financial assets categorised at amortised cost are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method, less impairment.

The department's financial assets categorised at amortised cost include receivables and cash.

Financial assets at fair value through other comprehensive income

The department does not have any financial assets under this category.

Financial liabilities at amortised cost

Financial liabilities at amortised cost are measured at amortised cost using the effective interest rate method. The department's financial liabilities categorised at amortised cost include all accounts payable and lease liabilities.

Financial liabilities at fair value through profit or loss

The department does not have any financial liabilities under this category.

b) Credit Risk

Credit risk is the risk that one party to a financial instrument will cause financial loss for the other party by failing to discharge an obligation.

The department has limited credit risk exposure (risk of default). In respect of any dealings with organisations external to government, the department has adopted a policy of only dealing with credit worthy organisations and obtaining sufficient collateral or other security where appropriate, as a means of mitigating the risk of financial loss from defaults.

The carrying amount of financial assets recorded in the financial statements, net of any allowances for losses, represents the department's maximum exposure to credit risk without taking account of the value of any collateral or other security obtained.

Credit risk arises from the financial assets of the department, including cash and receivables. Credit risk relating to receivables is disclosed in Note 12.

18. Financial instruments (continued)

c) Liquidity risk

Liquidity risk is the risk the department will not be able to meet its financial obligations as they fall due. The department's approach to managing liquidity is to ensure it will always have sufficient funds to meet its liabilities when they fall due. This is achieved by ensuring minimum levels of cash are held in the department bank account to meet various current employee and supplier liabilities. The department's exposure to liquidity risk is minimal. Cash injections are available from the Central Holding Authority in the event one-off extraordinary expenditure items arise that deplete cash to levels that compromise the department's ability to meet its financial obligations.

The following tables detail the department's remaining contractual maturity for its financial liabilities, calculated based on undiscounted cash flows at the reporting date. The undiscounted cash flows in these tables differ from the amounts included in the balance sheet, which are based on discounted cash flows

2026 Maturity analysis for financial liabilities

	Carrying amount $'000	Less than a year $'000	1 to 5 years $'000	More than 5 years $'000	Total $'000
Liabilities					
Payables[1] (Note 14)	3,545	3,545	-	-	**3,545**
Lease liabilities (Note 15)	11,858	707	2,792	14,995	**18,494**
Total financial liabilities	**15,403**	**4,252**	**2,792**	**14,995**	**22,039**

1 Amounts disclosed exclude statutory amounts and accruals (such as unearned revenue, accrued expenses and provisions), as these do not meet the definition of financial instruments and therefore amounts will not reconcile to the balance sheet.

2025 Maturity analysis for financial liabilities

	Carrying amount $'000	Less than a year $'000	1 to 5 years $'000	More than 5 years $'000	Total $'000
Liabilities					
Payables[1] (Note 14)	3,246	3,246	-	-	**3,246**
Lease liabilities (Note 15)	11,860	683	2,732	15,385	**18,800**
Total financial liabilities	**15,106**	**3,929**	**2,732**	**15,385**	**22,046**

1 Amounts disclosed exclude statutory amounts and accruals (such as unearned revenue, accrued expenses and provisions), as these do not meet the definition of financial instruments and therefore amounts will not reconcile to the balance sheet.

18. Financial instruments (continued)

(d) Market Risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. It comprises interest rate risk, price risk and currency risk.

i) Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rate.

The department is not exposed to interest rate risk as departmental financial assets and financial liabilities, with the exception of leases are non interest bearing. Lease arrangements are established on a fixed interest rate and therefore do not expose the department to interest rate risk.

ii) Price risk

The department is not exposed to price risk as it does not hold units in unit trusts.

iii) Currency risk

Currency risk is the risk that fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates.

The department is not exposed to currency risk as the department does not hold borrowings denominated in foreign currencies or transactional currency exposures arising from purchases in a foreign currency.

19. Related Parties

(a) Related parties

The Department of Education and Training is a government administrative entity and is wholly owned and controlled by the Territory Government. Related parties of the department include:

- the portfolio minister and key management personnel (KMP) because they have authority and responsibility for planning, directing and controlling the activities of the department directly
- close family members of the portfolio minister or KMP including spouses, children and dependants
- all public sector entities that are controlled and consolidated into the whole-of-government financial statements
- any entities controlled or jointly controlled by KMPs or the portfolio minister, or controlled or jointly controlled by their close family members.

(b) Key management personnel (KMP)

Key management personnel of the Department of Education and Training are those persons having authority and responsibility for planning, directing and controlling the activities of the department. These include the Minister (holding the portfolios of Education and Training, and Early Education), the Chief Executive Officer and 15 members (11 in 2024–25) of the department's Education and Training Executive Board.

(c) Remuneration of key management personnel

The details below excludes the salaries and other benefits of the Minister (holding the portfolios of Education and Training, and Early Education) as the minister's remunerations and allowances are payable by the Department of the Legislative Assembly and are consequently disclosed within the Treasurer's annual financial statements.

The aggregate compensation of key management personnel of the Department of Education and Training is set out below:

	2026 $'000	2025 $'000
Short-term benefits	3,559	2,688
Post-employment benefits	351	304
Termination benefits	360	-
Total remuneration of key management personnel	**4,270**	**2,992**

Long service leave benefits are centrally recognised and paid by the Central Holding Authority (CHA) and do not form part of agency's accounts or cash outflows. As there is no financial impact on the agency's financial statements, long service leave benefits are excluded from the quantitative disclosures of key management personnel compensation.

19. Related parties (continued)

d) Related party transactions:

Transactions with Northern Territory Government-controlled entities

The department's primary ongoing source of funding is received from the Central Holding Authority in the form of output and capital appropriation and on-passed Commonwealth national partnership and specific-purpose payments.

The following table provides quantitative information about related party transactions entered into during the year with all other Northern Territory Government-controlled entities.

2026 transactions with NT Government-controlled entities

Related party	Revenue from related parties $'000	Payments to related parties $'000	Amounts owed by related parties $'000	Amounts owed to related parties $'000
All NT Government departments	72,262	120,589	2,331	3,417
Associates	-	-	-	-
Subsidiaries	-	-	-	-

2025 transactions with NT Government-controlled entities

Related party	Revenue from related parties $'000	Payments to related parties $'000	Amounts owed by related parties $'000	Amounts owed to related parties $'000
All NT Government departments	71,604	114,377	3,758	4,314
Associates	-	-	-	-
Subsidiaries	-	-	-	-

The department's transactions with other government entities are not individually significant.

Other related party transactions are as follows:

Given the breadth and depth of Territory Government activities, related parties will transact with the Territory public sector in a manner consistent with other members of the public, including paying stamp duty and other government fees and charges and therefore these transactions have not been disclosed. There are no other related party transactions in excess of $10,000.

School bodies established under the *Education Act 2015* NT have been identified as related parties with further disclosure provided at Note 2d School bodies.

20. Contingent liabilities and contingent assets

Contingent assets and liabilities are not recognised in the Statement of Financial Position due to uncertainty regarding the amount or timing of the underlying claim or obligation.

Contingent liabilities

Details of current or pending litigation against the department is not disclosed on the basis that the disclosure may adversely affect the outcome of any current or future litigation.

Contingent Assets

The department had no contingent assets as at 30 June 2026 or 30 June 2025.

21. Events subsequent to balance date

No material events have arisen between the end of the financial year and the date of this report that require adjustment to or disclosure in these financial statements.

22. Schedule of administered Territory items

In addition to operating revenues controlled and utilised by an agency to fund its activities that are included in the financial statements, the agency also acts on behalf of the Territory Government in the management of administered items. These include teacher registration fees and early childhood fees. An agency is unable to use administered items to further its own objectives without authorisation.

Administered items are transferred to and reported by the Central Holding Authority, as the parent entity of government. Administered income and expenses are not recognised in the department's operating statement but are reported separately in accordance with Australian Accounting Standards.

The following Territory items are managed by the department on behalf of the government and are recorded in the Central Holding Authority (refer Note 2(b)).

	2026 $'000	2025 $'000
Territory income and expenses		
Income		
Grants and subsidies revenue		
Capital	-	-
Fees from regulatory services	845	740
Other income	-	1
Total income	**845**	**740**
Expenses		
Central Holding Authority income transferred	845	740
Total expenses	**845**	**740**
Territory income less expenses	**-**	**-**

23. Budgetary information

The following tables present the variation between the 2025–26 original budgeted financial statements, as reported in 2025–26 Budget Paper No. 3 Agency Budget Statements and the 2025–26 actual amounts reported in the financial statements, together with explanations for significant variations.

The variations within these tables do not include changes to budgeted appropriations from 2025–26 original budget to 2025–26 final budget. Refer to Note 5a for summary changes to budget appropriations.

Comprehensive operating statement	2025–26 Actual $'000	2025–26 Original budget $'000	Variance $'000	Note
Income				
Grants and subsidies revenue				
Current	7,896	7,700	196	
Appropriation				
Output	720,138	713,813	6,325	1
Commonwealth (excluding capital appropriation)	637,650	656,232	(18,582)	2
Sales of goods and services	14,375	18,279	(3,904)	
Goods and services received free of charge[1]	71,125	66,456	4,669	
Other income	1,914	223	1,691	
Total income	**1,453,098**	**1,462,703**	**(9,605)**	
Expenses				
Employee benefits expense	707,906	717,753	(9,847)	3
Administrative expenses				
Property management[2]	20,852	14,859	5,993	4
Purchases of goods and services	79,443	84,714	(5,271)	4
Depreciation and amortisation	66,887	64,191	2,696	
Services received free of charge[1]	71,125	66,456	4,669	
Other administrative expenses	2,861	-	2,861	
Grants and subsidies expenses				
Current	576,535	597,209	(20,674)	5
Capital	3,993	5,003	(1,010)	
Interest expenses	441	460	(19)	
Total expenses	**1,530,043**	**1,550,645**	**(20,602)**	
Net surplus/(deficit)	**(76,946)**	**(87,942)**	**10,997**	
Other comprehensive income				
Items that will not be reclassified to net surplus/deficit				
Changes in asset revaluation surplus	84,481	-	84,481	6
Total other comprehensive income	**84,481**	**-**	**84,481**	
Comprehensive result	**7,535**	**(87,942)**	**95,478**	

1 Includes Department of Corporate and Digital Development (DCDD) service charges (human resources, information technology, fleet services, procurement services and web management functions) and Department of Logistics and Infrastructure (DLI) repairs and maintenance services charges.

2 Includes $14.5 million for Government Employee Housing from the Department of Housing, Local Government and Community Development.

23. Budgetary information (continued)

Notes to the Comprehensive Operating Statement:

The following note descriptions relate to variances greater than $5 million or where multiple significant variances have occurred.

1. The increase in output appropriation is primarily attributable to:
   - the transfer of $8.2 million from the Department of Logistics and Infrastructure for school facilities
   - offset by the transfer of $1.8 million in NT output appropriation to the Department of Logistics and Infrastructure for the Palmerston Secondary Special Education School.

   These variations are summarised in note 5(a) summary of changes to budget appropriations.
2. The decrease in Commonwealth funding is mainly related to a decrease of:
   - $8.2 million transfer to the Department of Logistics and Infrastructure for school facilities
   - $6 million for the Better and Fairer Schools Agreement funding for government and non-government schools to align with revised Commonwealth funding schedules
   - $7.21 million for the National Skills Agreement Specific Policy Initiatives to align funding with program delivery timeframes
   - $0.85 million for the Turbocharging TAFE Centres of Excellence

offset by an increase in income:

   - $3.07 million for the Fee-Free TAFE Skills Agreement
   - $0.75 million for the NT Remote Aboriginal Investment
   - $0.7 million for the Workload Reduction Fund
   - $0.69 million for the Turbocharging the VET Workforce (Clean Energy).
3. The underspend in employee benefits expense reflects staffing vacancies across the department including schools, with the original budget based on preliminary estimates.
4. The increase in property management reflects higher teacher housing rates related to government employee housing and headlease arrangements. These costs were managed within existing Purchase of Goods and Services funding.
5. The decrease in current grants and subsidies reflects underspends in the original budget of externally funded programs, which were revised during the year to reflect revised program delivery. This mainly includes:
   - $7.41 million for the National Skills Agreement
   - $3.09 million for the Skilling Australians Fund
   - $2.63 million for the Preschool Reform Agreement
   - $2.25 million for the Children and Schooling Programme
   - $2 million for the Better and Fairer Schools Agreement
   - $1.97 million for the NT Remote Aboriginal Investment.
   - $1.11 million for the Turbocharging TAFE Centres of Excellence.
6. The increase in the asset revaluation reserve is primarily due to the revaluation increment of NT government buildings of $85.9 million and Crown land of $1.8 million.

   This was offset by a recognised impairment loss for government school buildings of $4.3 million not reflected in the original 2025–26 budget.

23. Budgetary information (continued)

Balance sheet	2025–26 Actual $'000	2025–26 Original budget $'000	Variance $'000	Note
Assets				
Current assets				
Cash and deposits	89,600	64,434	25,166	1
Receivables	23,533	26,857	(3,324)	
Total current assets	**113,134**	**91,291**	**21,842**	
Non-current assets				
Property, plant and equipment	1,519,328	1,277,075	242,253	2
Other financial assets	-	8	(8)	
Total non-current assets	**1,519,328**	**1,277,083**	**242,245**	
Total assets	**1,632,462**	**1,368,374**	**264,087**	
Liabilities				
Current liabilities				
Deposits held	-	1	(1)	
Payables	26,360	21,556	4,804	
Borrowings and advances	274	233	41	
Provisions	82,173	62,616	19,557	3
Other liabilities	27	3,788	(3,761)	
Total current liabilities	**108,834**	**88,194**	**20,640**	
Non-current liabilities				
Borrowings and advances	11,584	11,520	64	
Provisions	2,565	2,111	454	
Total non-current liabilities	**14,149**	**13,631**	**518**	
Total liabilities	**122,983**	**101,825**	**21,158**	
Net assets	**1,509,479**	**1,266,549**	**242,929**	
Equity				
Capital	1,811,896	1,818,884	(6,988)	4
Asset revaluation reserve	588,095	367,517	220,578	5
Accumulated funds	(890,512)	(919,852)	29,340	6
Total equity	**1,509,479**	**1,266,549**	**242,930**	

23. Budgetary information (continued)

Notes to the Balance Sheet:

The following note descriptions relate to variances greater than $5 million or where multiple significant variances have occurred.

1. The increase of $25.2 million in cash and deposits reflects the increase in operating revenue and underspends in operating expenditure as described in the notes to the comprehensive operating statement.
2. The increase of $262.2 million in property, plant and equipment is primarily due to the following movements not reflected in the original 2025–26 budget:
    - transfer of completed buildings of $26.5 million from the Department of Logistics and Infrastructure
    - revaluation increment of NT government buildings of $85.9 million and Crown land of $1.8 million completed in 2025–26
    - revaluation increment for NT government buildings of $137.4 million completed in late 2024–25
    - revaluation decrement for Crown land of $1.3 million completed in late 2024–25
    - balance of the original budget carried forward from prior years.

This was offset by:

- depreciation expense of $66.9 million
- a recognised impairment loss for government school buildings of $4.3 million not reflected in the original 2025–26 budget.

3. The increase in total provisions was primarily due to the uplift associated with the enterprise agreements and an increase in the number of employees. The variance is greater than that shown in the Balance Sheet due to accruals for employee entitlements at year end.
4. The decrease in capital of $7 million is primarily due to a decrease in the transfer of completed buildings from the Department of Logistics and Infrastructure.
5. The increase in reserves of $240.6 million is predominantly related to the following movements not reflected in the original 2025–26 budget:
    - revaluation increment for NT government buildings of $85.9 million completed in 2025–26
    - revaluation increment for Crown land of $1.8 million completed in 2025–26
    - revaluation increment for NT government buildings of $137.4 completed in late 2024–25
    - revaluation decrement for Crown land of $1.3 million completed in late 2024–25.

This was offset by a recognised impairment loss for government school buildings of $4.3 million not reflected in the original 2025–26 budget.

6. The variance in accumulated funds is the combined net deficit in 2024–25 and 2025–26 financial years.

23. Budgetary information (continued)

Cash flow statement	2025–26 Actual $'000	2025–26 Original budget $'000	Variance $'000	Note
Cash flows from operating activities				
Operating receipts				
Grants and subsidies received				
Current	8,068	7,700	368	
Appropriation received				
Output	720,138	713,813	6,325	1
Commonwealth (excluding capital appropriation)	641,889	654,902	(13,013)	2
Receipts from sales of goods and services[1]	22,749	18,502	4,247	
Total operating receipts	**1,392,844**	**1,394,917**	**(2,073)**	
Operating payments				
Payments to employees	696,495	717,753	(21,258)	3
Payments for goods and services	108,145	99,573	8,572	4
Grants and subsidies paid				
Current	576,535	597,209	(20,674)	5
Capital	3,993	5,003	(1,010)	
Interest paid	441	460	(19)	
Total operating payments	**1,385,609**	**1,419,998**	**(34,389)**	
Net cash from/(used in) operating activities	**7,235**	**(25,081)**	**32,316**	
Cash flows from investing activities				
Investing receipts				
Proceeds from sales of non-financial asset sales	-	-	-	
Repayment of advances received	-	-	-	
Total investing receipts	**-**	**-**	**-**	
Investing payments				
Purchases of non-financial assets	13	-	13	
Advances and investing payments	-	-	-	
Total investing payments	**13**	**-**	**13**	
Net cash from/(used in) investing activities	**(13)**	**-**	**(13)**	
Cash flows from financing activities				
Financing receipts				
Deposits received	-	-	-	
Equity injections				
Capital appropriation	-	-	-	
Commonwealth capital appropriation	-	-	-	
Other equity injections	13,000	21,000	(8,000)	6
Total financing receipts	**13,000**	**21,000**	**(8,000)**	
Financing payments				
Lease liabilities payments	272	-	272	
Equity withdrawals	7,600	15,600	(8,000)	6
Total financing payments	**7,872**	**15,600**	**(7,728)**	
Net cash from/(used in) financing activities	**5,128**	**5,400**	**(272)**	
Net increase/(decrease) in cash held	12,350	(19,681)	32,031	7
Cash at beginning of financial year	77,250	84,115	(6,865)	8
Cash at end of financial year	**89,600**	**64,434**	**25,166**	

1 Includes GST recoverable from the ATO and contributions received during the year from schools.

23. Budgetary information (continued)

Notes to the Cash Flow Statement:

The following note descriptions relate to variances greater than $5 million or where multiple significant variances have occurred.

1. The increase in output appropriation is primarily attributable to:
    - the transfer of $8.2 million from the Department of Logistics and Infrastructure for school facilities
    - offset by the transfer of $1.8 million in NT output appropriation to the Department of Logistics and Infrastructure for the Palmerston Secondary Special Education School.

These variations are summarised in note 5, changes to appropriations.

2. The decrease in Commonwealth funding is mainly related to a decrease of:
    - $8.2 million transfer to the Department of Logistics and Infrastructure for school facilities
    - $6 million for the Better and Fairer Schools Agreement funding for government and non-government schools to align with revised Commonwealth funding schedules
    - $7.21 million for the National Skills Agreement Specific Policy Initiatives to align funding with program delivery timeframes
    - $0.85 million for the Turbocharging TAFE Centre of Excellence.

Offset by an increase in income:

- $3.07 million for the Fee-Free TAFE Skills FFA
- $0.75 million for the NT Remote Aboriginal Investment
- $0.7 million for the Workload Reduction Fund
- $0.69 million for the Turbocharging the VET Workforce (Clean Energy).

3. The underspend in payments to employees reflects staffing vacancies across the department including schools, with the original budget based on preliminary estimates. The variance is greater than that shown in the Operating Statement due to accruals for employee entitlements at year end.
4. Payments for goods and services have increased by $8.57 million, predominately relating to $7.68 million in GST payments to the Australian Taxation Office, which were not included in the original budget.
5. The decrease in current grants and subsidies reflects underspends in the original budget of externally funded programs, which were revised during the year to reflect revised program delivery. This includes:
    - $7.41 million for the National Skills Agreement
    - $3.09 million for the Skilling Australians Fund
    - $2.63 million for the Preschool Reform Agreement
    - $2.25 million for the Children and Schooling Programme
    - $2 million for the Better and Fairer Schools Agreement
    - $1.97 million for the NT Remote Aboriginal Investment.
    - $1.11 million for the Turbocharging TAFE Centres of Excellence.
6. Other equity injections and withdrawals decreased by $8.0 million due to a budgeted equity adjustment not required by the Department of Treasury and Finance.
7. The increase in cash reflects the underspends in operating expenditure reflected in the comprehensive operating statement.
8. The decrease in beginning cash balance reflects Commonwealth revenue not received in the prior year.

24. Budgetary information: Administered Territory items

The following table presents the variation between the 2025–26 original budget for administered items as reported in 2025–26 Budget Paper No. 3 Agency Budget Statements and the 2025–26 actual amounts disclosed in Note 24 of these financial statements together with explanations for significant variations.

Administered Territory items	2025–26 Actual $'000	2025–26 Original budget $'000	Variance $'000	Note
Territory income and expenses				
Income				
Grants and subsidies revenue				
Capital	-	-	-	
Fees from regulatory services	845	702	143	1
Other income	-	-	-	
Total income	**845**	**702**	**143**	
Expenses				
Central Holding Authority income transferred	845	702	143	1
Total expenses	**845**	**702**	**143**	
Territory income less expenses	**-**	**-**	**-**	
Territory assets and liabilities				
Assets				
Central Holding Authority Receivables	-	-	-	
Total assets	**-**	**-**	**-**	
Liabilities				
Unearned Central Holding Authority income	-	-	-	
Total liabilities	**-**	**-**	**-**	
Net assets	**-**	**-**	**-**	

Notes to the Administered Territory items:

The following note descriptions relate to variances greater than 10 per cent, or where multiple significant variances have occurred.

1. The variance relates to an increase in teacher registration and early childhood registration fees received during 2025–26, compared to the original budget.



05.
Appendices

Minister's Choice Award Winner

Sophie Kuswadi, Darwin High School
RETURN TO CRAFT | *GONE WITH THE WIND 2025*
Book pages, pliable bamboo, ribbon, thread, glue, paper, gouache

Appendix A – Workforce by classification

TABLE 11: Workforce by classification

Classification group	2021–22 FTE	2022–23 FTE	2023–24 FTE	2024–25 FTE	2025–26 FTE	Variance to 2024–25
Administration Officer (AO1–4)	898.9	903.6	955.6	1,107.1	1,107.1	-
Administration Officer (AO5–7)	383.5	419	425.6	516.3	543.8	27.5
Aboriginal Team Teacher	144.5	139.7	179	228.9	246.8	17.9
Executive Contract Officer	30.0	32.1	35.5	37.7	33.6	-4.1
Executive Contract Principal	78.0	67.6	61.4	52.8	44.5	-8.3
Executive Officer	4.8	2.0	2.0	4.9	1.0	-3.9
Nurse	-	-	-	1.0	1.0	-
Physical	76.7	76.4	84.7	95.7	94.9	-0.8
Principal	96.6	106.7	123.5	125.1	132.2	7.0
Professional	52.8	49.7	44.5	46.1	58.3	12.2
Senior Administration Officer	148.8	173.5	186.8	202.0	220.9	18.9
Senior Teacher	551.2	540.8	577.8	598.4	602.0	3.7
Teacher	1,923.7	1,901.3	1,854.5	1,885.4	1,977.4	92.0
Technical	3.0	3.0	3.0	3.0	3.0	-
Trainee and Apprentices	7.4	9.0	13.9	10.1	9.8	-0.3
TOTAL	**4,399.7**	**4,424.4**	**4,547.8**	**4,914.6**	**5,076.4**	**161.8**

Source: pay 26 2021–22; pay 26 2022–23; pay 26 2023–24; and pay 26 2024–25.

Notes:

Calculations are based on precise data; therefore, some FTE totals may not correspond with the sum of separate figures due to rounding. Workforce data includes staffing for the Teacher Registration Board.

Appendix B – Leadership development

TABLE 12: Leadership programs provided

Program	Target audience	Number of participants	Program aims
Annual Leaders' Summit	School and system leaders	358	To deepen knowledge and understanding of systems thinking to be a transformational leader in education. To have a clear understanding of the priorities for the NT Department of Education and Training. To be connected with support to implement priorities at a school level. To connect with colleagues and stakeholders to partner in the delivery of 2025 priorities.
Horizon Program	School leaders	2025: 30 2026: 30	To develop capacity in school leadership and school improvement. Participants will have the opportunity to reflect deeply on their leadership approach to identify dispositions, strategies and resources that can assist them to be more impactful.
Flourish Movement Foundations Program	School leaders	2025: 19 2026: 16	To develop skills and tools to support wellbeing through consideration of work and personal lives, resilience, behaviour change strategies, psychological capital and networking for collegiate support.
Experienced Principal Professional Learning Initiative	School leaders	2025: 3 2026: 2	To support experienced principals through expert school leadership coaching and professional learning subscription.
Newly Appointed Principal Initiative	School leaders	2025: 19 2026: 17	To support principals in their first year of principalship through expert school leadership coaching and subscription to online professional learning.
Early Career Principal Program	School leaders	2025: 21	To develop and support early-career principals (1–5 years) to build their capacity in school leadership and school improvement.
Graduate Teacher Pilot		2025: 32	To support graduate teachers' entry into the profession, set them up for success and develop their capacity to positively impact learning outcomes for young Territorians through a mentorship model and a series of seminars, both online and face-to-face.
Spirals of Inquiry Masterclass	School and system leaders	5 schools	To learn and practise the student-focused, iterative and evidence-based model of collaborative inquiry, aimed at changing outcomes for learners in important areas.
Orientation	Newly appointed staff	July 2025: 141 January 2026: 236 April 2026: 60	To provide an overview of the department's strategic objectives and initiatives, as well as differentiated information relevant to school and regional context.
Public Sector Management Program	Middle and senior managers	2025: 4 2026: 17	To enhance management skills, grow networks, and understand and manage the business of government.
OneNTG Emerging Leaders Program	Middle managers (CF5–CF7)	2025: 19 2026: 17	To cultivate leadership knowledge, tools and skills to effectively lead and manage across a range of roles and functions in the NTPS.
Aboriginal Leadership Development Program - Lookrukin and Kigaruk	Middle managers	2025: 4	To develop and be recognised for core leadership and general management capabilities. To develop Aboriginal middle managers to become senior leaders in the NTPS.

TABLE 12: Leadership programs provided (continued)

Leadership for New Managers	New managers	2025: 18	To cultivate positive workplace relationships, provide direction, motivate the team and monitor performance effectively with clear objectives.
Mini MBA	Senior leaders	1	To equip participants with essential knowledge and skills across key areas of strategy, leadership, customers, numbers, change and action.
Senior Leaders Program	Middle managers to Senior leaders	2025: 9 2026: 7	To develop leadership capabilities and ability to influence direction and service delivery across their organisation.
Delivery in Partnership with Government and Community	Senior leaders	2025: 4	To build capability to drive change and work collaboratively in complex policy, decision-making and service delivery environments.

Source: Department of Education and Training and Office of the Commissioner for Public Employment data.

At 30 June 2026, a total of 153 staff were either enrolled in or had pending enrolments in VET courses, with an additional 188 staff expressing interest in VET studies. For tertiary education, 70 staff were enrolled in higher education programs. Of these, 12 were undertaking a Bachelor of Education, 17 were enrolled in undergraduate certificate or diploma courses that lead into a Bachelor of Education, and 40 were enrolled in the First Nations Introduction to University Program.

TABLE 13: Assistant teachers and school council-employed Aboriginal educators enrolled in accredited training

Course	Number of participants as at 30 June 2026
Certificate II in Workplace Skills	-
Certificate III in School-Based Education Support	29
Certificate IV in School-Based Education Support	24
Certificate III in Early Childhood Education and Care	20
Diploma of Early Childhood Education and Care	-
Certificate III in Aboriginal and Torres Strait Islander Education	-
Certificate III in Learning an Australian First Nations Language	20
Certificate IV in Teaching an Australian First Nations Language	-
First Nations Introduction to University Program	40
Undergraduate Certificate Remote Educators	5
Diploma of Educational Studies	5
Diploma of Arts - Languages Yolngu Matha	2
Bachelor of Education, Early Childhood and Primary	11
Bachelor of Education, Secondary	1
Master of Teaching Early Childhood	1

Source: Department of Education and Training data.

Appendix C – Compliance with legislation and whole-of-government Employment Instructions

The department complied with all prescribed principles outlined in Part 1A (sections 5A–5F) of the Public Sector Employment and Management Act. The department adhered to the Employment Instructions issued by the Commissioner for Public Employment.

Performance against each Employment Instruction is detailed below.

TABLE 14: Department's performance against the NT Public Sector Employment Instructions

Employment instruction	Performance
NUMBER 1 **Filling vacancies** Chief Executive must develop a procedure for the filling of vacancies.	Procedures were in place for the filling of vacancies in the department throughout 2025–26. These are consistent with and enact the whole-of-government simplified recruitment policy.
NUMBER 2 **Probation** Chief Executive must develop a probation procedure.	Probation procedures were in place throughout 2025–26. Probation arrangements for ongoing employees were implemented in accordance with section 32 of the Public Sector Employment and Management Act and relevant employment conditions.
NUMBER 3 **Natural justice** A person who may be adversely affected by an impending decision must be afforded natural justice before a final decision is made.	The principles of natural justice were included in employment policies and procedures.
NUMBER 4 **Employee performance management and development systems** Chief Executive must develop and implement an employee performance management and development procedure.	Performance management and systems were in place to support the effective management of employee performance and promote employee capability development.
NUMBER 5 **Medical examinations** Chief Executive may engage a health practitioner to undertake an examination of an employee in the case of inability, unsatisfactory performance or breach of discipline matters.	In 2025–26, 7 employees undertook a medical examination or assessment for fitness for duty for inability.
NUMBER 6 **Employee performance and inability** Chief Executive may develop employee performance and inability procedures.	In 2025–26, 3 employees' performance and inability processes were managed for the department.
NUMBER 7 **Discipline** Chief Executive may develop discipline procedures.	Employment Instruction 7 was revoked on 5 May 2021. Discipline-related matters are addressed under Part 8 of the Public Sector Employment and Management Act.

TABLE 15: Department's performance against the NT Public Sector employment instructions (continued)

Employment instruction	Performance
NUMBER 8 **Internal department complaints and section 59 grievance reviews** Chief Executive must develop an internal employee grievance-handling policy and procedure.	In 2025–26, 60 complaint matters were lodged with the department for internal review. 62 were closed (finalised).
NUMBER 9 **Employment records** Chief Executive is responsible for keeping employees' records of employment.	Employee personnel files were maintained by the Department of Corporate and Digital Development. Employment records held by the department were maintained in accordance with the NT Government General Administrative Records Management Schedule.
NUMBER 10 **Equality of employment opportunity programs** Chief Executive must develop an equality of employment opportunity program, and integrate the program with corporate, strategic and other department planning processes.	The department promoted intentional and inclusive leadership, cultural responsiveness practices, and equitable workforce systems. Through capability development and the implementation of positive duty, the department is focused on a culturally safe and inclusive workplace where all employees have equitable opportunities to thrive.
NUMBER 11 **Occupational health and safety standards program** Chief Executive must ensure the application of appropriate occupational health and safety standards and programs, and report annually on these programs.	A dedicated Safety Management Subcommittee of the Emergency and Incident Management Committee was in place, ensuring application of appropriate occupational health and safety standards.
NUMBER 12 **Code of conduct** Chief Executive may issue a department-specific code of conduct.	The department does not issue a department-specific code of conduct. Employment Instruction Number 12 and the general principles in the Public Sector Employment and Management Act guide the department's relevant policies and procedures.
NUMBER 13 **Appropriate workplace behaviour** Chief Executive must develop and implement a department policy and procedure to foster appropriate workplace behaviour and a culture of respect, and to deal effectively with inappropriate workplace behaviour and bullying.	The department implements NT Public Sector values and a culture of commitment to service, ethical practice, respect, accountability, impartiality and diversity through policy and expectation of workplace behaviours. Policy and procedures were in place for dealing with inappropriate workplace behaviour, including bullying.
NUMBER 14 **Redeployment and redundancy procedures** Procedures in accordance with the Public Service Employment and Management Act (PSEMA).	The department maintained procedures to manage the redeployment and redundancy of potentially surplus staff. These comply with the PSEMA and the NT Public Sector 2025–29 Enterprise Agreement.
NUMBER 15 **Special measures** A program or plan to promote equality of opportunity.	The department's Special Measures Recruitment Plan 2026–2030 gives Aboriginal people priority consideration for job vacancies. The plan also exclusively designates several positions for Aboriginal employees, including: • assistant teachers • Aboriginal education officers • early childhood education and care roles.

Source: Department of Education and Training, Department of Corporate and Digital Development and Office of the Commissioner for Public Employment.

Appendix D – Grants

TABLE 16: Grants paid by the Department of Education and Training to families and non-government organisations

Service provided	2025–26
Tertiary providers assistance	$68.11M
Grants to non-government schools	$54.74M
Skills workforce programs	$18.2M
VET in Schools and careers	$6.10M
Early childhood services subsidy	$5.73M
Boys' engagement and mentoring programs	$2.79M
Girls' engagement and mentoring programs	$2.58M
Back-to-school grants to NT families	$8.64M
Remote Aboriginal Teacher Education program	$0.75M
Council of Government Schools Organisation regional governance officers	$0.70M
Community-based special education program	$0.59M
Grants to education organisations	$0.57M
Community-based special education programs	$0.57M
Student assistance scheme for NT families	$0.53M
School sport program	$0.52M
Student wellbeing and inclusion programs	$0.45M
Other grants	$0.25M
Early childhood education and care	$0.15M
Other NT families grants	$0.08M
Exit Art	$0.05M
Summer engagement programs	$0.01M
Total	**$172.18M**

Appendix E – How to contact us

TABLE 17: Departmental contact details

	Location	Phone	Website/email
Department of Education and Training	Level 14, Mitchell Centre 55–59 Mitchell Street Darwin NT 0800 GPO Box 4821 DARWIN NT 0801	08 8999 5659	**www.education.nt.gov.au** **www.education.nt.gov.au/contact** **infocentre.det@education.nt.gov.au**
Schools	The Department of Education and Training operates government schools across the NT. Addresses and contact details for these schools are available on our website.		
Quality Education and Care NT	Level 13, Mitchell Centre Darwin NT	08 8999 3561	**qualityecnt.det@education.nt.gov.au**
Northern Territory Board of Studies		08 8944 9204	**ntbos.det@education.nt.gov.au**
Copies of past school results	Level 11, Mitchell Centre Darwin NT	08 8944 9253	**Get a copy of your past school results | NT.GOV.AU** **ntcertification.det@education.nt.gov.au**
Skills NT	Level 10, Mitchell Centre Darwin NT 0800	08 8944 9336	**skillsnt.exec@education.nt.gov.au**
International Education Services	Level 14, Mitchell Centre Darwin NT	+61 8 8999 5895	**internationalservice@education.nt.gov.au**
Student engagement and attendance	Darwin region	0428 294 051	**sedarwin.doe@education.nt.gov.au**
	Top End region	0429 123 860	**setopend.doe@education.nt.gov.au**
	Big Rivers region	0499 785 496	**sebigrivers.doe@education.nt.gov.au**
	Central region	0439 164 942	**secentral.doe@education.nt.gov.au**
	Barkly region	0408 707 469	**sebarkly.doe@education.nt.gov.au**
	East Arnhem region	0498 056 748	**seeastarnhem.doe@education.nt.gov.au**
	Student Attendance Hotline	1800 206 317	**Student Attendance and Engagement team | NT.GOV.AU** **se.doe@education.nt.gov.au**
Media	Level 14, Mitchell Centre Darwin NT	08 8901 4909 0401 119 215	**media.det@education.nt.gov.au**
Teaching positions	Level 10, Mitchell Centre Darwin NT	1800 646 391	**www.teachintheterritory.nt.gov.au** **teach.det@education.nt.gov.au**
Request for information	Level 13, Mitchell Centre Darwin NT	08 8999 5782	**rfi.doe@education.nt.gov.au**
Information privacy	Level 13, Mitchell Centre Darwin NT	08 8999 3552	**privacy.det@education.nt.gov.au**
Research (access to data)	Level 10, Mitchell Centre Darwin NT	08 8999 5772	**researchapps.det@education.nt.gov.au**

Appendix F – Acronyms and glossary

TABLE 18: Acronyms used in this report

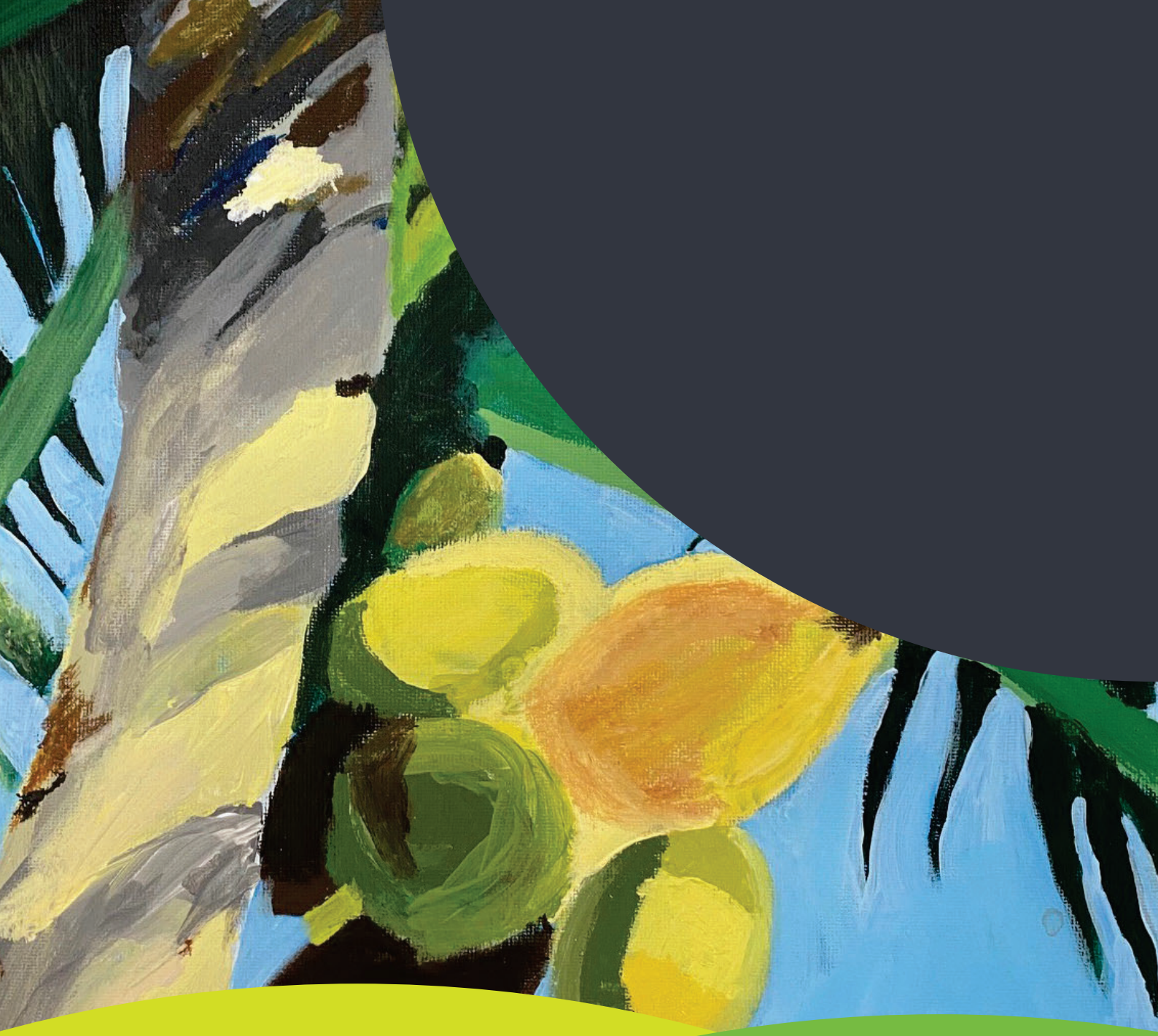
ACECQA	Australian Children's Education and Care Quality Authority
ASIP	Annual school improvement plan
ACER	Australian Council for Education Research
AERG	Aboriginal Employee Reference Group
AESOC	Australian Education Senior Officials Committee
ATAR	Australian Tertiary Admission Rank
BFSA	Better and Fairer Schools Agreement
CDU	Charles Darwin University
CFCs	Child and family centres
CRF	Complaint Resolution Framework
EALD	English as an additional language or dialect
ECEC	Early childhood education and care
ECPG	Early Childhood Policy Group
EMM	Education Ministers Meeting
FaFT	Families as First Teachers program
FTE	Full-time equivalent
FVOCI	Fair value through other comprehensive income
FVTPL	Fair value through profit or loss
GST	Goods and services tax
ICAC	Independent Commissioner Against Corruption
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information and communications technology
LEaD	Local engagement and decision making
NAPLAN	National Assessment Program – Literacy and Numeracy
NGSMAC	Non-government School Ministerial Advisory Council
NQF	National Quality Framework
NQS	National Quality Standard
NSA	National Skills Agreement
NT	Northern Territory
NTBOS	Northern Territory Board of Studies
NTCET	Northern Territory Certificate of Education and Training

Appendix F – Acronyms and glossary (continued)

NTG	Northern Territory Government
NTLC	Northern Territory Learning Commission
NTPS	Northern Territory Public Sector
NTRAI	Northern Territory Remote Aboriginal Investment
OCPE	Office of the Commissioner for Public Employment
QECNT	Quality Education and Care NT
SACE	South Australian Certificate of Education
SBAT	School-based apprentices and trainees
SIT	School Improvement Tool
SPG	Schools Policy Group
SRS	School Resource Standard
SSON	Senior Skills Officer Network
STEAM	Science, technology, engineering, arts and mathematics
SWMC	Skills and Workforce Ministerial Council
TRB	Teacher Registration Board
VET	Vocational education and training
VETfSS	VET for Secondary Students
YVPG	Youth Voice Peak Group



Palmerston Youth Skills Centre,
Top End region



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NORTHERN TERRITORY GOVERNMENT