

2022–23 Annual Report





Acknowledgement

The Northern Territory (NT) Department of Education (department) respectfully acknowledges the traditional custodians of the lands on which young Territorians are educated and recognises their continuing connection to their lands, waters and communities. We pay our respects to the Aboriginal and Torres Strait Islander cultures and to their elders, past, present and emerging.

While this report uses the term 'Aboriginal', we respectfully acknowledge that Torres Strait Islander peoples are First Nations people living in the NT. Therefore, information in this report relating to Aboriginal Territorians should be read to include both Aboriginal and Torres Strait Islander people.

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

Purpose of the annual report

The Department of Education Annual Report 2022–23 provides a record of the department's functions, operational activities, performance and progress towards our strategic goals and priorities. The report also acknowledges the achievements of our workforce. The report is tabled by the Minister for Education in the NT Legislative Assembly, primarily as an accounting and reporting mechanism for the department's income and financial expenditure for the year ending 30 June 2023. The report complies with annual reporting requirements in the *Public Sector Employment and Management Act 1993*, the *Financial Management Act 1995* and the *Information Act 2002*. 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 on 08 8999 8506
- Aboriginal Interpreter Service on 1800 334 994.

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

Providing feedback

The Department of Education is committed to accountability and transparency in our reporting to the community, and we welcome feedback on this annual report. Our contact details are below.

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

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ISSN: 2202-929X

29 September 2023

The Hon Eva Lawler MLA
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

Re: Department of Education Annual Report 2022–23

I am pleased to present this report on the activities of the NT Department of Education from 1 July 2022 to 30 June 2023 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 transactions affecting the department are kept and employees under the department's control observe the provisions of the *Financial Management Act 1995*, the Financial Management Regulations and Treasurer's Directions
- b) procedures within the department 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 1995*
- c) apart from what has already been reported to the Under Treasurer, there is no indication of fraud, malpractice, major breach of legislation or major error in or omission from the accounts and records existing
- d) in accordance with the requirements of section 15 of the *Financial Management Act 1995*, the internal audit capacity available to the department 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 2002*.

Yours sincerely

**Karen Weston**
Chief Executive

Shanice BAYIZERE
Visual Arts – Art – Practical
Darwin High School
DARWIN REGION

Larry
photograph



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From the Chief Executive



I am pleased to present the Department of Education's Annual Report 2022–23.

The past year has been one of significant achievement as we continue our journey of becoming the most improving public education system in Australia.

Our new organisational structure has been in place for 12 months and is designed for us to continue our important work in implementing our Education NT Strategy 2021–2025, which is our overarching direction for a suite of reforms to improve education outcomes for Territory children, students and families.

There has been significant progress made against several key reform projects, and I want to thank all our staff and stakeholders for their support and collaborative engagement. This year, we finalised the review into effective enrolment and commenced reviews into secondary, preschool and students with disability funding. Findings and recommendations from these reviews will guide our way towards strategic reform across our system, including:

- designing a contemporary early childhood system for children and families
- strengthening secondary education provision for Territory students
- ensuring our funding model better meets the needs of students with disability.

Collectively, these reviews will inform changes to school funding to achieve greater equity across the system and contribute to improving student engagement and outcomes. They highlight the unique context for NT students including high levels of disadvantage, high incidence of disability and geographic dispersion and will inform our collaborative efforts with the Australian Government, particularly through the Review for a Better and Fairer Education System and the national vision for early childhood education and care.

I welcome the Australian Government's investment of \$40 million to be invested over the next 2 years for on-country learning to improve school engagement and learning outcomes for students in Central Australia. With this additional funding, schools will engage with local communities to develop tailored solutions that are responsive to community aspirations for their students and enable transformation in each school in the region. I look forward to ongoing collaboration with our Australian Government colleagues and local communities to ensure this funding delivers better outcomes for our vulnerable children and students.

Throughout 2022–23, we dedicated our efforts to implementing the Education Engagement Strategy 2022–2031. As part of this, 16 students were selected earlier this year from across the Territory to be part of the NT Youth Voice Crew. This provides student voice on education policy development and programs and puts student voices at the centre of our work, guiding and driving delivery.

I am pleased to say we are starting to see some impact from these efforts. In Term 2, 2023 we saw an increase in attendance in each of our 6 regions across the NT when compared to the same time last year, with the overall attendance rate for Territory government schools increasing by 2.2%. This is the strongest upturn in attendance since my arrival in the Territory back in 2020.

I want to acknowledge the collective and ongoing effort of all staff across our

schools, regions and system in working to increase student engagement in schooling, particularly in the wake of the continuing impacts of COVID-19, a national teacher workforce shortage and significant weather events occurring across the NT.

Earlier this year, staff from our schools, regions and corporate offices rallied together to stand up an emergency response to major widespread flooding across several of our remote communities. Staff worked around the clock to establish pop-up schools at Karama Primary School, Wulagi Primary School and Nightcliff Middle School for children from Daguragu, Kalkarindji and Pigeon Hole who had been evacuated to Darwin. The pop-up schools were established and operational within just one week of the evacuation operation commencing, which meant these children could continue learning despite the disruption to their lives. Our response to future emergency situations is now supported by new policy and guidelines for pop-up schools so children and students continue to have access to quality education.

I am immensely proud of the department's unwavering dedication and commitment to improving the educational outcomes of young Territorians, including when this means being adaptive and innovative in response to natural disasters and social disruption.

I want to thank and acknowledge the Hon Eva Lawler, Minister for Education for her support and advocacy with the Australian Government for more equitable funding for NT children and students.

I am pleased to share this annual report, which provides detail of our achievements and progress, and I look forward to continuing our efforts into 2023–24.

Karen Weston
Chief Executive

29 September 2023

01.

Organisational overview



About us

Our role

The Department of Education delivers quality, culturally responsive educational services and programs to children and young people across the NT.

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

- ensuring quality early learning and care programs
- delivering quality education services to maximise student learning across all stages of schooling
- providing pathways for school-aged students aligned with their further education, and work or career aspirations
- regulating the operation of early childhood services and non-government schools
- supporting NT institutions delivering tertiary education.

Our values and ways of working

The NT Public Sector values of commitment to service, ethical practice, respect, accountability, impartiality and diversity guide our ways of working and how we make decisions. In our schools and early childhood services we enact our values through our shared ways of working. This enables the whole workforce to contribute to our improvement as one team, Territory wide.

Engage

- We engage, consult, seek feedback and partner with children, students, families, communities, staff and our stakeholders.
- We engage and support the Early Childhood Education and Care and non-government sectors in delivering a quality education for young Territorians.



Use evidence

- We make evidence-informed decisions, knowing these make the biggest difference for our learners.
- We acknowledge that we need a sustained effort to achieve results.



Collaborate

- We have clear roles and, through collaboration, everyone contributes to system improvement.



Inquire

- We use an inquiry-based approach to inform decisions and celebrate success.
- We support and monitor school and system performance.



Value feedback

- We welcome and share feedback as part of our inquiry-based approach and our learning culture.
- We enable and amplify the voice of children, young people and families.



Are accountable

- We work with integrity and uphold the values of the Northern Territory Public Sector.
- We have robust accountability and governance systems in place.



Our strategic direction



OUR GOALS

All children and students engage, grow and achieve.

The NT continues to be the most improving education system in Australia.



OUR AMBITION

Every child in the NT has the best start in life and, through early learning and school education, gains a bright future.



OUR COMMITMENT

We are committed to a strong public education system that promotes excellence and equity and supports every child to become confident and creative individuals, successful lifelong learners and informed members of the community.

The department is on a journey to become the most improving education system in Australia. We are committed to a strong public education system where every child can engage, grow and achieve.

The Education NT Strategy 2021–2025 (Education NT Strategy) sets out our strategic direction and guides the delivery of high-quality education and early childhood services. The Education NT Strategy places children and students

at the centre of everything we do and supports young Territorians to realise their full potential.

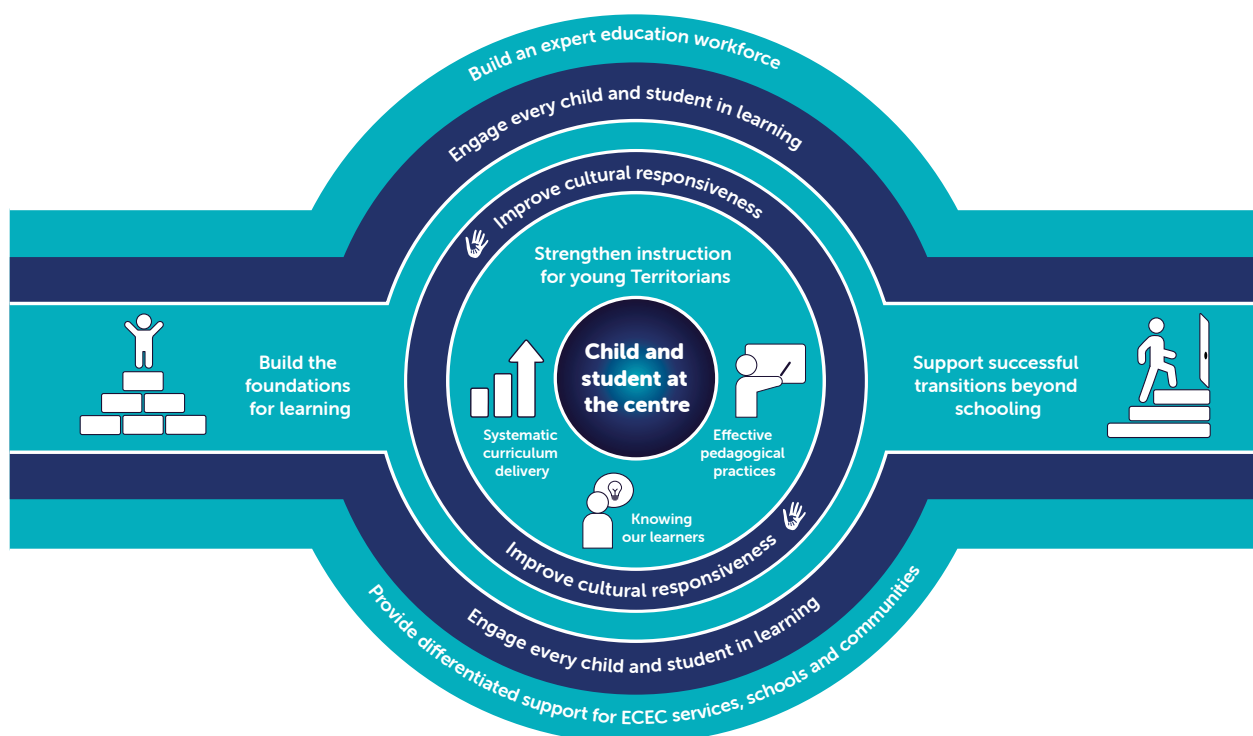
To achieve our goals, ambition and commitment, the Education NT Strategy identifies 7 system priorities for the department to focus our effort on. These priorities work together to improve student outcomes across the NT education system and are informed by best practice and evidence. These

priorities also respond to the voices of our children and students, the aspirations and experiences of families and communities and the expertise of our leaders and educators.

Under each system priority are strategic actions that will be delivered over 4 years.

Read about the department's progress towards the Education NT Strategy system priorities during 2022–23 in the 'Performance' chapter of this report.

FIGURE 1: Education NT Strategy 2021–2025 system priorities



System priorities and strategic actions

FIGURE 2: Education NT Strategy strategic actions for 2021–2025

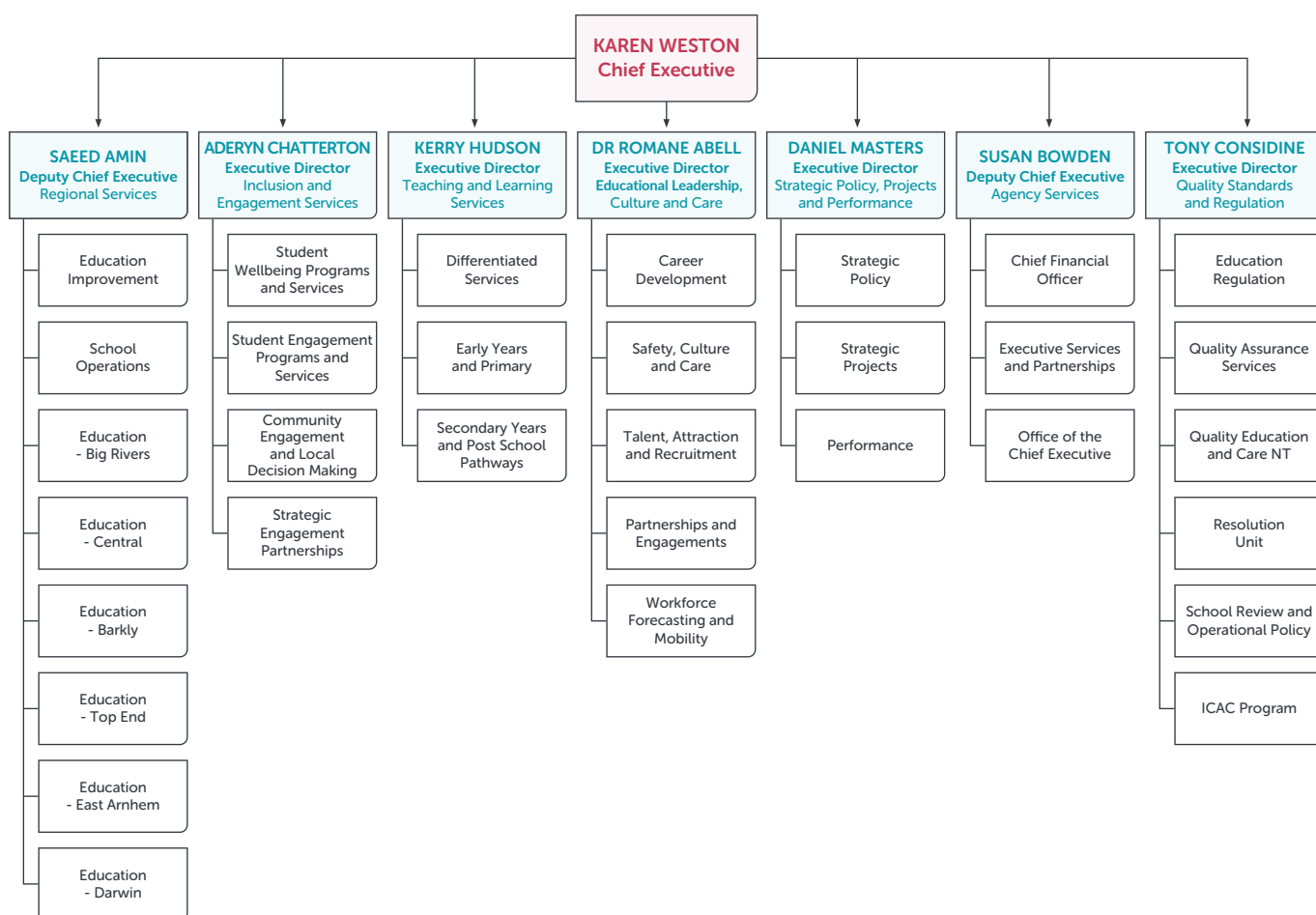


Our organisational structure

From 1 July 2022, the department transitioned to a new organisational structure. The structure was developed through an extensive design and consultation process to deliver on the Education NT Strategy to place children and students at the centre of our work and to enhance delivery of services to schools and early years settings.

At 30 June 2023, the department's organisational structure had 7 business divisions. OneNTG partners deliver core services to the department, including human resources, information and communication technology, procurement, fleet, and infrastructure.

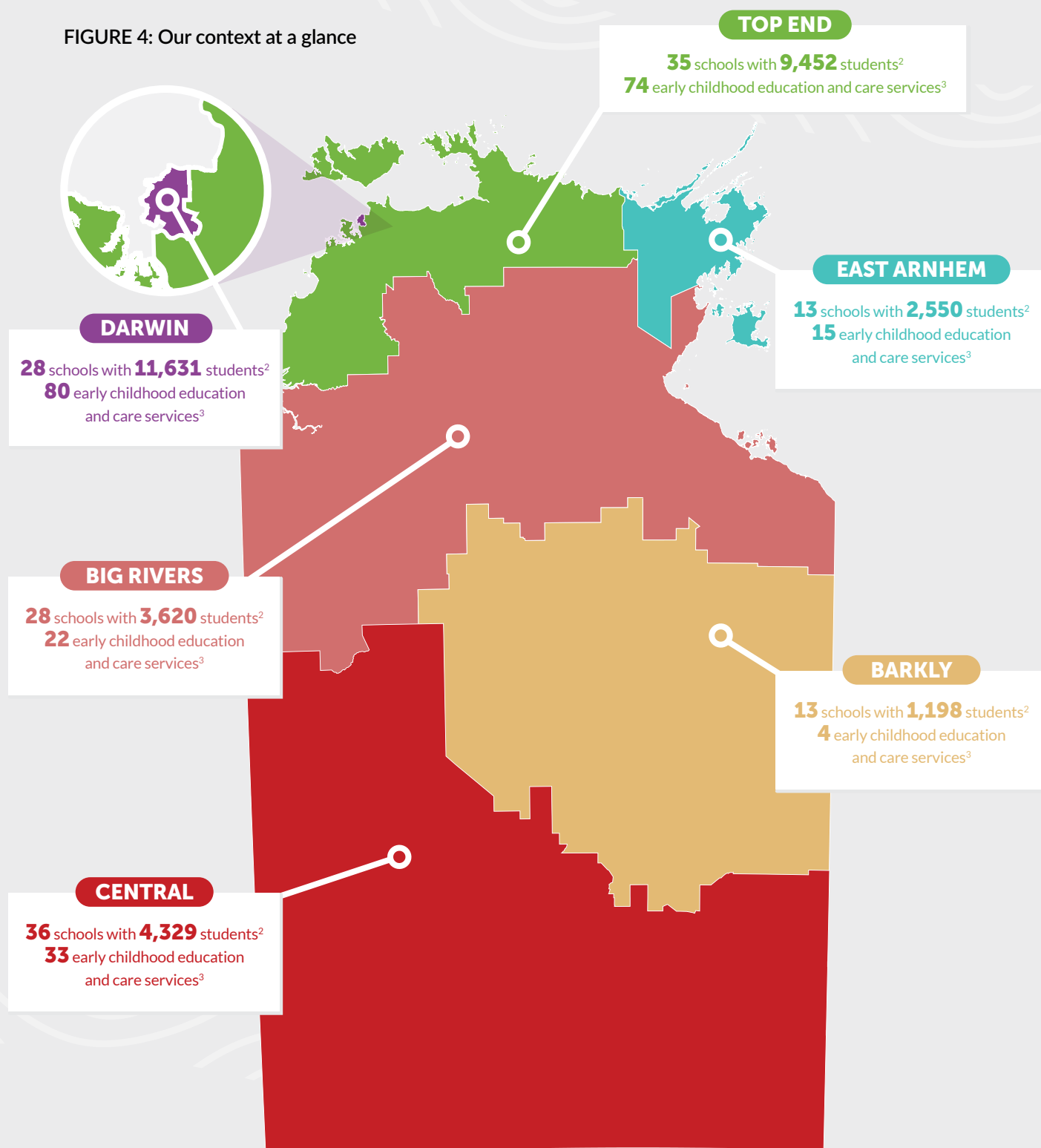
FIGURE 3: Organisational structure at 30 June 2023



Our operating context

Education and early childhood services are provided across vast distances and diverse contexts, with students, young children and their families geographically dispersed and highly mobile across 1.35 million square kilometres of the Territory.¹

FIGURE 4: Our context at a glance



The average Index of Community Socio-Educational Advantage score for the NT government school sector is **852**, with **489** the minimum score and **1,092** the maximum score⁴

Education services were provided to **32,780** students enrolled across **153** NT government schools²

70.2% of NT government schools are located in remote and very remote areas, with **40.2%** of students enrolled at these schools²

Education services were delivered to **31** homeland learning centres servicing **439** students⁶

The NT's diverse student population includes **14,236** (43.4%) Aboriginal students,² and **47.4%** of all students had a language background other than English²

The department supported the Registrar of Non-Government Schools in regulating **43** non-government schools providing services to **10,723** students⁵

Online and distance education services were provided to **1,240** students through Katherine School of the Air, Alice Springs School of the Air and NT School of Distance Education²

201 fee-paying international students were enrolled in NT government schools, including **35** students who were primary holders of a student visa⁷

The department supported Quality Education and Care NT in regulating **228** early childhood education and care services³

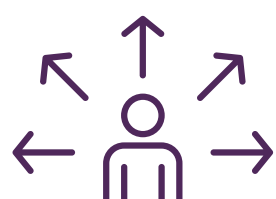
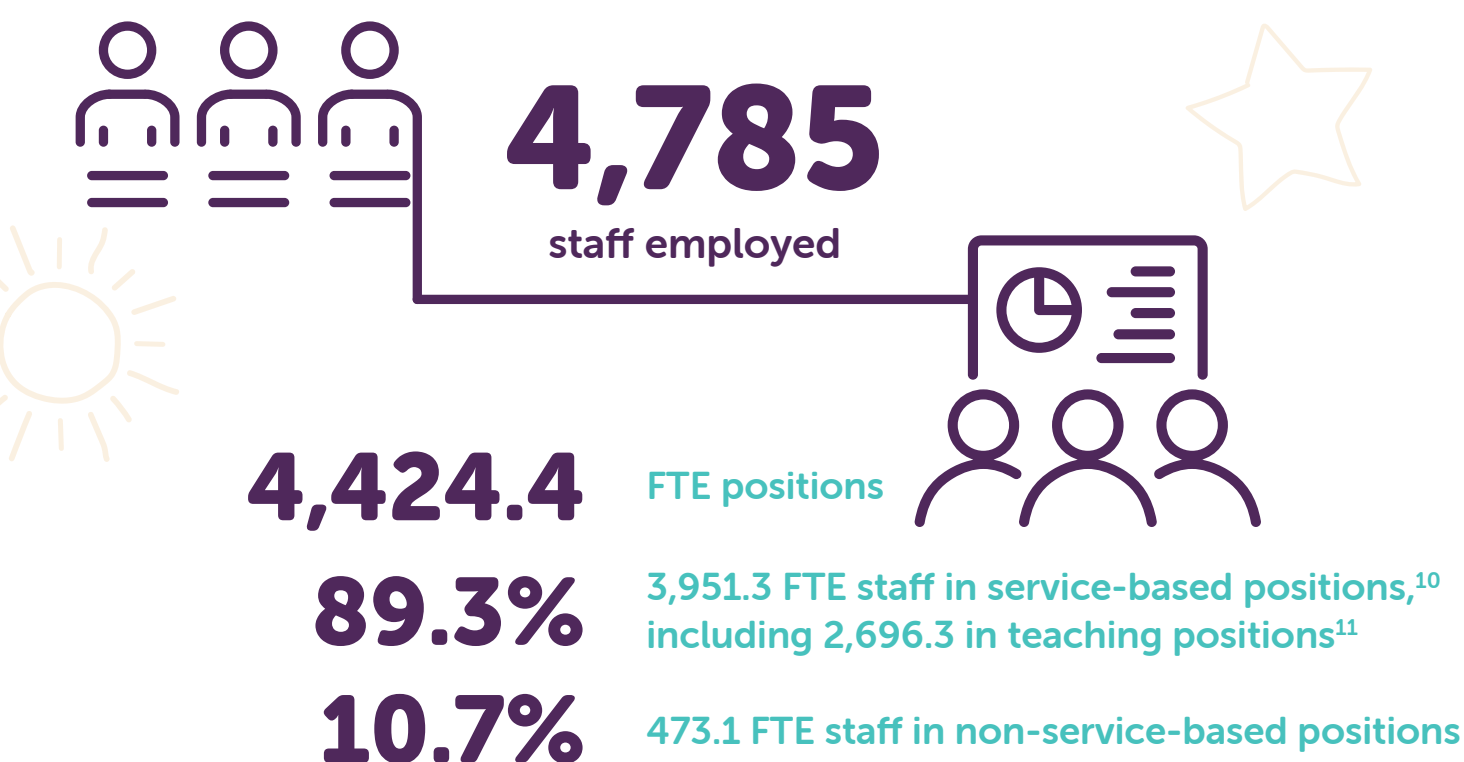
The department administered and regulated home education programs, with **152** students approved to participate in home education⁸

Notes:

- 1 Source: www.ga.gov.au
- 2 Student enrolment data (including preschool, primary, middle and senior school enrolments) and the number of schools relate to the government school sector and are based on 2022 Age Grade Census data.
- 3 Source: ACECQA, National Quality Agenda IT System (NQAITS). Point-in-time data at 30 June 2023 for the number of approved early childhood education and care services.
- 4 Source: My School Data Set (2022 school year). Average of NT government school Index of Community Socio-Educational Advantage (ICSEA) values, weighted by total student enrolment and rescaled for a national average result of 1000. ICSEA is a scale of socio-educational advantage that is calculated for each school. It provides an understanding of the levels of educational advantage or disadvantage that students bring to their academic studies (e.g., NAPLAN results). For more information on ICSEA see the guide to understanding the ICSEA on the My School website www.myschool.edu.au
- 5 Student enrolment data (including preschool, primary, middle and senior school enrolments) and the number of schools relate to the non-government school sector and are based on 2022 Age Grade Census data.
- 6 Homeland learning centres deliver education services to students living in the homeland or outstation who are unable to attend the local school in their area. Homeland learning centres are managed by local hub schools and can open and close during the year based on mobility. This is the number of homelands learning centres operating at any point in 2022, and the average number of enrolments in preschool to senior years across 2022.
- 7 At 2022 Age Grade census.
- 8 At 30 June 2023.

Our workforce profile⁹

At 30 June 2023, the department employed 4,785 people on either a full-time or part-time basis during the year. This equated to 4,424.4 full-time equivalent (FTE) positions.

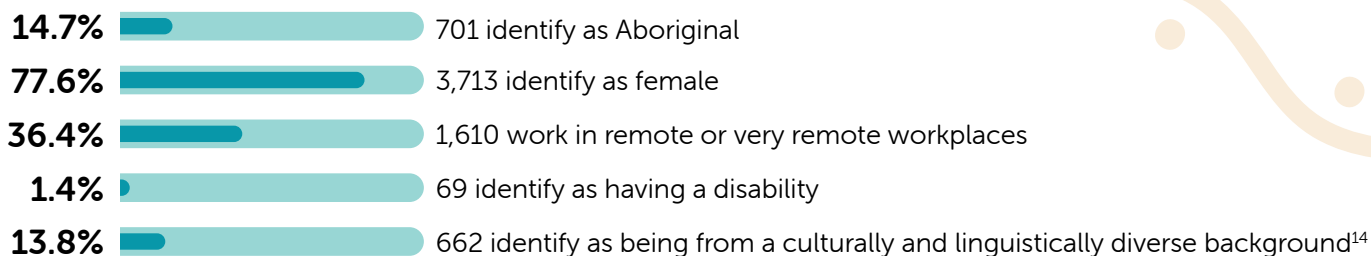


FTE staff by region¹²

29.2%	24.6%	7.7%	10.9%	3.5%	12.7%	11.4%
1,291.2 in Darwin	1,088.1 in Top End	340.2 in East Arnhem	483.7 in Big Rivers	154.0 in Barkly	563.6 in Central	503.6 across multiple regions



Our people¹³



A breakdown of the department's workforce by classification is at Appendix 1.

Notes:

- 9 All data at Pay 26, 2023.
- 10 Service-based vs non-service-based – this measure was introduced in May 2021. A measure used previously, 'school-based', was retired at the same time. Service-based and school-based are not comparable. A 'service-based' position provides a direct service to children, students or families, and/or directly conducts activities to operate a service. This includes some corporate positions that work with children or families directly for at least 50% of the week on average, for example, counsellors, engagement officers, hearing advisors.
- 11 Staff in the paid classification groups: assistant teacher, teacher, senior teacher, teaching principal, principal, and executive contract principal are 'teaching staff'.
- 12 Reflects the region serviced by all service-based and non-service-based positions. Staff servicing more than one region are included in 'multiple regions'.
- 13 Headcount staffing figures.
- 14 The measure has been updated from non-English speaking background to culturally and linguistically diverse background. Calculation methodology has been revised and data are not comparable to previously reported figures.



02.

Regional Highlights



Throughout 2022–23, our students, schools and staff continued to accomplish great things across each of our 6 regions in the NT. This chapter summarises the key highlights for each region, which contribute to our strategic initiatives and support student outcomes.

For further information on our progress against the Education NT Strategy, see chapter 3 ‘Performance’ of this report.

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 2022 calendar year, the 2022–23 financial year, at a specific point in time (e.g., 30 June 2023, pay 26 2023), 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.

DARWIN REGION

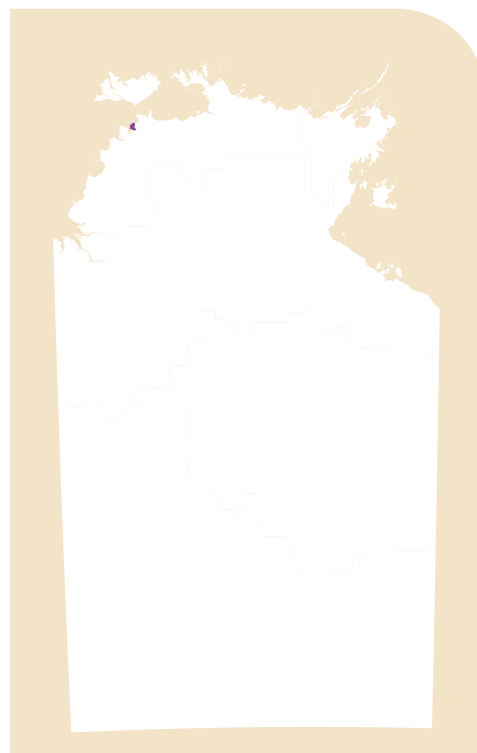
28 government schools with **11,631** students | **3** Families as First Teachers program sites | **1,291.2** FTE staff serviced the region | **569** NTCET completers | **80** early childhood education and care services

Highlights for 2022–23:

- > Ludmilla, Malak, and Manunda Terrace primary schools continued to participate in the trial of 3-year-old preschool as part of the department's commitment to expand access to 2 years of preschool.¹⁵ The trial started in Semester 2, 2021 and was extended to December 2023. For more information on the trial, see page 38.
- > Pop-up schools were established at Karama Primary School, Wulagi Primary School and Nightcliff Middle School in Term 1, 2023, to provide education to students from the flood affected communities of Daguragu, Kalkarindji and Pigeon Hole.
- > The inaugural Darwin Region Aboriginal Voice Forum was held at Sanderson Middle School in Term 4, 2022. Stakeholders and representatives from more than 20 schools across the Darwin region attended the forum to capture voice, collaborate, and strengthen the collective work and effort to engage and improve education outcomes for young Aboriginal people.^{16, 17}
- > The NT's top Year 12 graduate for 2022 was Darwin High School student Alishba Saeed. Alishba scored a near perfect Australian Tertiary Admission Rank (ATAR) score of 99.95%, the highest possible ranking that could be achieved. Darwin High School has had the top NT student 8 times in the past 10 years. Seven other Darwin High School students joined Alishba in the NT's top 20 achievers for 2022.

For more information on the 2022 Northern Territory Certificate of Education and Training (NTCET) completions see page 40.

- > Darwin High School student Gabriella Francis was selected among 120 Year 9 and Year 10 female students from across Australia to participate in the annual Curious Minds program. The 6-month coaching and mentoring program aims to develop the next generation of female leaders in science, technology, engineering, and mathematics (STEM). As part of this program, Gabriella will engage and explore all aspects of STEM through workshops and hands on experiments, tour several interstate university campuses, learn about career pathways and work with role models within these fields.
- > Millner Primary School expanded the delivery of the nationally accredited Read Write Inc program to Year 2 and 3 students to improve students' literacy outcomes by partnership with Australian Schools Plus. The school has 10 dedicated educators to deliver the program, with every student involved in the program showing growth in literacy.
- > 140 students from 14 schools across the Darwin region participated in the annual Meaningful Maths Enrichment Day at Dripstone Middle School.



The event focused on making maths fun through a range of activities including robotics, engineering, riddles, and investigative programs. The program was introduced to 3 Territory schools in 2009 and has grown to more than 20 schools in 2023.

- > Several schools across the Darwin region celebrated special milestones during the year. Wagaman Primary School and Moil Primary School both celebrated 50 years, and Karama Primary School celebrated 40 years, of providing education services. Wagaman Primary School celebrated the milestone with a school concert showcasing the school's rich history.

¹⁵ Education NT Strategy strategic action 4.2.

¹⁶ Education NT Strategy strategic action 2.3.

¹⁷ Education NT Strategy strategic action 3.1.



Moil Primary School opened a time capsule buried on the school grounds almost 27 years ago. Karama Primary School celebrated with a morning tea and student performance.

- > Darwin High School educator Mark Bunnett was one of 9 Teaching in the Territory Excellence Awards recipients. Mark won the 2022 NT Secondary Educator of the Year in recognition of his dedication and contribution to delivering quality education services in the NT.

- > Infrastructure works, including capital works, minor new works, and repairs and maintenance to schools, were delivered across the Darwin region to enhance learning environments and meet students' needs now and into the future. Construction started for a state-of-the-art science, technology, engineering, arts, and mathematics (STEAM) Centre at Dripstone Middle School. The new \$1.95 million education facility will be completed by August 2023 and will provide a modern teaching environment that

supports enquiry-based learning, collaborative peer learning and innovative technology to help students develop the skills they need for employment opportunities.

In addition, the design phase for the new \$10 million Parap Preschool started, with the school community consulted to ensure the new preschool meets the needs of families and students. The preschool will replace the current 50-year-old facility, with construction expected to start in 2024.



LARRAKEYAH PRIMARY SCHOOL RECOGNISED ON THE NATIONAL AND INTERNATIONAL STAGE

2022 was a rewarding year for Larrakeyah Primary School, having been recognised both nationally and internationally for its education programs.

From thousands of nominations from schools around the world, Larrakeyah Primary School won second place in the 'Supporting Healthy Lives' category at the 2022 World's Best School Prize competition. The school was recognised for its wellbeing programs that provide opportunities for students and the wider community to live healthy lives.

The World's Best School Prize competition acknowledges and celebrates schools globally that are making a difference to their community and shaping the lives of our future leaders. Larrakeyah Primary School is only the second Australian school ever to be shortlisted and recognised at this level, and one of the only primary schools to be nominated for these awards.

At the national level, Larrakeyah Primary School won the Grok Academy Best STEM Program Award at the 2022 Australian Education Awards in recognition of its STEM program.

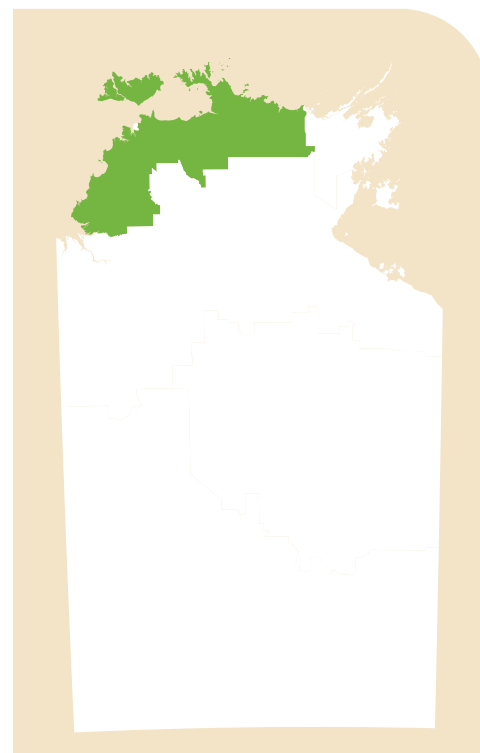
The success of the school's STEM program comes from building staff capacity, growing its leaders, working with the school community to maximise student outcomes, and initiating innovative programs and school partnerships. The school's information and communication technology classroom provides students with access to the technologies and specialised teachers to help learn skills in computer coding, robotics, movie making, animation and developing their digital citizenship.

TOP END REGION

35 government schools with **9,452** students | **13** Homeland Learning Centres with **105** students | **13** Families as First Teachers program sites
1,088.1 FTE staff serviced the region | **173** NTCET completers
74 early childhood education and care services

Highlights for 2022–23:

- > Berry Springs Primary School continued to participate in the trial of 3-year-old preschool as part of the department's commitment to expand access to 2 years of preschool.¹⁸ The trial started in Semester 2, 2021 and was extended to December 2023. For more information on the trial, see page 38.
- > Driver Primary School developed a sister school relationship with Indonesian school Sekolah Citra Bangsa. The collaboration is led by Darwin Languages Centre as part of the school's Indonesian program. Students from Driver Primary School participated in a video call with the students from Indonesia where they practised their language skills: Driver students spoke Indonesian, and Sekolah Citra Bangsa students responded in English. More online activities are planned throughout the year to develop language skills and grow connections and friendships between the schools.
- > Gunbalanya School senior students undertook a work experience placement in a local organisation of their choosing for one day a week during Term 2, 2023. Students travelled to Jabiru where they investigated job opportunities at the Ranger Uranium Mine with Energy Resources of Australia and Kakadu Native Plants. Gunbalanya School's Trade Training Centre also hosted an open day to connect students with local industry partners.
- > Taminmin College opened its new state-of-the-art hairdressing facility as part of its Vocational Education and Training (VET) program, where 20 students started a Certificate II Salon Assistant in Hairdressing. The school is catering to the needs of students and the national skills shortage by delivering 19 VET courses, including automotive, construction, engineering, hospitality, business, community services, agrifoods and now hairdressing. For information on the VET in Territory schools, see page 40.
- > Taminmin College teacher Justin Burgess won the VET Trainer of the Year, and student Tayla Hebborn won the VET in Schools Student of the Year, at the 2022 NT Training, Skills and Careers Awards. Justin was recognised for his hard work and the positive impact he has made towards Taminmin College's engineering program, turning his class into an active and hands on course for all students. Tayla was recognised as an NT rural young achiever with a Certificate II in Rural Operations and a strong passion for the cattle industry in the Territory.
- > Maningrida College established a Local Engagement and Decision-Making committee at Korlobidahdah (Dumangerreh) Homeland to help families and the community have a greater say in their children's education.¹⁹

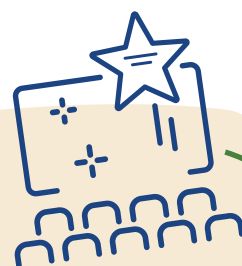


The committee is designing a new school uniform with specific meaning to the community that students will be proud to wear. Maningrida College currently has 3 other Local Engagement and Decision-Making committees including Yúya Bol, Garmidi and Ji-Balbal Homelands. For more information on local decision-making see page 32.

- > Berry Springs Primary School won 2 awards at the 2022 NT Natural Resource Management Awards in recognition of its commitment to looking after the environment. Students have created plastic repurposing machines, recycling systems, and a campaign to promote sustainability.

¹⁸ Education NT Strategy strategic action 4.2.

¹⁹ Education NT Strategy strategic action 2.2.



TIPPERARY STATION STUDENTS OPEN THE NT CATTLEMEN'S ASSOCIATION CONFERENCE

Students from Tipperary Station School travelled to Darwin to attend the NT Cattlemen's Association (NTCA) conference in March 2023. The Transition to Year 3 students opened the conference and welcomed lifelong members and attendees with an informative speech about Brahman cattle and their own rendition of the song 'It's a long way to Tipperary'.

The students were invited to the conference after receiving high regards for their cow 'Jack' in the NTCA Cows for Schools program in 2022. The program gives students across the NT an opportunity to explore the world of agriculture through hands-on learning with schools tasked to investigate a specific theme and decorate a wooden cow based on their findings. The cows are then included in the NT's show circuit as part of the NTCA and Centralian Beef Breeders Association display.

Tipperary Station School is a small remote school 36 kilometres from Daly River, servicing the families who live on the station. The school has recently added agriculture to its official curriculum, covering units on bees, apples, beef, potatoes and cotton.

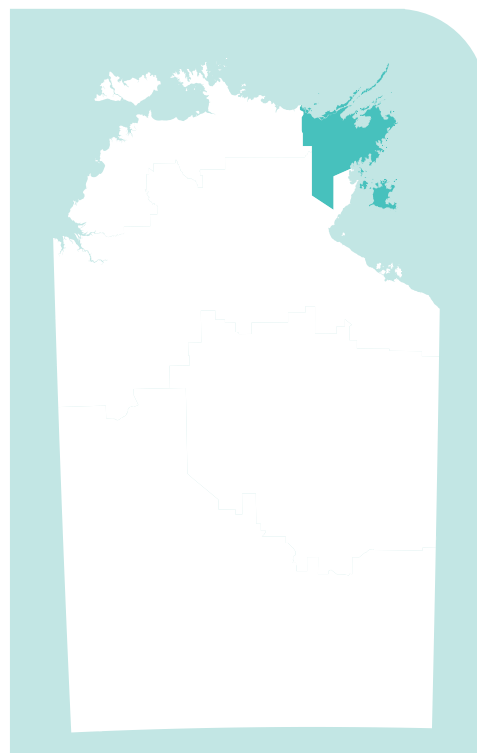
- > Bees Creek Primary School and Forrest Parade School celebrated special milestones during the year. Bees Creek celebrated 25 years of providing education services with a range of events including the opening of a time capsule that was buried on the school grounds 25 years ago, and a student art competition with the winning design made into commemorative coolers. Forrest Parade School celebrated 5 years with a school assembly to acknowledge the achievements that the school has made in a short period of time.
- > Girraween Primary School educator Anna Piantoni was one of 9 Teaching in the Territory Excellence awards recipients. Anna won the 2022 NT Early Childhood Educator of the Year in recognition of her dedication and contribution to delivering quality education services in the NT.
- > Infrastructure works, including capital works, minor new works, and repairs and maintenance to schools, were delivered across the Top End region to enhance learning environments and meet students' needs now and into the future. Upgrades were completed at Forrest Parade School including improvements to the playground, shade structures, bus shed and the carpark (\$1.46 million), and fire damage and air-conditioning rectification works were completed at Taminmin College (\$2.1 million).

EAST ARNHEM REGION

13 government schools with **2,550** students | **13** Homeland Learning Centres with **182** students | **9** Families as First Teachers program sites
340.2 FTE staff serviced the region | **36** NTCET completers
15 early childhood education and care services

Highlights for 2022–23:

- > The department's North East Arnhem Land Mobility Program supported highly mobile students and their families from across the East Arnhem region to engage with schooling. The program started in 2021 with 50 highly mobile students selected for case management.²⁰ By the end of Term 1, 2023, 60% of these students had successfully re-engaged in schooling. The program worked across Yirrkala School, Nhulunbuy Primary School, Nhulunbuy High School, Baniyala Garrangali School, Gapuwiyak School, Laynhapuy Homelands School and Dhupuma Barker, and was extended until 2023.
- > Five participants from Galiwin'ku graduated from the Remote Aboriginal Teacher Education program in May 2023.²¹ Twenty participants from Galiwin'ku, Groote Eylandt, Gapuwiyak, Yirrkala and Laynhapuy homelands were enrolled in the program in 2023, an increase of 10 participants since the pilot program started in 2021. The program supports aspiring teachers to study teaching while living and working on country. For more information on the program, see page 45.
- > 140 Education staff completed the mandated Yolŋu cross-cultural competency training.²² The training, delivered by the Aboriginal Resource and Development Services Aboriginal Corporation, includes 10 online modules and a 2-day face-to-face workshop. All corporate and school staff serving Yolŋu communities are required to complete the training to ensure staff have the skills needed to collaborate effectively with Yolŋu people.
- > Shepherdson College's Nurruninygu Dhukarr program for senior secondary students was recognised as an accredited Stage 1 NTCET course. The program comprises workshops delivered by Yolŋu elders and service providers with topics including gurruṯu (kinship) and connection to country, rom (Yolŋu lore and Balanda law), taking care of family (health, nutrition, and respectful relations), jobs and careers and leadership, as well as planning for the future.
- > Yirrkala Bilingual School launched their own Yäku ga Rirrakay (Sounds and Letters) app. The app supports the teaching and learning of phonics skills to students in their first language – Dhuwaya, a Yolŋu Matha language. The app was constructed and developed in partnership with the University of Melbourne, Yolŋu staff and other stakeholders. Through the app, students are taught how to recognise, break down and blend together sounds to make words entirely in their local language. These are important and transferable skills for learning to read both Dhuwaya and English.
- > The department participated in the 2022 Garma Festival at Gulkula, with an education stall. Local schools showcased their culturally responsive ways of working and Yolŋu educators facilitated language classes using their schools' bilingual resources to teach Yolŋu Matha. Laynhapuy Homelands School delivered a presentation on the Makarrata Boarding Program at Garrthalala.
- > Nhulunbuy Primary School celebrated 50 years of providing education services. It celebrated the milestone with a school fete for students and families past and present invited to attend. The school community also imprinted their hands onto the school walls in recognition of the memories made over the last 50 years.



²⁰ Education NT Strategy strategic action 3.4.

²¹ Education NT Strategy strategic action 3.1.

²² Education NT Strategy strategic action 3.1.



- > Two educators from the East Arnhem region were recognised at the 2022 Teaching in the Territory Excellence Awards for their dedication and contribution in delivering quality education services in the NT. Gapuwiyak School Principal Christopher O'Neil won NT Principal of the Year and Shepherdson College educator Isaac Jansens won NT Vocational Education Trainer of the Year.
- > Infrastructure works, including capital works, minor new works, and repairs and maintenance to schools, were delivered across the East Arnhem region to enhance learning environments to meet students' needs now and into the future. A new Homeland Learning Centre was constructed at Langarra (\$1.54 million) and the roof and verandah were replaced at Yirrkala School (\$3.25 million). A special education support building is being built at Shepherdson College (\$2.7 million) to replace existing ageing transportable classrooms with purpose-built facilities. The new building will cater for students with additional needs and will be completed in 2023–24.



LAYNHAPUY HOMELANDS STUDENTS COMPLETE THEIR NTCET

There was a lot to celebrate at the Laynhapuy Homelands School in the East Arnhem region, with 6 students completing their NTCET in 2022 through the Makarrata Senior Years program and a further 22 students completing a Certificate II in Conservation and Ecosystems Management.

This was the first round of Year 12 graduates through the re-launched Makarrata Senior Years program. It was the culmination of 4 years of partnership and co-leadership with community leaders, working together to build a shared vision and a way forward to improve education outcomes for homelands students.

Laynhapuy Homelands School and Maningrida College participated in the pilot of the recognition of Aboriginal Cultural knowledge. Under the pilot students receive direct credits for cultural knowledge towards their NTCET.

The homelands school was also formally recognised as a boarding provider and will expand its boarding program in 2023 so students in the East Arnhem region can be educated on country.

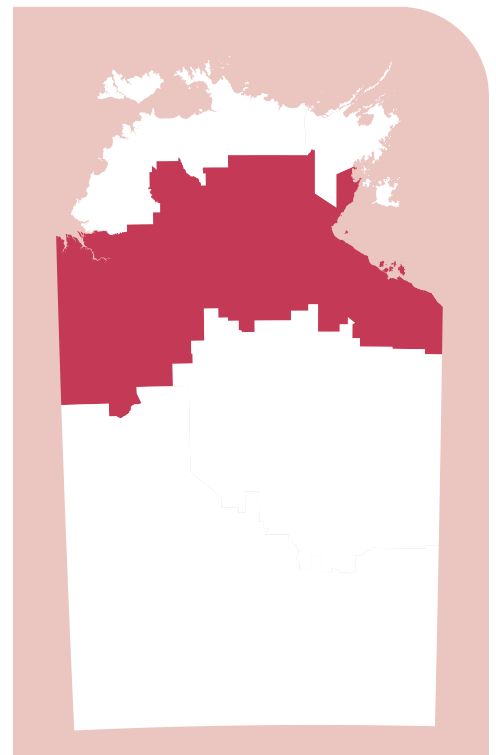
BIG RIVERS REGION

28 government schools with 3,620 students

13 Families as First Teachers program sites | 483.7 FTE staff serviced the region
35 NTCET completers | 22 early childhood education and care services

Highlights for 2022–23:

- > Katherine High School's 2023 Year 11 cohort is on track to be the largest graduating class in the school's history. The students travelled to Sydney, New South Wales, for their inaugural business innovation trip to explore post-school opportunities. The week-long trip included visits to Deloitte Australia, Wollongong University, Woolyungah Indigenous Centre and Kiama High School to participate in activities to develop practical business, innovation, and leadership skills.
- The Learning on Country Program at Borroloola School hosted a Careers Fair to promote and encourage regional work opportunities for senior students finishing their schooling journey in 2022. Local businesses and organisations attended the fair including the local health clinic, MacArthur River Mine, NT Emergency Services, as well as other organisations to promote workplace training, job opportunities, and career pathways for the students. For more information on the Learning on Country Program see to page 36.
- > Kintore Street School was the regional winner for the Paint Australia Beautiful competition. Year 6 students from the special needs school used their imagination to create a mural that evokes community pride and recognises the efforts their school puts into making a sustainable environment. The school was given paints to turn their vision into reality and awarded a plaque to celebrate the mural and the students' achievement.
- > Jilkminggan School students in years 1 to 4 attended an interstate science-focused camp in Canberra, Australian Capital Territory. The students met with the founder of the DeadlyScience program who has played a part in fostering their love of science. The students also visited Questacon, where they watched science shows; and went to the National Museum, where they had their very own exhibition.
- > Minyerri School educator Clare Vogan was named among Australia's top 10 early career teachers at the 2022 Commonwealth Bank Teaching Awards. Clare was recognised for the positive impact she has had on her students' school and home lives, and for her role in raising Minyerri's preschool students' attendance levels.
- > Katherine High School Principal Nick Lovering was awarded the 2022 Menzies School Leadership Fellowship. The 2-year fellowship was awarded to 4 innovative principals from across the education sector in Australia and will focus on increasing the skills and capabilities of school leaders to build collective efficacy to improve student outcomes.
- > Corporate-based officer Dianne Scannell won the Chief Minister medal for Excellence in the Public Sector at the 2022 Chief Minister's Awards. Based in Katherine, Dianne was recognised for her leadership and the support she provides to school business managers across the system. Dianne was also recognised for her role in implementing the department's Enterprise Financial system, CiAnywhere.





YEAR 12 STUDENT GRADUATES FROM MATARANKA SCHOOL

With the support of the NT School of Distance Education, for the first time a Year 12 student was able to complete their NTCET at Mataranka School.

Yerrin Healsip, a born-and-bred Territorian attended school across several remote communities and towns during her education journey. She completed years 9 and 10 in South Australia but chose to return to Mataranka to finish her schooling.

Mataranka School is a small remote school in the community of Mataranka, 100km south of Katherine. The school has 4 classrooms: a Families as First Teachers program (birth to preschool), junior class (Transition to Year 2), senior primary class (Year 3 to 6) and a distance education middle to senior secondary class (Year 7 to 12). In 2022, 41 students were enrolled at the school.²³

This is an outstanding achievement for Yerrin, the school and Mataranka community.

- > Two educators from the Big Rivers region were recognised at the 2022 Teaching in the Territory Excellence Awards for their dedication and contribution to delivering quality education services in the NT. Borroloola School educator Daphne Mawson won NT Aboriginal and Torres Strait Islander Educator of the Year, and

Katherine South Primary School educator Marnie Hopkins won NT Primary Educator of the Year.

- > Infrastructure works, including capital works, minor new works, and repairs and maintenance to schools, were delivered across the Big Rivers region. The design process for a \$9.7 million STEAM

Centre to be built at Katherine High School started. The new facility will give students skills and qualifications that align with the future employment opportunities available in STEAM industries and sectors. The tender for the works will be released in August 2023 and construction will start in 2024.

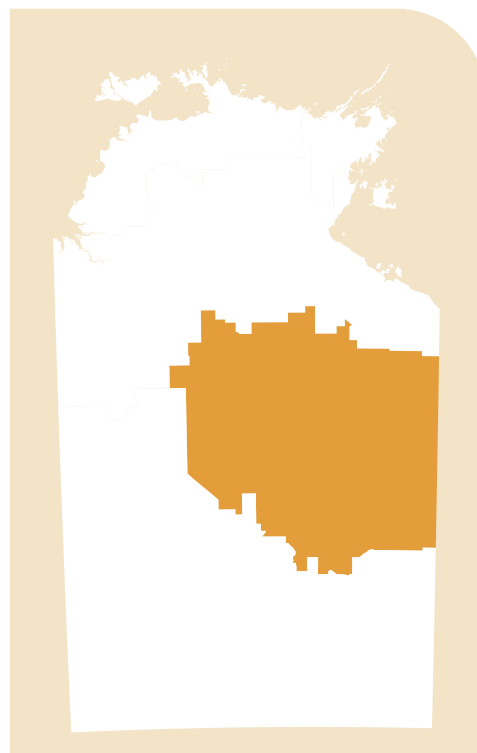
²³ At 2022 Age Grade Census data.

BARKLY REGION

13 government schools with **1,198** students | **5** Homeland Learning Centres with **153** students | **8** Families as First Teachers program sites
154.0 FTE staff serviced the region | **14** NTCET completers
4 early childhood education and care services

Highlights for 2022–23:

- > Tennant Creek Primary School continued to participate in the trial of 3-year-old preschool as part of the department's commitment to expand access to 2 years of preschool.²⁴ The trial started in Semester 2, 2021 and was extended to December 2023. For more information on the trial, see page 38.
- > Middle years students from Alpururulam School participated in weekly online lessons of the BeatsCool program in 2022. The program taught students how to create electronic music, write lyrics and learn how to play musical instruments. Students created their very own song 'Nice to Meet Ya' – a Welcome to Country song with a special twist about community and country. Students recorded the song which premiered on the NT Music School's VAMPTv channel and was shared across NT school communities.
- > The Tennant Creek Juno Centre hosted the inaugural Gymkhana event in October 2022. Competitors from Tennant Creek High School and Centralian Senior College in Alice Springs showcased a range of horse-riding skills and knowledge. The event was open to students who had participated at the Juno Centre in 2022 as part of their VET course, with 150 visitors attending the 2-day event, including students from Tennant Creek High School and Tennant Creek Primary School, parents, and community members.
- > Elliott School was named the Barkly region's champion swimming school for 2022. More than 100 students from 9 schools participated in the Barkly Region Interschool Swimming Carnival. In the lead up to the carnival, students from 3 remote schools spent 3 days practicing their swimming strokes as well as learning about water safety with the help from Swimming NT, Royal Lifesaving NT, and the Barkly sports education coordinator. At the end of the 3 days, each student received a water safety certificate.
- > Tennant Creek High School educator Fransina Norval was named among Australia's top educators in the 2022 Commonwealth Bank Teaching Awards. Fransina was recognised for her contribution to the planning and implementation of the schools' flexible learning space for students with complex disabilities.
- > Tennant Creek Primary School educator Anneli Bloem was one of 9 Teaching in the Territory Excellence awards recipients. Anneli won the 2022 NT Inclusion Educator of the Year in recognition of her dedication and contribution to delivering quality education services in the NT.
- > Infrastructure works, including capital works, minor new works, and repairs and maintenance to schools, were delivered across the Barkly region. Planning started for the new Tennant Creek boarding facility which will deliver boarding accommodation for students across the region as part of the Barkly Regional Deal – a joint \$19 million Australian Government and NT Government investment in the Barkly region. Construction of the new facility will start in Term 3, 2024.



24 Education NT Strategy strategic action 4.2.



TENNANT CREEK HIGH SCHOOL TEACHER AWARDED THE NATIONAL POETRY SLAM AWARD

Tennant Creek High School teacher Joanna Yang was crowned the champion of the 2022 Australian Poetry Slam competition.

In October 2022, Joanna travelled to Sydney, New South Wales to perform at the Sydney Opera House. Her winning performance highlighted Australia's education model, and her passion to create change so no students are left behind. Originally from Melbourne, Joanna moved to Tennant Creek with Teach for Australia to teach at the local high school. She chose the Territory because of her passion to learn more about the importance and uniqueness of Aboriginal culture.

From Joanna's achievement, she was awarded special mentoring and will have her poetry work published. She has also performed at several writers festivals in Bali and Singapore, as well as many towns and cities across Australia.

CENTRAL REGION

36 government schools with 4,329 students

9 Families as First Teachers program sites | 563.6 FTE staff serviced the region
65 NTCET completers | 33 early childhood education and care services

Highlights for 2022–23:

- > Braitling Primary School continued to participate in the trial of 3-year-old preschool as part of the department's commitment to expand access to 2 years of preschool.²⁵ The trial started in Semester 2, 2021 and was extended to December 2023. For more information on the trial, see page 38.
- > The Warlpiri Encyclopaedic Dictionary: Warlpiri Yimi-Kirli Manu Jaru-kurlu was launched at Yuendumu School in March 2023 after 60 years in the making. The dictionary includes English translations for Warlpiri words, instructive example sentences that include Warlpiri history and cultural practices, detailed information about flora and fauna, maps of Warlpiri Country, a guide to Warlpiri grammar, and a guide to the complex vocabulary of family relationships.
- > The Western Arrarnta Dictionary was launched at Ntaria School by the Alice Springs Language Centre and the Western Arrarnta community in April 2023. Containing more than 2,400 words, the dictionary will support students to complete assessment tasks in their own dialects, while maintaining their language. An online version of the dictionary is also available to students.
- > Areyonga School celebrated 50 years of educating children of the Areyonga/Utju community with events highlighting the positive work the school has done in progressing educational outcomes, community engagement and attendance.
- > The small community school was one of 5 government schools to start teaching vernacular language and an English bilingual program in the NT in 1973.
- > Acacia Hill School celebrated 40 years of providing specialist education to students living with intellectual impairments or complex disabilities. The school renamed its school hall in honour of Telka Williams, a pioneer for special education in the Central region in the 1960's.
- > The department worked in partnership with students, families, schools, and interagency providers from across the Central region to support student engagement in learning and coordinate access to other support services as needed. In Term 2, 2023, 100 students were supported to re-engage with education, with support continuing to keep the students attending school. Staff also worked with youth outreach and re-engagement officers to re-engage youth identified by NT Police and the Department of Territory Families, Housing and Communities, providing case management and education support. For more information on the programs and initiatives to support student engagement in education, see page 34.
- > The department provided a \$46,000 grant to the Central Land Council to facilitate a regional forum for Warlpiri



schools to develop an action plan for the implementation of local decision-making.²⁶ The department participated in the forum with community members and school staff from Lajamanu, Nyirripi, Willowra and Yuendumu communities. The forum focused on collaborating to develop a clear statement of intent and actions for all parties on decision making in Warlpiri schools.

- > Local decision-making processes commenced across the Central region with Local Engagement and Decision-Making committees to be established at Areyonga, Haasts Bluff, Ntaria, Walungurru (Kintore) and Watiyawanu (Mt Liebig). The expansion of Local Engagement and Decision-Making committees forms

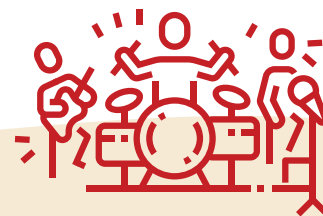
²⁵ Education NT Strategy strategic action 4.2.

²⁶ Education NT Strategy strategic action 2.2.



part of the department's commitment to providing families and communities with a voice in local decision-making about their children's education.²⁷ For more information on local decision-making, see page 32.

- > Two educators from the Central region were recognised at the 2022 Teaching in the Territory Excellence Awards for their dedication and contribution to delivering quality education services in the NT. Gillen Primary School educator Tim O'Sullivan won NT Leader in Education of the Year and Larapinta Primary School educator Josie Hodgins won NT Education Support Person of the Year.
- > Gillen Primary School Aboriginal education officer Leela Kruger was recognised at the 2023 NT Young Achiever Awards for her dedication and commitment in supporting students and their families to engage in education. Leela won the NT Young Achiever of the Year and the NT Government Young Aboriginal Educator of the Year.
- > Infrastructure works, including capital works, minor new works, and repairs and maintenance to schools, were delivered across the Central region to enhance learning environments and meet students' needs now and into the future. The design process for upgrades to Yuendumu School (\$4.41 million) started, with works to include new play equipment, outdoor eating area and an amphitheatre. The tender for the works will be released in late 2023.



MULGA BORE HARD ROCK BAND PERFORM ALONGSIDE THEIR IDOLS

The dreams of the Mulga Bore Hard Rock Band came true as they supported music legends KISS with the opening act of their Australian performance in September 2022.

The band, whose members originate from the small community of Mulga Bore in Central Australia, pursued the opportunity of a lifetime as they performed 2 of their very own songs and 3 KISS covers in front of a large crowd in Gold Coast, Queensland.

The family band is made up of brothers and cousins, guided by parents, aunts and uncles. They were inspired by KISS through their music and unique looks, so when they were asked to perform with their idols, they didn't hesitate.

From winning first prize in the 2022 NT Battle of the School Bands to performing alongside superstar musicians, the Mulga Bore Hard Rock Band have made their community and school proud.



03.

Performance



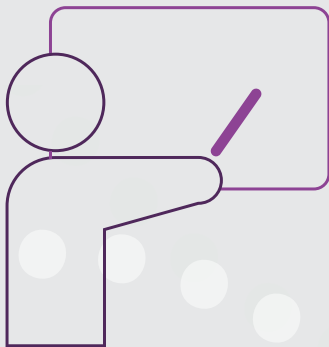
This chapter summarises the department's performance for 2022-23 against the Education NT Strategy and NT Budget Paper No.3.

Our progress against the Education NT Strategy

System priority 1: Strengthen instruction for young Territorians

01.

A quality education empowers our young people and unlocks their full potential. Providing strong, positive, and meaningful instruction in every classroom across the Territory supports better outcomes for all students.



The department delivered a range of initiatives and programs that aim to improve outcomes for every child and student in the Territory by strengthening instruction in every classroom, knowing our learners, and delivering a contemporary curriculum through effective teaching practices and tailored learning programs.

In the years prior to school, children are given play-based early learning experiences based on the Early Years Learning Framework. In the Families as First Teachers program and other playgroups, the Abecedarian Approach is used. Students in Transition to Year 10 are taught in line with the Australian Curriculum, and the South Australian Certificate of Education is delivered to students in years 11 and 12 who are undertaking the NTCET.

In May 2022, Version 9.0 of the Australian Curriculum was released for all jurisdictions across Australia to implement from 2023 through a staged approach.²⁸ The updated curriculum includes revisions and refinements to learning areas, general capabilities and cross-curriculum priorities designed to make the curriculum more manageable for teachers. The curriculum aims to provide clear guidance on what teachers should be teaching and the essential knowledge, understanding and skills students need across all 8 learning areas.

To support implementation of the updated curriculum, the department is developing EsseNTial Curriculum, a package of resources for Territory teachers, which remove duplication and align to year-level standards.²⁹ The EsseNTial Curriculum package adapts the Australian Curriculum to the NT context and will support schools with their whole-school curriculum maps and help reduce teacher workloads.

The EsseNTial Curriculum: Mathematics will be the first resource to be released to NT government schools in Semester 2, 2023, then followed by English in Semester 1, 2024. The updated Australian Curriculum will be fully implemented by 2026.

The department negotiated an agreement with the South Australian Department for Education to allow NT teachers to have full access to South Australia's high-quality curriculum resource materials. These resources include units of work, lessons plans, and support materials developed by South Australian teachers and aligned to the Australian Curriculum. The resources will be available for teachers by the end of 2023 to roll out in classrooms from 2024.

28 Education NT Strategy strategic action 1.2.
29 Education NT Strategy strategic action 1.3.

In partnership with the University of Melbourne, the department undertook a comprehensive research project, working with education system and school leaders to co-design and develop a continuity of learning framework to guide delivery of continuous learning experiences for every child in the NT.³⁰ The Continuity of Learning Framework brings together research about the core dimensions and enablers of student learning continuity and describes the expectations for schools, services, educators, leaders, and the system. The framework is expected to be released by the end of Semester 2, 2023 and will inform planning and delivery of enhanced teaching and instructional leadership at the classroom, school, community, region and system levels.

A range of supports were provided to schools and teachers for students from diverse linguistic and cultural backgrounds to develop their proficiency in English. This support focused on 47.4% of NT government school students who identified as having a language background other than English.³¹

In 2022, more than 130 educators from NT government schools and corporate divisions accessed professional learning through the English as an additional language or dialect (EAL/D) Hub. The EAL/D Hub is a national online

professional development resource for primary and secondary school educators and aligned to the Australian Professional Standards for Teachers. Participants develop their knowledge of Aboriginal and Torres Strait Islander learners and the practice needed to deliver quality instruction of EAL/D across curriculum areas.

The NT Board of Studies Indigenous languages and cultures (ILC) curriculum, including bilingual education, continued to be delivered across the NT to enable students to learn about Indigenous cultures and languages, aligned to the Australian Curriculum. In 2022–23:

- 3,923 students studied ILC in 41 schools across 35 Aboriginal languages and cultures.³² This included bilingual, language maintenance, language revitalisations and second-language pathways. Nine of those schools ran broader bilingual education programs, adapted in each school and community to use local Aboriginal languages and English as instructional languages.
- The 2022 bilingual workshop brought together funded bilingual schools, government schools and non-government schools from across the NT and South Australia to build understanding of instructional models in bilingual classrooms.

- Warlpiri patu-kurlangu Jaru Pirrjirdi (Warlpiri Triangle) and Jinta Jarrimi workshops enabled Warlpiri educators to lead, collaborate and co-design teaching and learning across 4 Warlpiri schools.
- Arrernte was delivered as a language subject across government schools in Alice Springs including Centralian Middle School and Centralian Senior College.

Language programs were delivered through the Alice Springs Language Centre, the Darwin Languages Centre and by specialist languages teachers in schools. Eight programs were offered in NT government schools from Transition to Year 9, in languages including Arrernte, Auslan (Australian sign language), Chinese, Indonesian and modern Greek.

Twelve distinct language programs were also offered from Year 10 to 12 at background speaker, beginner or continuer levels, as well as language programs in Filipino, Italian, Japanese and Pitjantjatjara. In 2022, 6 students received A+ merit awards for achievement in languages in the 2022 NTCET. This award is given to students in the top 2% of a subject across South Australia and the NT.

LEANYER SCHOOL INTRODUCES AUSLAN INTO ITS CURRICULUM

Leanyer Primary School is the first school in the Territory to introduce Auslan language into its curriculum. This means Auslan is now the primary language subject for students from Year 1 to Year 6.

With two profoundly deaf students at the school, Leanyer understood the importance of ensuring its school was inclusive and accepting of students with all hearing abilities. In early 2023, the school established a funding agreement with the Darwin Languages Centre and employed an Auslan teacher to teach the Auslan language to over 400 students at the school.

Learning Auslan as an additional language will help improve the literacy and communication skills of Leanyer students. Students will develop an understanding of diversity and openness to different experiences and perspectives, and they will be able to build stronger connections with those in the school and beyond who are part of the deaf community.

30 Education NT Strategy strategic action 1.2.

31 At 2022 Age Grade Census.

32 Throughout the 2022 school year.

Intensive English programs were delivered in 4 NT government schools across Darwin to 180 students through targeted program funding.³³ These programs are for new arrivals to Australia identified as beginning and emerging learners in English.

The NT School of Distance Education provided flexible distance education for years 10 to 12. Katherine School of the Air and Alice Springs School of the Air offered schooling to isolated children from Preschool to Year 9. A total of 1,240 students were enrolled in distance education: 750 with NT School of Distance Education, 221 with Katherine School of the Air and 269 with Alice Springs School of the Air.³⁴ Fifty-one students completed their NTCET in 2022 through the NT School of Distance Education.

The department acknowledges the important role wellbeing and inclusion has in ensuring students can access a quality education and learn effectively. There are 8,890 students with disabilities in NT government schools.³⁵ That means 30.3% of our students receive adjustments to access the curriculum and fully engage in education, compared to 22.5% nationally.

The Framework for Inclusion 2019–29 sets out the department's 10-year plan for inclusive education in the NT. The framework's vision is to ensure all children and students can maximise their potential.

The department is taking a systematic and comprehensive approach to planning, implementing and ongoing management of the framework.³⁶ In 2022–23:

- A review into the current funding model for students with disability commenced. The Students with Disability Review aims to revise the funding model

for students with disability to ensure it is effective, equitable, simple, transparent, accountable and needs based. The review considers the resources, capabilities, policies, and systems needed to support schools to improve inclusive education.

- A multi-disciplinary team of 83 wellbeing and inclusion professionals was established in January 2023. The team is made up of specialist teachers, occupational therapists, speech therapists, psychologists and social workers, school counsellors and behaviour advisors. These professionals will help schools build best practice wellbeing and inclusion supports to meet the needs of students across the NT. An extra 20 professional practice and intake professionals are within the team, supporting best-practice and evidence-informed programs.
- Educators were given specialised services, programs, resources, and professional learning to support children and students with additional needs, challenging behaviour and other wellbeing needs. This included delivery of the Student Advocacy Pilot Project in partnership with Save the Children Australia in Darwin and Palmerston. The project helped 83 children from 56 families to work with school staff and ensure students get the adjustments they need to access learning.
- Professional learning was delivered to 328 educators across 56 government and non-government schools on the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD supports teachers, school support staff, schools,

and students with disability so students' needs can be best met at school.

The department developed a draft Statement of Commitment for supporting diversity of sexuality, gender identity and gender expression in education settings. The draft statement will ensure the department provides safe, supportive, equitable and inclusive education environments that are respectful of and appropriate to the needs of all children and young people.

The draft statement and its supporting documentation were developed through extensive consultation with targeted stakeholders, an expert reference group, various youth groups and the public. It is expected to be released later in 2024.

^{33,34} At 2022 Age Grade Census.

³⁵ The number of NT government NCCD students, excluding preschool, at the time of the 2022 Age Grade Census. The types of disabilities include social-emotional (4,636 students); cognitive (3,251 students); sensory (606 students); and physical (397 students).

³⁶ Education NT Strategy strategic action 1.1.

KEEN FISHERMAN SEAN COLLINS COMPLETING HIGH SCHOOL REMOTELY

NT School of Distance Education Year 11 student Sean Collins is completing his final years of high school through the flexible learning approach.

Sean's family owns a fishing charter business and lives mostly on their boat, taking clients to remote locations off the NT coastline. Sean's lifestyle has had a positive impact on his personal development; living and working on a ship with his family has given him a level of independence and maturity beyond his years. Sean's love of fishing gives him a unique perspective on the environment and wildlife around him.

NT School of Distance Education and Sean have found work arounds to the limited internet access such as creating offline workbooks so he can work at his own pace. Sean checks in with NT School of Distance Education teachers and staff to submit and collect work whenever he is in Darwin.

When he finishes high school, Sean plans to become a heavy diesel mechanic for which he'll move back to the mainland to start an apprenticeship.

Sean's story shows the power of flexible and personalised education.



System priority 2: Improve cultural responsiveness

02.

We value the cultural identities and knowledge students and staff bring to the NT education system. Creating a culturally responsive education environment promotes safety and belonging and makes learning more relevant and engaging for students.

We are committed to ongoing partnerships with Aboriginal students, staff, families, and communities, to make schools and early childhood education and care sectors places where children and families feel safe, valued and deeply connected to meaningful learning.



The department's Cultural Competency Standards and Training Framework sets out the expected standards for working with different cultural groups, including Aboriginal students, their families and communities and support staff to incorporate culturally responsive attitudes, values and behaviours into their everyday work.³⁷ In 2022–23, the department commenced strengthening the framework to achieve stronger alignment to the NT Public Sector Cultural Responsiveness Framework outlined in the Department of Chief Minister and Cabinet's Everyone Together — Aboriginal Affairs Strategy 2019–2029. This will contribute to improving cultural responsiveness through deepening the understanding and value of the cultural knowledges of our young people, their families, and communities.

During consultations on the NT Education Engagement Strategy 2022–2031 (Education Engagement Strategy) in 2021, the department heard strongly from families that they want schools to be culturally responsive, where staff have a deep understanding of the local context and community. As a result, all new staff recruited to NT government schools have an orientation and induction, reinforcing these foundational skills and knowledge. This is followed by local inductions with culturally responsive training and introductions to key community members, leaders, and protocols.

The department operates an Aboriginal Employee Reference Group to give Aboriginal staff at all levels in schools and corporate divisions a voice in the development and implementation of policies, initiatives and projects that affect Aboriginal employment and career pathways within the department.³⁸ The group met 6 times during 2022–23 and provided advice on the department's commitments under the NT Public Sector Aboriginal Employment and Career Development Strategy 2021–25.

As part of the department's commitment to local decision-making, families in remote Aboriginal communities were supported to have a bigger say in the education of their children. Community-led schools continued in 10 self-selected sites across the NT, in Gunbalanya, Alyarrmandumanja (Umbakumba), Angurugu, Milyakburra, Yirrkala, Laynhapuy Homelands School, Nyirripi, Willowra, Yuendumu and Lajamanu.

Local Engagement and Decision-Making (LEaD) committees operated in 46 remote communities across the Territory with a further 82 schools engaged in the LEaD process at 30 June 2023.³⁹ LEaD committees are established in remote and very remote schools to help build governance capacity of Aboriginal parents, families, and communities. The committees work in collaboration with their local school and community to advise and influence educational outcomes for the benefit of their children.

³⁷ Education NT Strategy strategic action 2.1.

³⁸ Education NT Strategy strategic action 2.3.

³⁹ Education NT Strategy strategic action 2.2.



NAIDOC WEEK CELEBRATIONS 2022 – GET UP! STAND UP! SHOW UP!

NAIDOC Week is a time to reflect and celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people.

Staff across the department were encouraged to participate in NAIDOC Week activities and events held across the Territory in 2022, including morning tea celebrations and lunchtime information sessions hosted by department staff on topics such as deep collaboration and reading and writing on country.

NAIDOC Week's events culminated in staff walking proudly at the NAIDOC march in Darwin on Larrakia land. The theme for NAIDOC Week 2022 encouraged us all to champion institutional, structural, collaborative and cooperative change and to celebrate those who for generations have driven positive change for Aboriginal and Torres Strait Islander peoples and communities.

System priority 3: Engage every child and student in learning

03.

Engaging students, families and communities in learning is essential to our young people's success. Actively engaging students in meaningful learning that interests and motivates them will improve attendance, facilitate deep learning and lead to successful transitions beyond schooling.

The department worked in partnership with schools, families, communities, government agencies and service providers to support increased student participation and meaningful engagement through a range of Australian Government and NT Government programs, supports and place-based initiatives.

Implementation of phase 1 key deliverables under the Education Engagement Strategy continued to progress.⁴⁰ This included developing consultative and decision-making mechanisms that strengthen the voices of students in the design and delivery of education programs.

The Youth Voice Peak Group (named Youth Voice Crew) was established in Term 1, 2023, with 16 student members in years 9 to 12 from across 11 government and non-government schools.⁴¹ The Youth Voice Crew aims to ensure student voice and agency guides the way the department delivers education programs and services to all young Territorians. Members represent

all regions and education settings across the Territory, including homeland communities, distance education systems and specialist education settings.

The Youth Voice Crew meet quarterly and since its establishment they have provided input and advice on the review of secondary education in the NT, the department's draft statement of commitment on supporting diversity of sexuality, gender identity and gender expression in education; and on supporting student wellbeing and inclusion.

In November 2022, more than 350 students from 27 schools across the NT came together as part of the NT Learning Commission. Students analysed data, shared ideas and problem solved issues relating to attendance, engagement, wellbeing, and school improvement. The NT Learning Commission is a model of student and educator collaboration that gives students a real voice and a real role in determining how education is delivered in their schools.⁴²

NT LEARNING COMMISSION

At the heart of the Education NT Strategy is the department's commitment to place students and children at the centre of all we do.

Launching in 2016, the NT Learning Commission is an initiative that sees students lead research and provide evidence-informed recommendations alongside their teachers and school leadership teams to improve the way things are done in their school and across the NT.

The NT Learning Commission gives students the opportunity to engage with their school leaders and teachers to analyse trends in whole-school data, design possible responses to address the problems that they have identified, and implement and determine the impact of those responses.

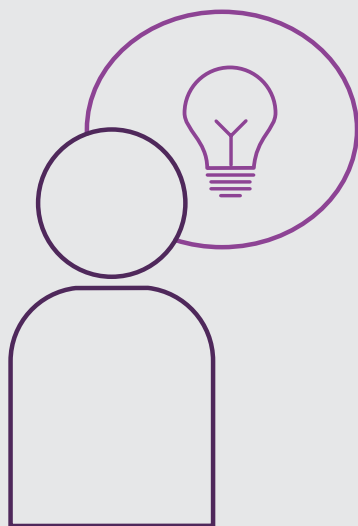
NT Learning Commission schools come together in a range of contexts across the year to share ideas. Schools present their findings at an end of year expo event involving ministers, national and local partners, and departmental executives and leaders from across the NT.

Since its inception, the NT Learning Commission has grown from a group of 7 schools in the Big Rivers Region, to now representing 27 government schools across the Darwin, Top End, Big rivers and Central Regions in 2023.

40 Education NT Strategy strategic action 3.1.

41 Education NT Strategy strategic actions 2.3, 3.1 and 3.2.

42 Education NT Strategy strategic action 3.2.



EDUCATION ENGAGEMENT STRATEGY IMPLEMENTATION

The Education Engagement Strategy is our 10-year plan to set a new course for student engagement and improved educational outcomes so that every child can engage in learning.

The Education Engagement Strategy was developed through extensive consultation to ensure it articulates the views and opinions of children, young people, their families, communities, educators, and non-government organisations. The strategy consists of 4 goals to increase engagement in education programs and 18 actions to achieve these goals.

An early phase implementation plan was developed in 2022 to guide initial implementation activity for the strategy at the school, region and system level. Every NT government school incorporated an engagement goal and target in its 2023 annual school improvement plan and every region incorporated an engagement goal in their regional improvement plan.

At the system level, 10 key deliverables that were identified through consultation with system, regional and school leaders are being implemented as phase 1, between 2022 and 2024.

To guide implementation and delivery of the strategy for the long term, we have partnered with the Centre for Evidence and Implementation to develop a detailed 10-year implementation plan. We also established a cross-sector Governance and Implementation Committee with representation from the non-government schools sector, Aboriginal Peak Organisations NT, NT Principals Association, Charles Darwin University, Centre for Evidence and Implementation and NT Council of Government School Organisations.

For more information on the Education Engagement Strategy, visit www.education.nt.gov.au



In February 2023, a 6-year agreement was signed between the department and the Northern Land Council to continue and expand the Learning on Country (LoC) Program.⁴³ The LoC Program is an Australian Government funded program that is centrally co-ordinated through the Northern Land Council.

The joint initiative between Aboriginal ranger groups and remote schools across the Top End, East Arnhem and Big Rivers regions engages Aboriginal students through education, with a focus on 'both ways' learning within their secondary school curriculum. The combination of curriculum and culture builds the skills, confidence and capacity of our future leaders to walk strong in two worlds. The program teaches students about culture, tradition and language as well as developing their recognised competencies through VET and Year 12.

The LoC program is delivered in 17 remote and very remote schools. In Semester 1, 2023, 3,273 Aboriginal students participated in LoC program activities. For more information on the LoC program visit www.learningoncountry.com

Data monitoring and governance to inform more effective and targeted approaches to supporting chronically disengaged students were strengthened by the department during 2022–23. This included a review of enrolment, attendance and roll-marking policies to ensure families are provided with improved and earlier supports when a student is at risk of disengagement.

Students who are disengaged, may have additional needs, or are identified as vulnerable, are given case management support to return to school.⁴⁴ During the 2022 school year, 300 students were supported through a case management approach to return to school. To strengthen case management practice, the department is developing a student engagement case management framework which is expected to be implemented in 2024.

Student engagement advisors are strategically located in each region throughout the NT to support communities with the largest proportion of disengaged students and families.

In 2022–23, 36 student engagement advisors worked with students, families, schools, and interagency providers to build relationships, encourage attendance and remove barriers to engaging in education by coordinating access to support services.

Eight school-based engagement officers also worked with students with chronically low levels of attendance across 11 schools.

Student engagement staff and school-based engagement officers also supported students referred through government and non-government referral mechanisms such as, schools, health services, multi-agency taskforces and the Youth Justice Court. In 2022–23, 3 court liaison officers employed by the department worked with the Youth Justice Court on behalf of young people involved in the youth justice system to ensure their educational needs were understood and supported.

MADDY'S FLEXIBLE EDUCATION JOURNEY

Maddy Edmonds is a Year 11 student at the Palmerston Youth Skills Centre and Top End School of Flexible Learning.

In 2021, Maddy made the move to flexible education after finding the mainstream schooling model unsuitable at the time. Maddy was the first student on-site at the newly built Palmerston Youth Skills Centre, where she was drawn to the friendly, supportive, and flexible nature of the space.

With support from the Palmerston Youth Skills Centre team, Maddy engaged with the Top End School of Flexible Learning to continue her educational journey. Together, they guided her to find the empowering education path she needed. Maddy now enjoys the flexibility to complete her schoolwork from home with regular check-ins from educators to ensure ongoing support.

Since starting with the Palmerston Youth Skills Centre Maddy has completed a nationally recognised qualification, gaining a Certificate I in Hospitality, is pursuing a Certificate II in Commercial Cookery and with the support of the NT School of Distance Education's HEAL program, she is continuing her progress towards obtaining her NTCET.

HEAL is an intervention program with focus on building students' English, numeracy, literacy and ICT skills. Course materials and learning content are structured to ensure students who have a language background other than English are engaged and supported to independently navigate the responsibilities of family, community and work.

⁴³ Education NT Strategy strategic action 3.1.

⁴⁴ Education NT Strategy strategic action 3.4.



The Australian Government-funded Remote School Attendance Strategy (RSAS) program operated in 36 government schools in the NT in 2022–23. The RSAS is an engagement-focused initiative that employs local community members to support student and family engagement in education.

The Clontarf and Stars foundations worked with Aboriginal students and their families in 17 government schools, providing school-based mentoring and wellbeing support for students to finish Year 12. During 2022, 1,385 young Aboriginal men were enrolled in Clontarf programs and 1,132 young Aboriginal women were enrolled in Stars programs.

To support families and inspire students to regularly attend school, the department launched a new dedicated school attendance and engagement campaign, Attend Today, Achieve Tomorrow, across the NT in 2023. The multi-media campaign included print, radio, social media, and digital communications.

In recognition of the need to bring more rigor to the flexible education sector, the department started implementing the Quality Standards Framework for Flexible Education Programs in established flexible learning centres and schools that deliver flexible education programs across the NT. The framework guides schools on what quality flexible education looks like and supports teachers and providers to plan and develop culturally responsive, inclusive programs that embrace diversity and provide clear pathways and outcomes for young people.

A range of flexible education programs were delivered to students who are or have been chronically disengaged from schooling. These included:

- the Top End School of Flexible Learning, which services 3 campuses across Darwin and Palmerston, had an average of 95 students enrolled in 2022
- the Katherine Flexible Learning and Engagement Centre, which provides early intervention support for disengaged youth in the Big Rivers region, had an average of 28 students enrolled in 2022
- the Juno Centre in Tennant Creek, which provides accommodation options for students from remote schools in the Central and Barkly regions who are undertaking VET or an alternative engagement program. In 2022–23, there were 2,524 student visits, of which 985 included an overnight stay
- the Palmerston Youth Skills Centre offers practical life skills and work readiness training. In 2022, 146 students enrolled in a VET course, and 117 students completed a qualification at Certificate I or II level
- the Kids in Town Engaged in School program, which operates from Sadadeen Primary School, provided continuity of learning for students in years 1–6 visiting Alice Springs for family or personal reasons. In 2022–23, 251 students from 44 Central Australian communities were supported as part of the program.

System priority 4: Build the foundations for learning

04.

Quality early learning services and programs help children develop a strong sense of identity and wellbeing and enables them to become confident and engaged in their learning.



The department continued to invest in high-quality early childhood education and care services. We worked in partnership with families, communities, the Australian Government, other NT government agencies and service providers to improve children's wellbeing and foundational skills from birth to preschool, build parents' involvement and capability to support their child's learning, and prepare children for school.

The Families as First Teachers (FaFT) program provided quality place-based early learning and parent support programs to 2,338 young children and their families in 2022.⁴⁵ The FaFT program, which has been established in 55 sites in the NT, is an evidence-based early learning program that aims to improve lifelong education, health and wellbeing outcomes for young children, while supporting and building the capacity of families to engage in their children's early learning.

The FaFT program uses the Abecedarian Approach, a set of Australian evidence-based teaching and learning strategies for early literacy and numeracy that supports adult-to-child interactions that maximise children's learning outcomes.

The department worked with the NT Department of Health to develop a framework for engagement between schools and health services.⁴⁶ This includes how sharing child development and specialist health services data can inform a more systematic approach to supporting early intervention in the early years.

The department operated 6 child and family centres: at Larapinta, Gunbalanya, Maningrida, Ngukurr, Palmerston and Yuendumu. Child and family centres provide coordinated and integrated services to vulnerable young children and their families, including place-based health and family support services.

The 6 child and family centres operated by the department complement centres run by the Department of Territory Families, Housing and Communities.

The Literacy for Parents – Strong Young Parents program was delivered to 88 participants across 6 sites: at Larapinta, Maningrida, Ngukurr, Palmerston, Galiwin'ku, and Gapuwiyak. The strengths-based co-designed program is delivered through an integrated service model that aims to provide a safe and supportive environment for young parents under 25. The program includes both the Strong Young Mother and Strong Young Father programs, with participants supported and empowered to build their parenting capacity and further their education to develop an employment pathway.

The department is committed to providing access to 15 hours per week (600 hours per year) of quality preschool programs to children in the NT before they start full-time schooling. In 2022, 2,853 children participated in quality preschool programs across 123 government preschools.⁴⁷

The trial of preschool for 3-year-old children continued at 6 government preschools across the NT. This forms part of a broader commitment to enable children in the Territory to access preschool in the 2 years prior to starting school. Pedagogical coaching, mentoring and program support was provided to the schools participating in the trial to support them with providing an age-appropriate program for the 72 children enrolled in the trial.⁴⁸ The trial was extended to December 2023 and will be evaluated to understand the potential delivery models and effectiveness, as well as to identify any barriers and enablers of engagement in quality early learning for 3-year-old children and their families.

45 During the 2022 school year.

46 Education NT Strategy strategic action 4.3.

47 At 2022 Age Grade census.

48 Education NT Strategy strategic action 4.2. Enrolment data at 2022 Age Grade Census.

FAMILIES ARE STRONG AND EMPOWERED AS PARTNERS IN THEIR CHILDREN'S LEARNING AND DEVELOPMENT AT GAPUWIYAK FAFT

Building parent capacity and supporting families to be their child's best 'first teacher' is a core element of the FaFT program. Increasing parents' capacity to positively affect their children's social, emotional and cognitive development and emerging literacy and numeracy is a core aim of the FaFT program.

Throughout Semester 1, 2023, Gapuwiyak FaFT educators focused on building parents' understanding of child development and how to deliver the Abecedarian Approach Australia (3a) NT LearningGames® through meaningful and intentional workshops, parent coaching and daily exposure. The family educator and family liaison officer worked together to ensure every parent

participating received one-to-one support, which includes coaching about how specific learning games support a child's growth and development and in what developmental domains.

Parents are encouraged to take LearningGames® home to play with their children. The impact of this targeted focus has increased parent confidence in playing the games with their children and, parents initiating conversations about their child's development.



In 2022, the department commenced a review into preschool education in the NT in partnership with Nous Group. The Review of Preschool Funding and Delivery in the NT forms part of our commitment to design and implement a contemporary early childhood system to give Territory children equitable access to quality services. The review will identify optimal models for preschool funding and delivery in the NT to best achieve outcomes for children and families, in the broader context of the early childhood education and care system.⁴⁹

In early 2023, the review engaged with stakeholders to build on what was heard during public consultation for the Education Engagement Strategy in 2021. The review team also travelled across all regions of the NT visiting preschools to understand the current practice and experience in urban, remote, and very remote preschool settings. A public discussion paper was released in May 2023, and we received 114 survey responses and 14 formal submissions. Insights from those discussion paper contributions, our targeted consultations and desktop research and analysis, will inform a final report in the second half of 2023.

In late 2022, National Cabinet tasked Education Ministers to develop a shared vision for early childhood education and care. The department participated on the national working group responsible for developing and implementing national consultations in 2023 on the future of a high quality, affordable, accessible and equitable education and care system for all children and families across Australia.

MALAK PRESCHOOL ACHIEVED BIG AT THE 2022 NT EDUCATION AND CARE AWARDS

Every year, those dedicated to early childhood education are celebrated and recognised at the NT Education and Care Awards.

The winner of the 2022 Outstanding Education and Care Program award was Malak Preschool.

Among several other Territory school finalists, Malak Preschool was recognised for its special program that is designed to improve the quality of communication, learning and care for 3 and 4-year-olds. The program aims to strengthen the relationships between educators, children and their families through building communication skills.

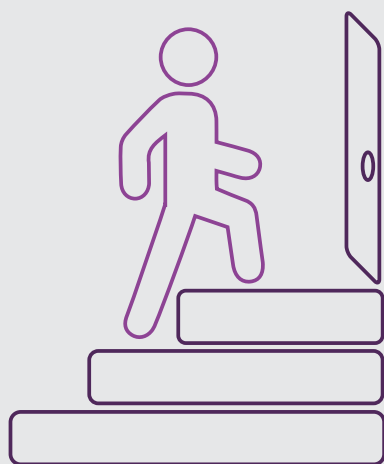
The school's staff, families and stakeholders work together to create positive outcomes for not only early childhood students, but all students and their families.

49 Education NT Strategy strategic action 4.1.

System priority 5: Support successful transitions beyond schooling

05.

Ensuring students have access to a range of academic, vocational and flexible secondary education options and pathways is central to achieving successful transitions into work, training or further study.



The department supported secondary students across the NT to access schooling that meets their individual aspirations, builds their capability and gives them the certification they need to transition beyond schooling.

Students who complete senior secondary studies in the NT are awarded the NTCET. Students can achieve their NTCET through a variety of learning pathways: face-to-face learning in a classroom, community learning that recognises Aboriginal culture and identity, VET qualifications and higher education units.

In 2022, 1,357 secondary students completed the NTCET, of which:

- 892 studied in government schools, including 176 Aboriginal students
- 705 qualified for an ATAR, including 435 from government schools. Of the students from government schools 64 were ranked at 90 or above, placing them in the top 10% in Australia
- 53 A+ merits were awarded to 39 students across 24 subjects in 6 schools
- 47% studied VET while completing their NTCET.

The department continued to work with industry, training providers and schools to ensure the VET programs delivered to secondary students result in appropriate and relevant employment pathways which are aimed at increasing the apprenticeship and traineeship uptake and students completing an NTCET.

The department's registered training organisation provided VET to several remote and very remote schools. The registered training organisation also managed the Middle Years Training Centre at Nightcliff Middle School and partnered with several remote and regional schools that have embedded trainer assessors to deliver VET programs.

For more information on NTCET and VET in NT government schools as it relates to the department's Budget Paper No. 3 key performance indicators see Table 9 on page 54.

The Transition Support Unit (TSU) works with remote and very remote schools that do not offer secondary education, preparing students to continue their secondary schooling away from their home community.⁵⁰

The TSU helps families enrol their children in boarding schools and residences of their choice in the NT and throughout Australia. The TSU assists boarding schools to engage with NT Aboriginal communities and support the learning and wellbeing needs of Aboriginal students from remote communities. At 30 June 2023, the TSU was supporting 568 remote and very remote students enrolled in boarding schools and helping a further 163 students prepare for boarding in the future. In addition to case-managed students, the TSU assisted a further 322 NT students independently enrolled in boarding schools.

The Leaders of Tomorrow program supported 48 Aboriginal middle and secondary students from across 9 schools in the NT to connect with business and local industries to gain skills, qualifications and future employment opportunities. The program also provides personal development opportunities and promotes student voice. Students participated in a range of opportunities throughout 2022–23 such as workshops, work placements, interstate trips, forums and collaborations.

GetSet in the NT supported 25 school leavers to experience employment in the NT Public Sector in Administrative Officer 1 level positions across 9 government agencies. In 2022, 20 school leavers remained employed within the NT Public Sector, with 9 winning higher-level roles during the year.

50 Education NT Strategy strategic action 5.4.

In 2020, the NT Government made an election commitment to revitalise flexible secondary provision. In support of this, and the Education NT Strategy commitment to review and strengthen secondary education, the department commenced a review of secondary education in the NT (years 7 to 12) in late 2022, in partnership with Deloitte Access Economics and the Northern Institute, Charles Darwin University.⁵¹

The Review of Secondary Education in the NT will inform the design of a secondary education system that is responsive to the unique and diverse delivery contexts in the NT, reflects the rich cultural diversity among learners and provides a pathway for all students to achieve success.

In early 2023, the review team travelled across all regions of the NT. The team met with school leaders, educators, students, community members and sector stakeholders to listen and learn from the people on the ground to better understand the current strengths and challenges of delivery and opportunities to meaningfully expand access to secondary education. A public discussion paper was released in June 2023, and we received 60 questionnaire responses and 26 written submissions. The review's recommendations will be provided to the department later in 2023.

As an extension to the Review of Secondary Education in the NT, a review of VET in school provision in the NT also commenced to enable the department to shape its future strategy relating to VET in school delivery.

AVA KICKSTARTING HER CAREER

For Taminmin College Year 11 student Ava Unbaniak, the VET program was the career pathway opening she took to begin a career in early childhood education.

In 2022, Ava undertook a Certificate II in Community Services through the Taminmin College VET program. Throughout the year, she completed her Vocational Work Placement with Girraween Preschool and volunteered at Humpty Doo Community and Childcare Centre. This gained her enough credits to complete her mandatory Stage 1 subject requirements.

While volunteering at the childcare centre, Ava was offered the opportunity to complete a Certificate III in Early Education and Care as a school-based trainee. In 2023, Ava commenced working fulltime in her traineeship and once she completes her traineeship, she will have obtained her NTCET where she hopes to then move on to becoming an Assistant Teacher in the primary school system.

THE NT'S HIGHEST ACHIEVING NTCET STUDENT FOR 2022

Darwin High School Year 12 graduate Alishba Saeed was crowned the NT's top student for 2022 at an awards ceremony at NT Parliament House in December 2022.

Alishba was one of 1,357 students from across the NT that finished Year 12 in 2022. She received 4 A+ merit awards for mathematical methods, specialist mathematics, chemistry and physics, as well as a near perfect ATAR score of 99.95, which put her in the top 0.05% of Year 12 students from across Australia.

The NT's top 20 Year 12 students were from 4 schools: Darwin High School with 8 students, The Essington International School with 10 students, and St Phillips College and Casuarina Senior College with 1 student each.

2022 also saw 231 Aboriginal students graduate from school, with Emma King from NT Christian College named the NT's top Aboriginal student.

Laynhapuy Homeland School in the East Arnhem region and Mataranka School in the Top End region recorded its first high school graduates.

Congratulations to all our 2022 graduates.



51 Education NT Strategy strategic action 5.1, 5.2 and 5.3.

System priority 6: Differentiated support for early childhood education and care services, schools and communities

06.

We continue to provide targeted and differentiated support for early childhood education and care services, schools and communities to ensure all stakeholders receive prioritised support aligned to their improvement needs.



In July 2022, the department implemented a new functional structure which enhances the leadership and responsibilities of regional and local staff across the NT.⁵² The new structure recognises the diverse characteristics of schools, with the establishment of a cross-divisional strategic partnership model that aims to tailor system support based on the needs of regions, schools and early childhood education and care services.⁵³

The model aims to provide targeted and differentiated support to early childhood services and schools by the system, based on insights from annual school improvement plans and school performance data. Regional senior directors and executive directors work collaboratively to prioritise service delivery to each of the regions. This prioritisation focuses on the needs of individual schools, regional focuses, and system deliverables, with a clear line of site to improving student achievement and wellbeing outcomes aligned to evidence-based responses.

A research partnership was developed with the Australian Education Research Organisation to share knowledge, align practice with contemporary research evidence and build capacity in regional teams. The department led the development of evidence-based resources and tools to support schools with implementing their explicit improvement agendas and achieve their annual improvement goals. These tools and resources are intended to effectively operationalise a range of signature strategies based on the individual improvement journeys of schools.⁵⁴

Quarterly online forums were established with the early childhood education and care sector to help make regulatory practices and amendments clear and to enable productive conversations with the department's regulatory authority, Quality Education and Care NT. For more information on the regulation of early childhood education and care services, see page 61 and 62.

⁵² Education NT Strategy strategic action 6.3.

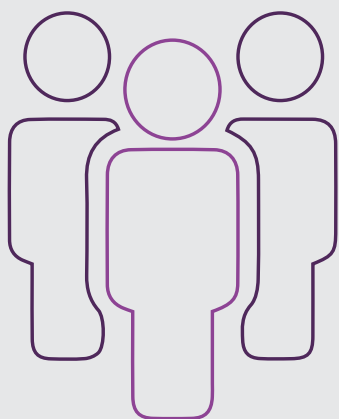
⁵³ Education NT Strategy strategic action 6.2.

⁵⁴ Education NT Strategy strategic action 6.1.

System priority 7: Build an expert education workforce

07.

We are committed to developing staff, working collaboratively, sharing expertise, and ensuring our values and ways of working are aligned.



The department continued to implement the Education Leadership Strategy 2021–24 (Education Leadership Strategy).⁵⁵ We promoted and delivered leadership development opportunities, including masterclasses and flagship programs aimed at building leadership capacity and capability of school-based and corporate staff across a range of areas. The Spirals of Inquiry approach to leading learning commenced in May 2023, with more than 40 participants. The Leading by Learning Masterclass commenced with 2 cohorts in October 2022, with 17 participants. A pilot Leadership Recharge program was delivered in May 2023, with 10 participants.⁵⁶

Following consultation and a practice review across the department's corporate teams, a professional development package was developed to support onboarding of new staff. The package aims to improve the experience of new recruits and includes an orientation and induction component. The program will be rolled out to new and recently started staff across the department in 2023–24.

Partnerships to train, attract and retain high quality teachers in NT schools continued throughout 2022–23. The Teach for Australia partnership saw 25 high-performing pre-service teachers employed in government schools under an 'authority to employ'. The authority allows schools to employ people who don't have the prescribed qualifications but may have other specific knowledge, skills and experience relevant to teaching. It allows employers to recruit people to teach in hard-to-fill or specialised teaching roles.

The department continued to support high-performing teachers to undertake highly accomplished and lead teachers (HALT) certification. HALT-certified teachers provide important instructional leadership and expertise in schools. They also contribute expertise in system and school improvement initiatives. During 2022–23, 60 certified HALT worked in the department, with 44 eligible for allowances as classroom teachers in NT government schools.

The department continued to work in partnership with the University of Melbourne to support Master of Teaching pre-service teacher placements in the East Arnhem region. Supported teaching experiences in the region results in greater retention of recruits post-graduation. Alumni staying in the Territory and moving to other regions want to support more students to benefit from the experience. In 2022–23, 13 Master of Teaching students completed their final placement at Yirrkala School, Laynhapuy Homelands School, Minyerri School, Nyirripi School, Ngukurr School and Nhulunbuy High School. Two of the graduates have already commenced as teachers at Yirrkala School and Ngukurr School. Work is underway to expand the initiative into the Central region.

The department's annual Leaders' Summit was held from 2 to 3 November 2022 with 395 attendees from across the NT. The summit is a forum to present and discuss innovative ideas and the latest trends to improve educational outcomes for children and young people. The theme of the 2022 leaders' summit was *One Sky, Many Voices* with a focus on the voice of student community, and of self.

⁵⁵ Education NT Strategy strategic action 7.2.

⁵⁶ Education NT Strategy strategic action 1.4.

Workforce attraction and retention

The department maintained a focus on attracting and retaining our workforce in 2022–23, particularly our education staff in schools.

The new 7-level principal employment structure, which started in July 2021, continued to support the retention of principals by providing more stable and ongoing employment, and by supporting career progression in recognition of complex school leadership.

Principals employed at levels 1–3 are employed on an ongoing basis, and principals employed at levels 4 and above have the option to be ongoing or under an executive contract. At Pay 26, 63% of all principals were employed in ongoing principal positions,⁵⁷ with 39% of principals employed at levels 4 and above choosing ongoing employment.

With the national teacher workforce shortage, we are prioritising recruitment and retention through our Teacher Permanency Strategy. The department's simplified approach to teacher permanency saw the appointment of 203 teachers to ongoing teaching positions in schools during 2022–23. Since the Teacher Permanency Strategy began in 2017, 1,053 teachers have been offered permanent contracts.

The new *NT Public Sector Non-Contract Principals, Teachers and Assistant Teachers' 2021–24 Enterprise Agreement* was approved by the Fair Work Commission on 11 January 2023 and commenced on 18 January 2023. The new enterprise agreement provides for salary increases of 3% per year which puts our teaching workforce among the highest paid in Australia.

The enterprise agreement also includes measures to reduce administrative workloads for educators, as well as additional attraction and retention incentives such as 5 fixed pupil free days per year for schools to undertake whole-of-school professional development.

The professional development is designed to grow educator capability in quality teaching and learning aligned to the strategic priorities in their schools' annual school improvement plan. In 2022–23, professional development was delivered on a range of topics including social and emotional wellbeing support for students and intensive literacy and numeracy programs.

57 Includes employees on higher duties allowance.

EDUCATION LEADERSHIP STRATEGY

The Education Leadership Strategy supports continuous school improvement across the system by informing how we identify, develop and support our expert education workforce – in early childhood services, schools and across the system at each stage of their careers.

Informed by research and extensive consultation with school and system leaders the strategy consists of 4 strategic actions that aim to achieve:

- a common understanding of improvement and what is required for effective leadership
- improved role clarity and understanding of what is required for effective leadership progression
- a broad range of contextualised and high-quality leadership training and development program
- improvements in curricular, pedagogical and assessment leadership, including effective parent and community engagement
- targeted support for remote and Aboriginal leaders, and broader leadership progression and development opportunities.

For more information on the Education Leadership Strategy, visit www.education.nt.gov.au





GRADUATES FROM THE REMOTE ABORIGINAL TEACHER EDUCATION PROGRAM

Five Galiwin'ku educators graduated from the Remote Aboriginal Teacher Education program in May 2023. The program is a stepping stone for Aboriginal educators on their journey to become educators in schools and early childhood services.

Graduate Sheena Gumbula said graduating was a big part of her journey because she wanted to show other young people that anyone can do it, and anyone can be whatever they want to be. Graduate Matthew Atu said it was important to him to become a teacher in a remote community as it was an opportunity to take on leadership and support his people.

The program creates a talent pipeline that drives growth and future sustainability of our Aboriginal educator workforce. Increasing the number of local Aboriginal educators at the front of the classroom will lead to improved student engagement, learning and outcomes. It also strengthens culturally and contextually responsive pedagogy, learning in first language and both-ways learning.

Developing our Aboriginal workforce

The department is committed to increasing our Aboriginal workforce. With over 40% of students in NT government schools identifying as Aboriginal, having more Aboriginal educators and Aboriginal staff in our regions and corporate office will enable the department to improve how we engage and support the delivery of education in the Territory.

At Pay 26, there were 701 Aboriginal staff working across the department, which represented 14.7% of the department's workforce and continued to trend above the NT Public Sector average of 10.8%. Sixty-five Aboriginal staff worked in senior positions, which represented 6.4% of the department's senior level positions.⁵⁸

Throughout 2022–23, the department supported the NT Public Sector Aboriginal Employment and Career Development Strategy 2021–25 and continued to build the priority of enhancing and strengthening our Aboriginal workforce into program design.⁵⁹

The Special Measures Recruitment Plan 2021–2025 provides priority consideration for Aboriginal applicants for all advertised vacancies and exclusive consideration for some designated positions. In 2022–23, 92 Aboriginal employees were recruited to the department under the special measures plan.

The Remote Aboriginal Teacher Education program supports Aboriginal educators employed in remote and very remote settings, to build their capacity and capability at each stage of their career through accredited and non-accredited training.⁶⁰ During 2022–23, 261 Aboriginal educators across 47 remote and very remote schools were supported to gain training and qualifications in areas such as workplace skills, early childhood education and care, education and education support.

Aboriginal educator professional learning leaders were introduced in communities to attract and retain Aboriginal educators in response to an evaluation in 2021, which recommended more regional support be provided for Aboriginal educators. At 30 June 2023, 4 Aboriginal educator professional learning leaders were positioned to support training in schools and regions.

The department's Aboriginal Teacher Education Scholarships initiative continues to support aspiring Aboriginal teachers, with recipients eligible to receive up to \$15,000 per year to support Aboriginal Initial Teacher Education students to complete a four-year Bachelor of Education or a two-year Masters of Teaching degree. Since 2018, 14 recipients have graduated and commenced in their teaching career, with 12 currently working in NT government schools. This includes 6 students who graduated in 2022–23. A further 22 students are receiving the scholarship, with 3 on track to graduate by the end of 2023.

⁵⁸ Employees who have identified as Aboriginal and hold a leadership position that has a paid classification equivalent to or greater than level 8 of the NT Public Sector Capability Framework.

⁵⁹ Education NT Strategy strategic action 7.4.

⁶⁰ Education NT Strategy strategic action 3.1.



Leadership development

Throughout 2022–23, staff continued to access leadership training and development programs across the department.

TABLE 1: Leadership programs provided

Program	Target audience	Number of participants	Program aims
Annual Leaders' Summit	School and system leaders	395	The annual Leaders' Summit shares knowledge of the latest research in education with a focus on culturally responsive practices. It provides opportunities to strengthen networks with other leaders.
Leading by Learning Masterclass	School and system leaders	17	The Leading by Learning Masterclass provides participants with methods to progress problems of practice through new ways of thinking and shared commitment to actions.
Spirals of Inquiry Masterclass	School and system leaders	48	The Spirals of Inquiry Masterclass commenced in May 2023 and is a student focused, evidence-based model of collaborative inquiry aimed at changing outcomes for learners.
Leadership Recharge Masterclass	School and system leaders	10	A pilot offering of the National Excellence in School Leadership Institute Leadership Recharge Masterclass with a focus on wellbeing and resilience. It provides evidence-based tools to help thrive in challenging times and renew personal energy and team wellbeing.
Principal Orientation	Newly appointed principals and assistant principals	17	New school leaders participated in a 2-day orientation program in January 2023 that established foundational knowledge and created professional networks with their peers.
Public Sector Management Program	Middle and senior managers	14	The program enhances the existing knowledge, skills, attitudes and behaviours of middle and senior managers to improve public sector outcomes.

Source: Department of Education data.

TABLE 2: Assistant teachers and school council-employed Aboriginal educators enrolled in accredited training

Course	Number of participants
Certificate III in School-Based Education Support (or equivalent)	43
Certificate IV in School-Based Education Support (or equivalent)	34
Certificate III in Early Childhood Education and Care (or equivalent)	11
Diploma of Early Childhood Education and Care (or equivalent)	7
Other VET accredited training	77
Tertiary studies	17

Source: Department of Education data.

TABLE 3: Scholarships and early careers programs

Program	Number of participants
Teaching – Growing Our Future, Aboriginal Teacher Education Scholarship	22
Workplace Integrated Learning Scholarship	13
NT Government traineeships and Aboriginal traineeships	7
School-based apprenticeships/traineeships	7
Vacation Employment Program	2
Graduate Development Program	9
Aboriginal Employment Program	1
Get SET in the NT	20

Source: Department of Education and Department of Corporate and Digital Development data.

People Matter survey

The department participated in the NT Public Sector biennial People Matter survey in 2023. The department uses the survey, run by the Office of the Commissioner for Public Employment, to gauge how staff feel about the workplace, their job, their manager and the organisation. The survey is conducted across the NT Public Sector, and the data provides insight into staff engagement, satisfaction and areas for improvement.

In response to the 2023 survey results, a department-specific response action plan will be developed to incorporate staff feedback.

For more information on the survey and the 2023 results, visit www.ocpe.nt.gov.au

Employee health, safety and wellbeing

In accordance with the *NT Work Health and Safety (Uniform National Legislation) Act 2011* and the *Public Sector Employment and Management Act 1993*, the department is committed to providing safe and healthy workplaces for all staff and learning environments for students.

Throughout 2022–23, the department promoted the health, safety, and wellbeing of staff through various initiatives.⁶¹ These included:

- Conducting the second NT Teachers' Occupational Health and Wellbeing Survey in December 2022. This survey informs the identification of health and wellbeing priorities and initiatives targeting the NT teaching workforce.
- Establishing the Occupational Violence and Aggression in Schools Reform Committee in April 2023 as part of our commitment to reduce the incidence and risk of violence and aggression in NT government schools under the Education NT School Leaders Wellbeing Action Plan.

This committee will oversee the implementation of key recommendations from the 2022 Report on Occupational Violence and Aggression in Northern Territory Government Schools.

- 3 additional sessions continued to be available for department employees and their families to access counselling and psychological support services as part of the department's increased investment in the Employee Assistance Program. Services through the program include professional counselling, conflict management, mediation, critical incident response, and trauma counselling services.
- Delivering a program offering free voluntary flu vaccinations, with 1,925 staff receiving the flu vaccine in April 2023.

In 2022–23, a total of 867 work health and safety incidents were reported. The table below provides information on the type of incidents reported.

The department continues to work with all staff to minimise the number of incidents through internal workplace hazard inspections, safety audit programs, risk assessments and process improvements and to encourage incident reporting.

TABLE 4: Reported work health and safety incidents by category 2022–23

Category	Number
Being hit by a moving object ⁶²	506
Vehicle incidents and other	102
Falls, slips and trips of a person	100
Mental stress	69
Body stressing	41
Hitting object with a part of the body	35
Heat, electricity and other environmental factors	6
Chemicals and other substances	4
Biological factors	3
Sound and pressure	1
Total	867

Source: Department of Education data.

61 Education NT Strategy strategic action 7.3.
62 Mechanisms include: being assaulted by a person or persons, being bitten by a person, being bitten by an animal, being hit by a person accidentally, being hit by an animal, being hit by falling objects, being hit by persons/objects, being scratched by a person, being trapped between stationary and moving objects, biological factors, falls on the same level, hitting moving objects, hitting stationary objects, insect and spider bites and stings and property damage.

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 1993*. The department adhered to the Employment Instructions issued by the Commissioner for Public Employment.

Performance against each Employment Instruction is detailed below.

TABLE 5: 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 2022–23. 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 2022–23. For non-teaching staff, whole-of-government probation procedures were followed. For new teachers, probation is 12 months; for teachers with at least 5 years of practice, probation period may be reduced to 6 months.
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 2022–23, 6 staff undertook a medical examination for a range of matters, including assessment for fitness for duty and to inform employee inability matters.
Number 6 Employee performance and inability Chief Executive may develop employee performance and inability procedures.	A policy on employee performance and inability to discharge duties was in place. In 2022–23, 8 employees were engaged in a process relating to employee performance and inability proceedings.
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 <i>Public Sector Employment and Management Act 1993</i> .

continued on next page...

TABLE 5: Department's performance against the NTPS Employment Instructions (continued)

Employment Instruction	Performance
<p>Number 8</p> <p>Internal department complaints and section 59 grievance reviews</p> <p>Chief Executive must develop an internal employee grievance-handling policy and procedure.</p>	<p>Policy and procedures were in place for handling employee complaints.</p> <p>In 2022–23:</p> <ul style="list-style-type: none"> • 20 complaint matters were lodged with the Workforce Relations unit for internal review. • 22 were lodged with the Office of the Commissioner for Public Employment for review, and all 22 were finalised in the reporting period.
<p>Number 9</p> <p>Employment records</p> <p>Chief Executive is responsible for keeping employees' records of employment.</p>	<p>Employee personnel files were maintained by the Department of Corporate and Digital Development.</p> <p>Employment records held by the department were maintained in accordance with the NT Government General Administrative Records Management Schedule.</p>
<p>Number 10</p> <p>Equality of employment opportunity programs</p> <p>Chief Executive must develop an equality of employment opportunity program integrated with corporate, strategic and other department planning processes.</p>	<p>Equality of employment opportunity principles were built into relevant policies and procedures and the department's values of diversity, ethical practice and respect.</p>
<p>Number 11</p> <p>Occupational health and safety standards program</p> <p>Chief Executive must ensure the application of appropriate occupational health and safety standards and programs, and report annually on these programs.</p>	<p>A dedicated Safety Management Committee to Education Executive Board was in place, ensuring application of appropriate occupational health and safety standards.</p>
<p>Number 12</p> <p>Code of conduct</p> <p>Chief Executive may issue a department-specific code of conduct.</p>	<p>The department does not issue a department-specific code of conduct.</p> <p>Employment Instruction Number 12 and the general principles in the <i>Public Sector Employment and Management Act 1993</i> guide the department's relevant policies and procedures.</p>
<p>Number 13</p> <p>Appropriate workplace behaviour</p> <p>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.</p>	<p>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.</p> <p>Policy and procedures were in place for dealing with inappropriate workplace behaviour, including bullying.</p>
<p>Number 14</p> <p>Redeployment and redundancy procedures</p> <p>Procedures in accordance with the <i>Public Sector Employment and Management Act (PSEMA)</i>.</p>	<p>The department maintained procedures to manage the redeployment and redundancy of potentially surplus staff. These comply with the PSEMA and the NT Public Sector 2021–25 Enterprise Agreement.</p>
<p>Number 15</p> <p>Special measures</p> <p>A program or plan to promote equality of opportunity.</p>	<p>The department's Special Measures Recruitment Plan 2021–2025 gives Aboriginal people priority consideration for job vacancies.</p> <p>The plan also exclusively designates several positions for Aboriginal employees, including:</p> <ul style="list-style-type: none"> • Assistant Teachers • Aboriginal Education Officers • Early childhood education and care roles

Source: Department of Education, Department of Corporate and Digital Development and Office of the Commissioner for Public Employment

Our performance against the NT Budget Paper No. 3

The department's performance against the key performance indicators for government schools as published in the 2022–23 NT Budget Paper No. 3 is below. For details on the performance for non-government schools, see table 12 on page 63.

Preschool enrolment and attendance

The department delivers early years programs prior to school to support school readiness and transitions to school. Preschool is not compulsory; however, the department encourages and promotes preschool enrolment and attendance.

Lower rates of attendance in 2022 were consistent with a decline in attendance across all stages of schooling, both in the NT and nationally. Attendance rates continued to be impacted by a range of issues, including COVID-19, a rise in influenza cases, seasonal mobility, funerals, and cultural obligations.

A decline in the preschool student population in the NT, and an increase in the number of 4-year-old children attending preschool programs based in long day care centres⁶⁴ impacted the 2022 enrolment numbers.

The department is invested in improving student enrolment and attendance in preschool. For information on the programs and initiatives to build the foundations for learning see pages 38 to 39.

TABLE 6: Preschool enrolment and attendance in government schools – Budget Paper No. 3 key performance indicators

Indicator	2018–19	2019–20	2020–21	2021–22	2022–23	2022–23 target
Total preschool student enrolments ^{1,2,3}	3,169	3,198	3,206	3,056	2,853	3,000
Aboriginal preschool student enrolments ^{1,2,3}	1,148	1,253	1,266	1,214	1,096	1,150
Preschool attendance rate ^{4,5}						
– non-Aboriginal students	88%	87%	90%	88%	86%	88%
– Aboriginal students	61%	55%	53%	55%	53%	55%

Source: Department of Education data and 2019–20, 2020–21, 2021–22, 2022–23 and 2023–24 Budget Paper No. 3.

- Notes:
1. Enrolment numbers are sourced from the Age Grade Census, which is taken on the same day in August each year and is not comparable to attendance rates.
 2. Enrolments will vary due to multiple factors including population migration and family choice of education sectors.
 3. The 2022–23 target figure is based on enrolment trend data.
 4. Average attendance rates across the school year.
 5. Projections for 2022–23 have a high level of uncertainty arising from potential student absenteeism due to COVID-19.

64 Australian Bureau of Statistics Preschool Education, 2022.



Primary, middle and senior students enrolment and attendance

Lower rates of attendance in 2022 were consistent with a decline in attendance across all stages of schooling, both in the NT and nationally. Attendance rates continued to be impacted by a range of issues, including COVID-19, a rise in influenza cases, seasonal mobility, funerals, and cultural obligations. Enrolment numbers vary year-to-year due to multiple factors including population migration, families' choice of education sectors and impacts from COVID-19.

The department is invested in improving student enrolment and attendance across all stages of schooling. For information on the programs and initiatives to support student engagement and participation in education, see pages 34 to 35.

TABLE 7: Primary, middle and senior students enrolment and attendance in government schools – Budget Paper No. 3 key performance indicators

Indicator	2018–19	2019–20	2020–21	2021–22	2022–23	2022–23 target
Total primary, middle and senior student enrolments ¹	30,240	30,678	30,798	30,653	29,927	30,300
Aboriginal primary, middle and senior student enrolments ¹	13,061	13,281	13,267	13,328	13,140	13,200
Primary, middle, and senior student attendance rates: ^{2,3}						
– non-Aboriginal students	88%	88%	89%	88%	84%	88%
– Aboriginal students	64%	63%	60%	60%	57%	60%

Source: Department of Education data and 2019–20, 2020–21, 2021–22 and 2022–23 Budget Paper No. 3.

Notes: 1. Enrolment numbers are sourced from the Age Grade Census, which is taken on the same day in August each year and is not comparable to attendance rates.

2. Average attendance rates across the school year.

3. Projections for 2022–23 have a high level of uncertainty arising from potential student absenteeism due to COVID-19.

National Assessment Program – Literacy and Numeracy

In 2022, 9,620 NT government school students in Year 3, 5, 7 and 9 were assessed in aspects of numeracy, reading, writing, spelling, grammar and punctuation as part of the 2022 National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN data is used by the system, schools and teachers

to understand how we are performing as an education system and where student support is required.

The department's Budget Paper No. 3 key performance indicator for NAPLAN measures the proportion of NT students achieving the national minimum standard in numeracy and reading.

TABLE 8: NAPLAN students achieving the national minimum standard in government schools – Budget Paper No. 3 key performance indicators

Indicator	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23 target
NAPLAN – students achieving national minimum standard: ^{1,2}						
Reading – non-Aboriginal students						
– Year 3	92%	92%	-	94%	93%	95%
– Year 5	92%	92%	-	91%	91%	92%
– Year 7	91%	93%	-	89%	89%	90%
– Year 9	90%	85%	-	86%	85%	87%
Reading – Aboriginal students						
– Year 3	50%	56%	-	57%	57%	58%
– Year 5	45%	41%	-	41%	43%	42%
– Year 7	42%	43%	-	35%	37%	39%
– Year 9	37%	42%	-	35%	40%	36%
Numeracy – non-Aboriginal students						
– Year 3	95%	92%	-	92%	93%	93%
– Year 5	96%	93%	-	92%	93%	93%
– Year 7	95%	93%	-	89%	86%	91%
– Year 9	94%	94%	-	91%	93%	92%
Numeracy – Aboriginal students						
– Year 3	63%	55%	-	50%	48%	52%
– Year 5	51%	50%	-	36%	44%	51%
– Year 7	56%	48%	-	33%	28%	50%
– Year 9	61%	67%	-	46%	62%	49%

Source: Department of Education data and 2019-20, 2020-21, 2021-22 and 2022-23 Budget Paper No. 3.

Notes: 1. NAPLAN results year to year may be volatile but not statistically significantly different.

2. NAPLAN assessment was not conducted nationally in 2020 due to the COVID-19 pandemic. Therefore, there are no NAPLAN results for 2020-21.



Senior years achievement

The targets for the 2022 NTCET completion rate for both Aboriginal and non-Aboriginal students were met. The completions rates have remained relatively stable over the past 3 years.

The number of students who completed a Certificate I, II, III or IV VET qualification in 2022 exceeded the projected target, whereas the number of students who achieved one or more VET competencies in 2022 did not meet the projected target. This reflects a shift in training

delivery focus towards the completion of full qualifications rather than single competencies and short courses.

For information on the options and pathways available to support senior years students to transition into work, training or further study, see pages 40 to 41.

TABLE 9: Senior years achievement in government schools – Budget Paper No. 3 key performance indicators

Indicator	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23 target
NTCET completion rate: ¹						
– non-Aboriginal students	-	-	97%	97%	98%	98%
– Aboriginal students	92%	98%	98%	98%	98%	98%
Students who achieved one or more VET competencies	1,536	1,583	1,532	1,624	1,545	1,625
Students who completed a Certificate I, II, III or IV qualification	763	743	749	743	895	750
Students enrolled in school-based apprenticeships or traineeships	113	132	133	147	108	150

Source: Department of Education data and 2019-20, 2020-21, 2021-22 and 2022-23 Budget Paper No. 3.

Notes: 1. The NTCET completion rate is based on students who completed the NTCET as a proportion of Year 12 students who attempted to complete the NTCET.

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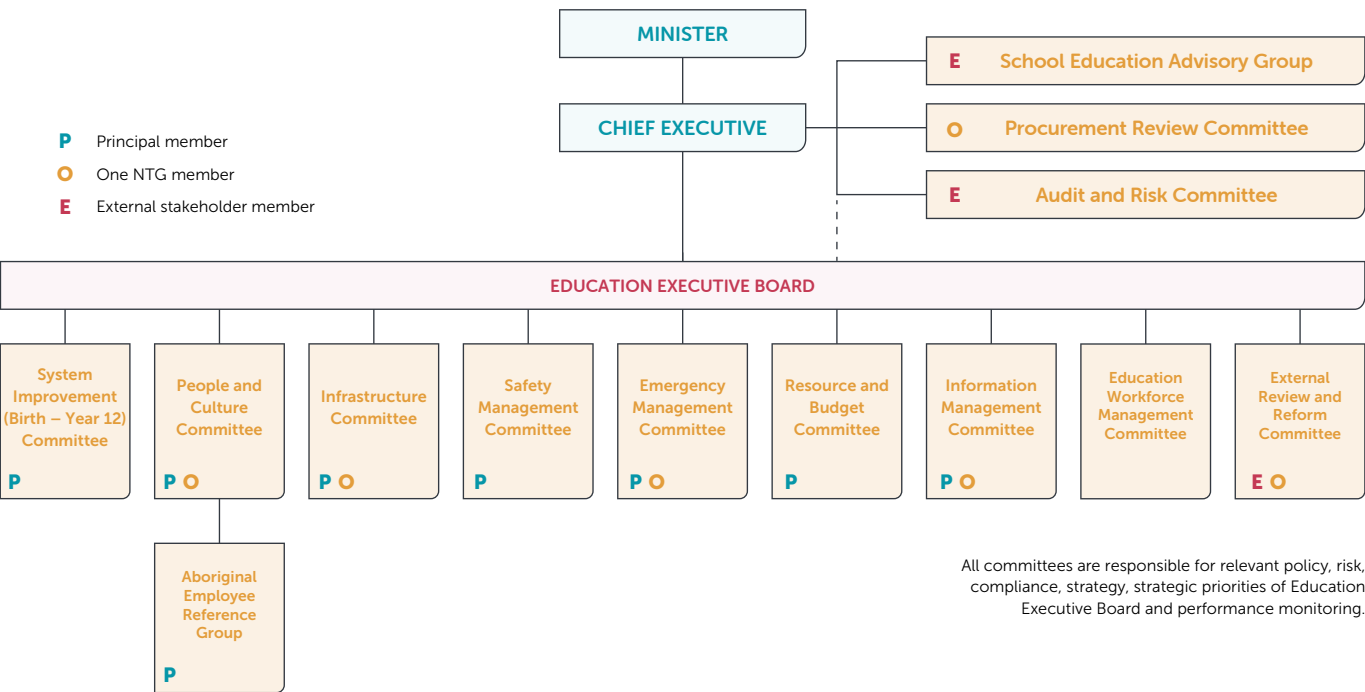
Corporate governance



We are committed to sound principles of corporate governance that promote transparency and accountability and help build public confidence and trust in the department.

- The department’s governance is based on best practice and aligned to whole-of-government legislative requirements and delivering on the Education NT Strategy. Our corporate governance is guided by the following principles:
- ensuring schools and early childhood services continue to be at the centre of the department’s work
 - providing clear roles and responsibilities and promoting appropriate decision-making and accountability
 - having a future-focus in the policy and strategy the Education Executive Board considers
 - having a strategic approach to organisational risk
 - driving and monitoring cultural practices, promoting good organisational behaviours
 - promoting effective relationships with OneNTG partners.

FIGURE 5: Corporate governance structure at 30 June 2023



Education Executive Board

The Education Executive Board (the board) is established as the peak advisory body to the department's Chief Executive and supports the Chief Executive in decision-making and legislative delegations.

Throughout 2022–23, the board continued to provide strategic oversight and direction, usually meeting fortnightly. The board's membership changed on 1 July 2022 after the implementation of the department's new functional structure.

At 30 June 2023, the board's membership was:

- Ms Karen Weston – Chief Executive (Chair)
- Ms Susan Bowden – Deputy Chief Executive, Agency Services (Deputy Chair)
- Mr Saeed Amin – Deputy Chief Executive, Regional Services (Deputy Chair)
- Mr Daniel Masters – Executive Director, Strategic Policy, Projects and Performance
- Mr Tony Considine – Executive Director, Quality Standards and Regulation
- Ms Aderyn Chatterton – Executive Director, Inclusion and Engagement Services
- Ms Kerry Hudson – Executive Director, Teaching and Learning Services
- Ms Romane Abell – Executive Director, Education Leadership, Culture and Care
- Ms Jasmin Aldenhoven – Chief Financial Officer.

Committees

The board has established several committees to provide support in meeting its functions and responsibilities. Committee membership consists of suitably skilled executive staff and external members where appropriate, including representatives from OneNTG partners. All committees and advisory groups are required to operate in line with the responsibilities and requirements set out in their terms of reference.

At 30 June 2023, the committees were:

- Safety Management Committee
- Emergency Management Committee
- Resource and Budget Committee
- Information Management Committee
- Education Workforce Management Committee
- External Review and Reform Committee
- System Improvement (Birth–Year 12) Committee
- People and Culture Committee
- Infrastructure Committee.

The Aboriginal Employee Reference Group was established in 2021 to provide advice to the board and the Chief Executive through the People and Culture Committee.

The Audit and Risk Committee, Procurement Review Committee, and the School Education Advisory Group are advisory committees that report to the department's Chief Executive. The Audit and Risk Committee also provides strategic advice to the board on specific matters as required, to support the board to meet its responsibility for financial accountability, risk management and compliance.

NT education bodies

Other groups that provide advice to the Minister for Education and Chief Executive include:

- The NT Board of Studies (NTBOS). Established under the *Education Act 2015*, NTBOS provides advice on curriculum, assessment, reporting and certification for all schools in the Territory. NTBOS issues certificates of educational attainment and manages student awards, including the NTCET.
- The Non-Government Schools Ministerial Advisory Council, also established under the *Education Act 2015*, provides policy advice to the Minister for Education on registration, regulation and standards for non-government schools in the Territory.

The department is also represented on the Teacher Registration Board of the NT (TRB). The TRB is established under the *Teacher Registration (Northern Territory) Act 2004* to regulate the teaching profession in the NT and provide advice to the Minister for Education.

National education bodies

The department represents the interests of the NT on education and early childhood policy and funding matters as a member of the following national education groups:

- The Education Ministers Meeting (EMM). EMM is attended by all Australian, state and territory government ministers responsible for education. EMM is a forum for collaboration and decision-making regarding early childhood education and care, school education, higher education and international education.
- Australian Education Senior Officials Committee (AESOC), which supports the EMM with policy advice. AESOC is also directly responsible to EMM for the execution of EMM decisions. Membership includes education Chief Executive Officers and equivalent from all states and jurisdictions including the Australian Government.
- Schools Policy Group provides high-level strategic policy advice and reporting to AESOC on all school education components of the national education strategic reform framework and agreements. Membership consists of senior officers from all jurisdictions responsible for school education policy, and representatives from the non-government schooling sector.
- Early Childhood Policy Group provides high-level strategic policy advice and reporting to AESOC on early childhood education and care. Membership consists of senior officials with responsibility for preschool and/or early childhood education and care from each jurisdiction.

School and system improvement

The Accountability and Performance Improvement Framework sets out the department's approach to planning and monitoring 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 ensure alignment of effort with strategic priorities.

The department uses the Australian Council for Educational Research School Improvement Tool to review schools every 4 years. Schools use review findings to inform their explicit improvement agenda (a 4-year school level strategic plan focused on improving overall school performance) and annual school improvement plans. In 2022–23, 41 school reviews were conducted across the Territory. Information from annual school improvement plans and school reviews is used to align resource investment with schools' needs.

The annual NT School Survey collects the opinions of staff, students and their families about school performance, culture and services in NT government schools. The school survey is an important input for school and system improvement planning. In 2022, there were a total of 15,526 responses from students, parents and school staff across the NT. Student participation in the survey was 43% which remained consistent with 2021, and school staff participation was 52% which was an increase from 2021.

Risk management and audits

In 2022–23, the department revitalised its strategic risk management policy and framework, and strategic risk register. The Audit and Risk Committee oversaw the implementation of risk controls and assurance activities.

In line with the *Financial Management Act 1995*, the department has an internal audit function that manages the Internal Strategic Audit Plan to assist the Chief Executive as the Accountable Officer. The 2019–22 Internal Strategic Audit Plan ended in December 2022 with 2 audits completed against this program in 2022–23: Salary overpayments control audit and Students with additional needs.

An interim 2023 Internal Strategic Audit Plan was developed pending the revitalisation of the strategic risk register, as the risks underpin the audit projects on the plan. The 2023 internal audit plan encompass 8 audits:

- Value for Territory Assurance audit (procurements)
- Cabinet information security measures compliance audit
- excess leave and payroll analysis
- review of Student Administration and Management System attendance and enrolment processes
- travel compliance
- data governance
- project management
- review of qualifications.

The Auditor-General of the NT conducts audits on compliance procedures, practices and internal controls in accordance with the *Audit Act 1995*. External audits completed during the 2022–23 financial year for the department included compliance and performance management audits, and analytical reviews.

Freedom of Information and complaints

The *NT Information Act 2002* 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 had compliant records and information management standards, policies, processes and procedures in place.

Guidance is provided to staff on the proper management of personal information and 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 2002*, members of the public can request access to, and correction of information held by the department. The table below provides information on requests received.

TABLE 10: Freedom of information applications by category during 2022–23

Category	Number
Applications for information access handled:	
– 57 applications for personal information, 3 applications for non-personal information and 2 applications for mixed personal and non-personal information.	62
Applications for correction handled	0
Applications for internal review handled	1
Total number of applications handled	63

Source: Department of Corporate and Digital Development

Of the above 63 applications handled during 2022–23, 48 applications were finalised within 30 days of receiving the application (including access, correction and internal review applications) and 15 applications were extended and completed within 60 days. 167 requests for information were also handled and zero privacy complaints were received during 2022–23.

The department's Resolution Unit manages complex complaint matters and matters lodged with external agencies. In 2022–23, 141 matters were active in the Resolution Unit, with 117 closed by 30 June 2023.

Consultations on the development of a Complaints Resolution Framework commenced, representing large-scale policy reform on the department's management of parent complaints.

The table below provides information on the nature of the complaints lodged.

TABLE 11: Nature of active complaint matters during 2022–23

Category	Number
Request for information ⁶⁴	54
Staff member	26
Principal	21
Discrimination	7
Freedom of Information	5
Finance	4
Other	24
Total number of active matters	141

Source: Department of Education data

⁶⁴ Requests for information managed by the Resolution Unit include requests from external complaint bodies, the Teacher Registration Board, and Redress requests.

Inquiries and external reviews

Throughout 2022–23, the department continued to implement reforms in response to recommendations from the:

- *Royal Commission into the Protection and Detention of Children in the Northern Territory.*
- *Royal Commission into Institutional Responses to Child Sexual Abuse.*
- NT Local Court (NTLC) coronial inquests: judgement number [2020] NTLC 022 and NTLC 020, which related to the deaths of 6 children who died between 2016 and 2019 in remote and very remote Aboriginal communities.

The department completed the implementation of its final 2 recommendations from the *Royal Commission into the Protection and Detention of Children in the Northern Territory* as follows:

- conduct a review into improving access to high quality education for children in remote communities, especially secondary students
- review and simplify the process for approving educational enrolments for children in out of home care and introduce a standardised form for a child subject to a protection order, allocating responsibility for ensuring enrolment approval within set time frames.

In response to coronial inquests [2020] NTLC 020 and NTLC 022, the coroner recommended that the department ensure appropriate and continued engagement with all children and their families who are of compulsory school attendance age in remote communities. Work completed in 2022–23 towards that recommendation included:

- Making learning engaging and working with families and students a central focus of all our work, through the Education NT Strategy and Education Engagement Strategy.

- Supporting and driving local decision-making initiatives in schools including engagement with communities through Local Engagement and Decision-Making committees, establishment of community-led schools, and implementation of the Groote Archipelago Education Implementation Plan.
- Participating in the Multi-Agency Child and Community Safety Team to drive improved service delivery coordination for children at risk to ensure the child is at the centre of cross-agency work.
- Supporting the implementation of the Nationally Consistent Collection of Data on School Students with Disability program in all schools.
- Focussing on early childhood programs that support families and children to engage with learning early, and a means of targeted support for families experiencing vulnerability such as the Families as First Teachers program and services provided through child and family centres.
- Supporting the Remote School Attendance Strategy program, and working closely with the Australian Government, service providers and schools to identify opportunities to strengthen its efficacy, including improved information sharing and tapping into local knowledge about children and their families.
- Completing and evaluating the pilot of the Remote Aboriginal Teacher Education program. The program was expanded in 2022 to include a broader cohort of Aboriginal educators. Learnings from the pilot stages continue to inform the ongoing improvement of the program.
- Completing a comprehensive review of all enrolment, attendance and roll-marking policies, to ensure families are provided with better and earlier supports when a child is at risk of disengagement.

Integrity and fraud control

The department has systems and processes in place that support a compliance culture and promote integrity. Key areas of focus for prevention, detection and response to integrity risk are fraud control, which includes managing conflicts of interest and gifts and benefits.

The department is committed to minimising fraud through strategies outlined in the Fraud Control Framework. A refresh of the framework was completed in 2022–23 and will be implemented in 2023–24. Fraud and corruption awareness sessions were provided to 115 staff in 2022–23.

Internal financial controls and an internal audit program were in place throughout 2022–23, to monitor compliance and prevent fraud. A fraud register is also maintained by the department to record incidences of potential fraud.

Independent Commissioner Against Corruption

Throughout 2022–23, the department continued to implement 16 recommendations made by the Independent Commissioner Against Corruption (ICAC) in his public statement in July 2021 regarding improper conduct by a principal previously employed by the department. This included significant work to strengthen governance in schools, support greater transparency and accountability, and strengthen oversight and internal controls.

An induction program and handbook for new and existing school representative body members was developed. This included a series of web videos explaining governance responsibilities and obligations of school representative body members, information modules, updated policy documents and training and support. The induction program and resources will be made available on the department's website during 2023–24.

The department worked with the NT Council of Government School Organisations to strengthen school governance through training and capacity building for school community members.⁶⁵ Throughout 2022, 95 individual sessions were delivered to 1,025 participants, of which 915 were members of a school representative body and 110 were community members working towards establishing a school representative body. Aboriginal participants accounted for 32.5% of total participants.

In total, 6 of the 16 ICAC recommendations were completed in 2022–23, contributing to a total of 8 completed recommendations.

The department ensures staff have access to the whole-of-government essential training course 'Introduction to ICAC and Mandatory Reporting 2023'. The course ensures NT Public Sector employees understand their compliance obligations, including declaring and managing conflicts of interest, reporting improper conduct, and the role and function of the Commissioner.

Legislation administered

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

- *Education Act 2015* and Education Regulations 2015
- *Education and Care Services (National Uniform Legislation) Act 2011*, including the Education and Care Services National Law and Education and Care Services National Regulations
- *Higher Education Act 2004* and Higher Education Regulations 2006
- *Teacher Registration (Northern Territory) Act 2004* and Teacher Registration (NT Regulations 2004).

During 2021 and 2022, the department undertook a review of Part 7 of *Education Act 2015* which made 21 recommendations relating to the regulation of non-government schools. In 2022–23, the department commenced a process of legislative reform in response to the Part 7 review.

On 1 April 2023, an exposure draft of a bill to amend the *Education Act (2015)* was circulated to stakeholders who participated in the review process, including representatives from the non-government schooling sector. Feedback on the exposure draft closed on 28 April 2023 and was used to finalise the bill. The bill was scheduled to be introduced to the NT Parliament in August 2023. Pending passage of the bill into law, the *Education Legislation Amendment Act 2023* is expected to commence on 2 January 2024.

The reform of Part 7 will ensure the regulation of non-government schools is reflective of contemporary community values and expectations and will achieve greater alignment with related legislation in the NT and across Australia.

Regulatory functions

Early childhood education services

The department 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, all in accordance with the National Quality Framework (NQF).

The 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)* (the National Law), the Education and Care Services National Regulations (the National Regulations) and the National Quality Standard (NQS), against which services are assessed and rated.

65 Education NT Strategy strategic action 2.2.

At 30 June 2023, there were 228 approved education and care services in the NT, comprising 95 long day care services, 75 preschools (including 71 government preschools), 53 outside-school-hours care, 4 family day care services, and one other service type. Of these:

- 94% had a quality rating, compared with the national average of 91%
- 83% were rated as meeting or above the NQS, compared to 89% nationally
- 86% of NT government preschools were rated as meeting or above the NQS.

The department conducted more than 220 regulatory visits across regulated NT education and care services to conduct assessment and ratings, monitor compliance with legislative requirements, as well as investigate complaints and respond to incidents.

From 1 March 2023, following the 2019 national review of the NQF, implementation of amendments to the National Law and the National Regulations commenced. Key changes included improvements to safety requirements, compliance tools for regulatory authorities, workforce requirements and regulatory guidance.

The department supported the early childhood education and care sector with implementing the amendments to the National Law and National

Regulations, with further amendments to commence from 1 July 2023. Enhanced communication with the sector is planned throughout 2023 to provide regulatory guidance as amendments come into force.

International education provider registrations

The department regulates government and non-government school providers of courses and programs for fee-paying international students, and overseas teacher and student programs. In 2022–23, the department and 4 non-government schools were registered as Commonwealth Register of Institutions and Courses for Overseas Students providers for international fee-paying students.



Non-government schools

The department continued to work closely with the non-government education sector to provide education choice for families and communities. In 2022–23, the department:

- regulated 43 non-government schools to deliver education to 10,723 students.⁶⁶ This included routine assessment of 14 schools' compliance with registration requirements under the *Education Act 2015*

- provided \$41.6 million in NT Government funding through payment for students, capital infrastructure, boarding schools, back-to-school payments and remote preschools
- distributed \$242.9 million in Australian Government funding to non-government schools.

The table below outlines non-government schools' performance against the 2022–23 Budget Paper No. 3 key performance indicators.

TABLE 12: Primary, middle and senior years education in non-government schools – Budget Paper No. 3 key performance indicators

Indicator	2018–19	2019–20	2020–21	2021–22	2022–23	2022–23 target
Total primary, middle and senior student enrolments ^{1,2,3}	10,918	10,664	10,411	10,454	10,552	10,500
Aboriginal primary, middle and senior student enrolments ^{1,2,3}	3,028	2,894	2,751	2,796	2,800	2,800
Primary, middle and senior student attendance rates: ^{4,5}						
– non-Aboriginal students	92%	91%	92%	91%	87%	91%
– Aboriginal students	63%	61%	58%	61%	58%	61%
NTCET completion rate: ⁶						
– non-Aboriginal students	-	-	96%	98%	97%	98%
– Aboriginal students	95%	98%	100%	95%	97%	98%
Students who achieved one or more VET competencies	760	711	636	707	659	710
Students who completed a Certificate I, II, III or IV qualification ⁷	413	379	338	283	426	285
Students enrolled in school-based apprenticeships or traineeships	34	38	47	52	67	55

Source: Department of Education data and 2019–20, 2020–21, 2021–22, and 2022–23 Budget Paper No. 3.

- Notes:
- Enrolment numbers are sourced from the Age Grade Census, which is taken on the same day in August each year and are not comparable to attendance rates.
 - Enrolments will vary due to multiple factors including population migration and family choice of education sectors.
 - The 2022–23 target figure is based on enrolment trend data.
 - Average attendance rates across the school year.
 - Projections for 2022–23 have a high level of uncertainty arising from potential student absenteeism due to COVID-19.
 - The NTCET completion rate is based on students who completed the NTCET as a proportion of Year 12 students who attempted to complete the NTCET.
 - The variations reflect the impact of COVID-19 restrictions on the movement of trainers to communities.

⁶⁶ At 2022 Age Grade Census and includes preschool, primary, middle and secondary student enrolments.

Erin MILES
Creative Arts (Visual Arts) – Product
Nhulunbuy High School
EAST ARNHEM REGION

Icebreakers
ceramics



05.

Our financial performance



Introduction

Our commitment is to a strong public education system that promotes excellence and equity and supports every child to become confident and creative individuals, successful lifelong learners and informed members of the community.

The NT Government provides resources direct to schools using a student needs-based funding model. This enables schools to deliver an educational program to NT students and improve the quality of teaching and learning. Schools have the flexibility and autonomy to decide how to use their resources in accordance with the School Resource and Governance Framework. The funding model aims to allocate funding in an equitable, transparent and efficient manner for better educational outcomes, as required under the *Australian Education Act 2013 (Cth)*.

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

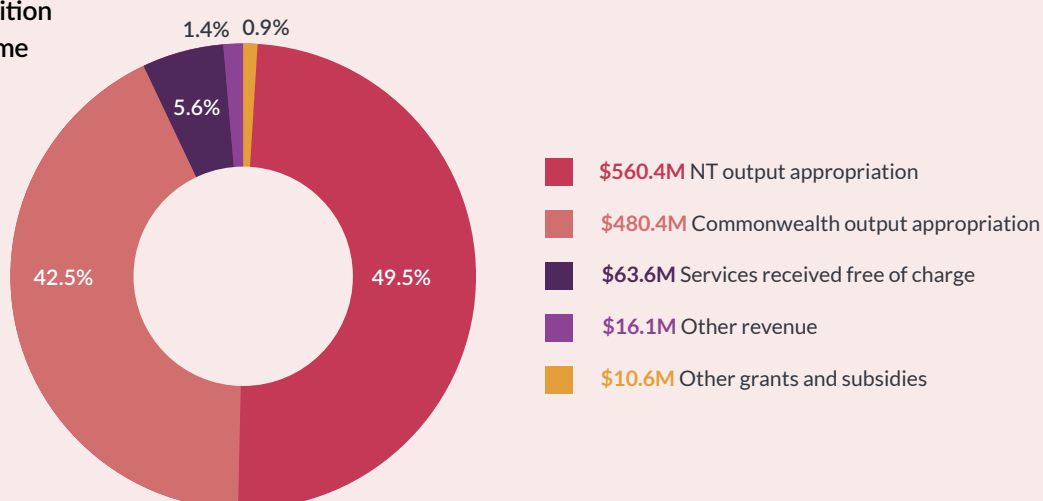


Financial highlights

Operating income

- In 2022–23, the department received \$1.1 billion in revenue. Figure 6 shows the composition of the department's total operating income.
- The department received revenue from 3 main sources: NT Government appropriation (\$560.4 million), Australian Government appropriation (\$480.4 million) and notional revenue for goods and services received free of charge (\$63.6 million). Together, these sources represent 97.6% of the department's total revenue in 2022–23.
- Australian Government appropriation (\$480.4 million) comprised:
 - National School Reform Agreement funding for government schools of \$221.9 million
 - National School Reform Agreement funding for non-government schools of \$242.9 million
 - NT Remote Aboriginal Investment of \$17.1 million to fund programs such as Families as First Teachers, the Transition Support Unit and student engagement programs
 - a further \$6.2 million for other national partnership agreement funding, including the Preschool Reform Agreement and the National Student Wellbeing Program.
- Goods and services received free of charge (\$63.6 million) comprised:
 - centralised corporate services functions provided by the Department of Corporate and Digital Development (\$28.2 million)
 - centralised repairs and maintenance and other infrastructure services provided by the Department of Infrastructure, Planning and Logistics (\$32.9 million)
 - other department goods and services (\$2.5 million), which includes bureau services provided to schools through regional offices.
- Other sources of income, including grants and subsidies, totalled \$10.6 million, which comprised funding for the Connected Beginnings program, Remote School Attendance Strategy (Indigenous Advancement Strategy), Community Child Care Fund and reimbursement from the Australian Government in relation to eligible expenditure for COVID-19.
- The 2022–23 total revenue of \$1.1 billion was an increase of \$39.7 million compared to 2021–22 (\$1.1 billion). This was mainly due to an increase in National Schools Reform Agreement funding for non-government schools (\$26.7 million).

Figure 6: Composition of operating income for 2022–23



Australian Government funding

The Australian Government (referred to through the financial statements as the Commonwealth Government) provides funding for the delivery of education services in the NT through the National School Reform Agreement (NSRA), national partnership agreements and other agreements negotiated directly between the Australian and the NT governments.

Under the NSRA and accompanying bilateral agreement, Australian Government funding will flow to NT schools over 5 years (2019 to 2023) for government schools and non-government schools. In 2022–23, under NSRA, the NT government schools received \$221.9 million from the Australian Government, and a further \$242.9 million was provided to non-government schools. In December 2022, the Australian Government announced the establishment of an expert panel to undertake the Review to Inform a Better and Fairer Education System. The purpose of the review is to inform the development and negotiation of the next NSRA and provide advice on specific reforms that should be tied to funding. To provide time for this work to occur, the current NSRA will be extended for a further 12 months to 31 December 2024.

The National Partnership on NT Remote Aboriginal Investment (NTRAI) provides targeted financial assistance to support delivery of actions that improve the lives of Aboriginal people. The Children and Schooling Implementation Plan, which forms part of the NTRAI 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.

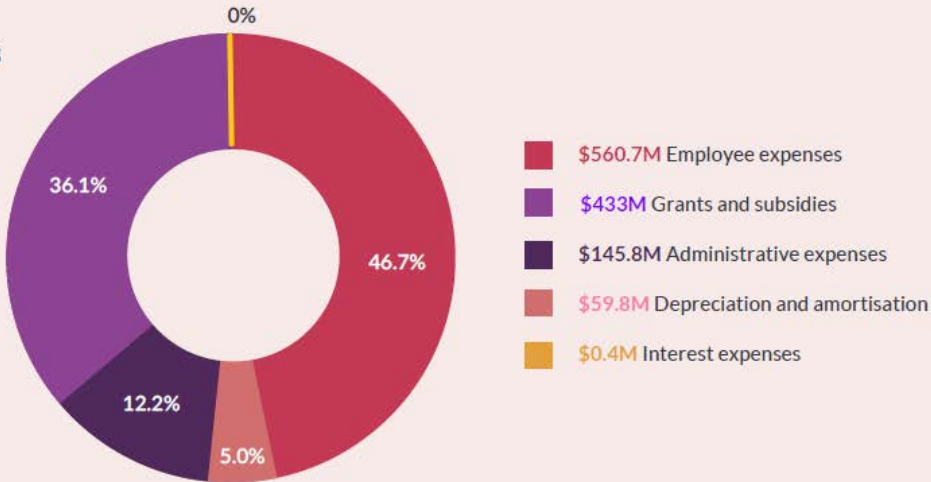
The department’s Indigenous Education Strategy 2015–2024 has guided the allocation and expenditure of education-related funding, with the Education Engagement Strategy 2022–2031 providing the future direction for programs and initiatives funded under NTRAI. NTRAI was extended for an additional 2 years (2022–2024) while a longer-term funding agreement is developed through a co-design process with the Aboriginal Peak Organisations NT (APONT). In 2022–23, \$17.1 million was provided by the Australian Government under this agreement.

Other Australian Government funding includes funding for the National Partnership Preschool Reform Agreement (through to 30 June 2026), Connected Beginnings programs, Remote School Attendance Strategy (Indigenous Advancement Strategy) and Community Child Care and Support programs.

Operating expenses

- The department’s total expenses for 2022–23 were \$1.2 billion, an increase of \$42.8 million from last year, mainly due to:
 - an increase in Australian Government National School Reform Agreement funding of \$26.7 million for non-government schools received by the department and passed on as grants to those schools
 - an increase in employee expenditure of \$7.3 million. Whilst the department has experienced a shortage in its teacher workforce, there has been an increase in employee expenditure for the following reasons: the NT Public Sector Non-Contract Principals, Teachers and Assistant Teachers’ 2021–2024 Enterprise Agreement back pay dated from October 2021 to October 2023 and the bonus payments to each employee provided under the NT Public Sector 2021–2025 Enterprise Agreement; and oncosts such as payroll tax and superannuation expenses.
- Employee expenses remain the department’s major expense component at \$560.7 million, making up 46.7% of total expenses.
- Grants and subsidies expense of \$433 million accounted for 36.1% of the department’s total expenditure. The majority of this was payments to non-government schools of \$284.5 million, including \$242.9 million of National School Reform Agreement funding passed on from the Australian Government. A further \$110.3 million was paid to government school body bank accounts used to meet their operating costs at the local site.
- The balance in grants and subsidies of \$38.2 million was largely provided to tertiary education providers, community-based education organisations and families to support the provision of education and related services in 2022–23.
- Administrative expenses have increased by \$16.4 million (9%) primarily due to an increase in property management expenses of \$8.5 million as a result of the decentralisation of the Government Employee Housing operating model from 1 July 2022. In addition, this year saw an increase in operating expenditure as the department adjusts its activities post COVID-19, such as travel, recruitment and consultancies.
- Interest expenses of \$0.4 million relates to interest incurred on land lease liabilities.
- Figure 7 shows the composition of the department’s total operating expenses.

Figure 7: Operating expenses for 2022–23



Comprehensive result

- The department delivered a deficit comprehensive result of (\$47.9) million in 2022–23, compared with a final approved budget deficit of \$92.3 million, due to the recognition of asset revaluations which are not budgeted for and are non-cash in nature.
- NT Government agencies generally record a deficit due to the recording of depreciation as an operating expense for which there is no corresponding revenue line. Depreciation of \$59.8 million is a non-cash, accrual accounting expenditure item, which is not funded. This was offset by an increase in the asset revaluation reserve of \$20.7 million.

Net assets

- The department's total assets at 30 June 2023 were \$1.4 billion. The majority of our assets are in school land and buildings, valued at \$1.3 billion.
- The department's total assets decreased by \$11.7 million compared to last year. This was a result of depreciation \$59.8 million, offset by new infrastructure projects, and land and building revaluations completed during the year with an of increment \$20.7 million.
- Total liabilities at 30 June 2023 were \$92.3 million. This was an increase of \$2 million on 2021–22 and was largely due to an increase in employee benefits, primarily due to the uplift associated with the new enterprise agreements.
- The department's net assets at 30 June 2023 were \$1.3 billion. This comprised \$1.4 billion in total assets less \$92.3 million in total liabilities.

Budget performance

The department's financial statements also outline its actual financial results for the 2022–23 year against the original published budget (May 2022) in accordance with Australian Accounting Standards Board (AASB) 1055 Budgetary Reporting.

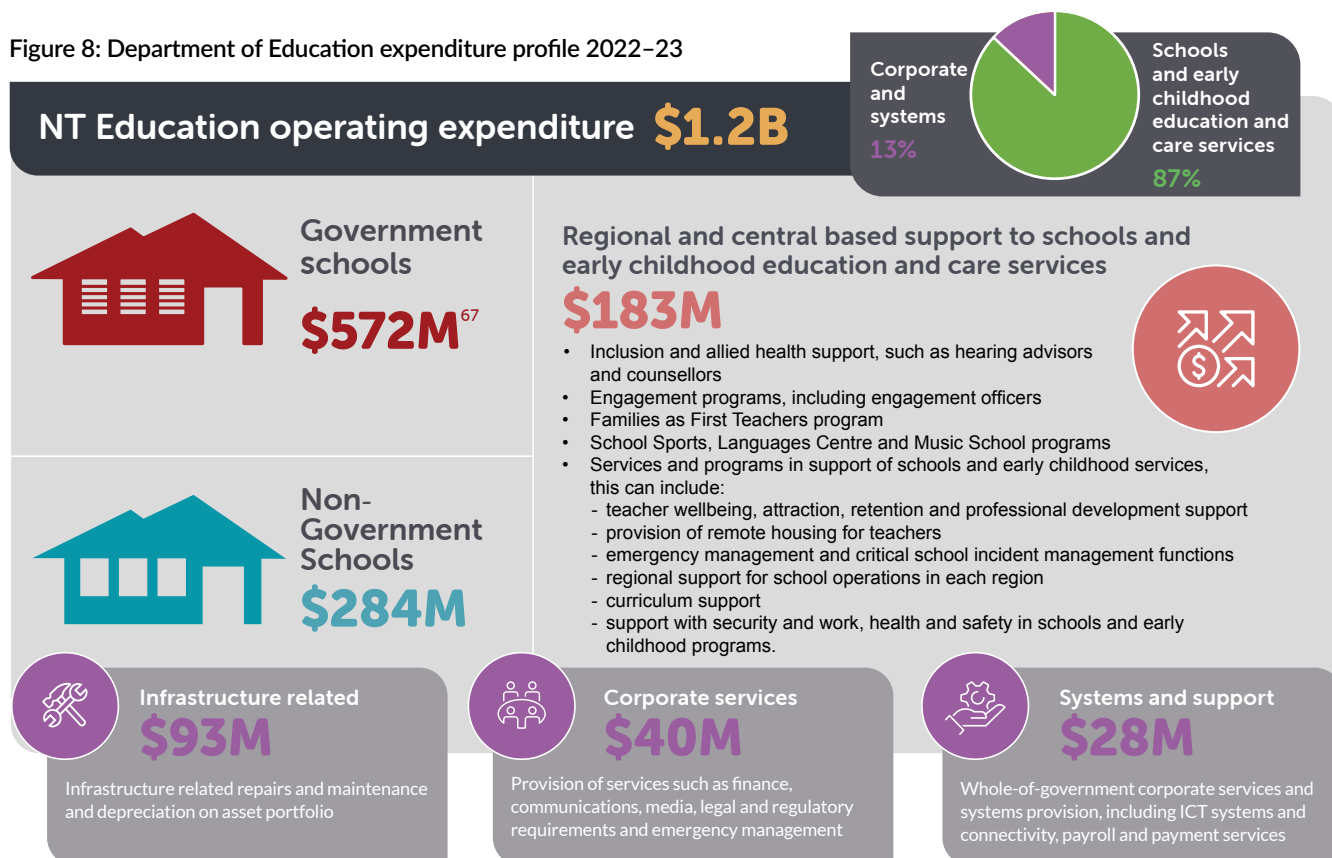
The department's actual expenditure for the 2022–23 year was \$1.2 billion compared to an original budget of \$1.2 billion. Key variance explanations are provided in Note 37 to the financial statements.

The department's final approved budget for 2022–23 was published in the NT Budget Papers in May 2023. The department achieved its overall responsibilities in 2022–23 against its approved final budget, based on the operating result and net asset position. The department's performance against its final budget is outlined below.

During 2022–23, the department spent \$1.2 billion on education in the NT, compared to a final budget of \$1.2 billion resulting in surplus of \$12.9 million, or 1.1% of the department's final budget. The surplus was mainly due to unspent school funding in Semester 1, 2023 as schools operate on a calendar year rather than a financial year and delays in expenditure on Australian Government funded programs.

A total of \$592.2 million, or 49% of the department's total budget on a financial year, was allocated to direct government school costs. This comprised \$511.9 million managed by principals and school bodies and \$80.3 million held centrally on behalf of schools for school costs. This is compared to actual expenditure of \$572.2 million for government schools, or 48% of the department's actual expenditure in 2022–23. A total of \$284.5 million in grants was paid to non-government schools in 2022–23, including \$242.9 million from the Australian Government through the National School Reform Agreement compared to a budget allocation of \$232.8 million from the Australian Government. Total funding directly allocated to government and non-government schools was \$876.7 million.

Figure 8: Department of Education expenditure profile 2022–23



67 A total budget allocation of \$592 million for 2022–23.

Certification of the financial statements

We certify that the attached financial statements for the department 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 2023 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 materially misleading or inaccurate.



Karen Weston
Chief Executive

8 September 2023



Jasmin Aldenhoven
Chief Financial Officer

8 September 2023

Comprehensive operating statement

For the year ended 30 June 2023

	Note	2023 \$'000	2022 \$'000
Income			
Grants and subsidies revenue	4		
Current		10 597	8 553
Capital		-	-
Appropriation	5		
Output		560 395	546 974
Commonwealth (excluding capital appropriation)		480 415	455 322
Sales of goods and services	6	13 458	13 051
Goods and services received free of charge ¹	7		
DCDD services for schools and corporate		28 168	35 276
Schools' repairs and maintenance		32 878	28 711
Department goods and services		2 528	1 533
Gain/(loss) on disposal of assets	8	23	28
Other income	9	2 662	2 022
Total income	3	1 131 124	1 091 470
Expenses			
Employee expenses	10	560 729	553 422
Administrative expenses			
Purchases of goods and services	11	67 948	61 830
Property management ²		13 806	5 237
Depreciation and amortisation	14,21,22,23	59 761	55 575
Services free of charge ¹	7		
DCDD services for schools and corporate		28 168	35 276
Schools' repairs and maintenance		32 878	28 711
Department goods and services		2 528	1 533
Other administrative expenses		458	1 030
Grants and subsidies expenses	12		
Current		430 926	410 879
Capital		2 118	3 031
Finance expenses			
Interest expenses	13	410	399
Total expenses	3	1 199 730	1 156 922
Net surplus/(deficit)		(68 606)	(65 452)
Other comprehensive income			
Items that will not be reclassified to net surplus/deficit			
Asset revaluation reserve	30	20 653	44 775
Transfers from reserves		(46)	-
Total other comprehensive income		20 607	44 775
Comprehensive result	3	(47 999)	(20 677)

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

2 Includes \$10.6 million for the decentralisation of Government Employee Housing from the Department of Territory Families, Housing and Communities to the department.

Note: The Comprehensive Operating Statement is to be read in conjunction with the notes to the financial statements.

Note 37 provides additional information in relation to variances between 2022–23 actuals and original budget.

Balance sheet

As at 30 June 2023

	Note	2023 \$'000	2022 \$'000
Assets			
Current assets			
Cash and deposits	16	50 417	69 586
Receivables	18	12 454	6 043
Inventories	19	167	741
Advances and investments	20	-	-
Total current assets		63 038	76 369
Non-current assets			
Property, plant and equipment	21	1 350 435	1 348 782
Intangibles	23	-	-
Total non-current assets		1 350 435	1 348 782
Total assets		1 413 473	1 425 152
Liabilities			
Current liabilities			
Deposits held	24	1	1
Payables	25	19 803	21 496
Borrowings and advances	26	208	193
Provisions	27	58 227	54 658
Other liabilities	28	742	1 737
Total current liabilities		78 981	78 085
Non-current liabilities			
Borrowings and advances	26	11 543	10 636
Provisions	27	1 729	1 553
Total non-current liabilities		13 272	12 189
Total liabilities		92 253	90 274
Net assets		1 321 220	1 334 878
Equity			
Capital		1 653 657	1 619 315
Asset revaluation reserve	30	330 293	309 640
Accumulated funds		(662 730)	(594 078)
Total equity		1 321 220	1 334 878

Note: The Balance Sheet is to be read in conjunction with the notes to the financial statements.

Note 37 provides additional information in relation to variances between 2022–23 actuals and original budget.

Statement of changes in equity

For the year ended 30 June 2023

	Note	Equity at 1 July \$'000	Comprehensive result \$'000	Transactions with owners in their capacity as owners \$'000	Equity at 30 June \$'000
2022-23					
Accumulated Funds					
Accumulated funds		(594 078)	(68 652)	-	(662 730)
Total Accumulated Funds		(594 078)	(68 652)	-	(662 730)
Reserves					
Asset revaluation reserve	30	309 640	20 653	-	330 293
Capital - Transactions with Owners					
Equity injections					
Capital appropriation		34 010	-	-	34 010
Equity transfers in		1 733 654	-	39 690	1 773 345
Other equity injections		26 363	-	-	26 363
Specific purpose payments		35 365	-	-	35 365
Equity withdrawals					
Capital withdrawals		(133 661)	-	(5 349)	(139 010)
Equity transfers out		(76 415)	-	-	(76 415)
Total Capital - Transactions with Owners		1 619 316	-	34 341	1 653 657
Total Equity at End of Financial Year		1 334 878	47 999	34 341	1 321 220
2021-22					
Accumulated Funds					
Accumulated funds		(528 626)	(65 452)	-	(594 078)
Total Accumulated Funds		(528 626)	(65 452)	-	(594 078)
Reserves					
Asset revaluation reserve	30	264 865	44 775	-	309 640
Capital - Transactions with Owners					
Equity injections					
Capital appropriation		34 010	-	-	34 010
Equity transfers in		1 673 754	-	59 900	1 733 654
Other equity injections		26 363	-	-	26 363
Specific purpose payments		35 365	-	-	35 365
Equity withdrawals					
Capital withdrawals		(130 678)	-	(2 983)	(133 661)
Equity transfers out		(76 415)	-	-	(76 415)
Total Capital - Transactions with Owners		1 562 399	-	56 917	1 619 316
Total Equity at End of Financial Year		1 298 638	(20 677)	56 917	1 334 878

Note: The Statement of Changes in Equity is to be read in conjunction with the notes to the financial statements.

Note 37 provides additional information in relation to variances between 2022-23 actuals and original budget.

Cash flow statement

For the year ended 30 June 2023

	Note	2023 \$'000	2022 \$'000
Cash flows from operating activities			
Operating Receipts			
Grants and subsidies received			
Current		10 597	8 553
Capital		-	-
Appropriation			
Output		560 395	546 974
Commonwealth		474 211	456 322
Receipts from sales of goods and services ¹		21 417	22 629
Total Operating Receipts		1 066 620	1 034 478
Operating Payments			
Payments to employees		558 521	549 056
Payments for goods and services ²		88 274	74 601
Grants and subsidies paid			
Current	12	430 926	410 879
Capital		2 118	3 031
Interest paid		410	399
Total Operating Payments		1 080 249	1 037 966
Net Cash From/(Used in) Operating Activities	17	(13 629)	(3 488)
Cash flows from investing activities			
Investing Receipts			
Proceeds from asset sales	8	23	29
Repayment of advances		-	-
Total Investing Receipts		23	29
Investing Payments			
Purchases of non-financial assets		-	169
Advances and investing payments		-	-
Total Investing Payments		-	169
Net Cash From/(Used in) Investing Activities		23	(140)
Cash flows from financing activities			
Financing Receipts			
Deposits received		-	-
Equity injections			
Capital appropriation		-	-
Commonwealth appropriation		-	-
Other equity injections		-	-
Total Financing Receipts		-	-
Financing Payments			
Lease liability payments		215	187
Equity withdrawals ³		5 349	2 983
Total Financing Payments		5 564	3 170
Net Cash From/(Used in) Financing Activities	17	(5 564)	(3 170)
Net increase/(decrease) in cash held		(19 169)	(6 797)
Cash at beginning of financial year		69 586	76 383
Cash at end of financial year	16	50 417	69 586

Note: The Cash Flow Statement is to be read in conjunction with the notes to the financial statements
Note 37 provides additional information in relation to variances between 2022-23 actuals and original budget.

- Includes GST recoverable from the ATO and contributions received during the year from schools to supplement centrally held school budgets.
- Includes \$10.6 million for the decentralisation of Government Employee Housing from the Department of Territory Families, Housing and Communities to the department.
- Includes the transfer of funding to the Department of Corporate and Digital Development to provide information technology and other services.

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Notes to the financial statements

1. Objectives and funding

Our ambition is to ensure that every child in the NT has the best start in life and, through early learning and school education, gains a bright future. Additional information in relation to the department and its principal activities may be found in earlier sections of this report.

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 3 output groups as follows:

1. Government Education
2. Non-government Education
3. Corporate and Governance.

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

2. Statement of significant accounting policies

a) Statement of compliance

The financial statements have been prepared in accordance with the requirements of the *Financial Management Act 1995* and related Treasurer's Directions. 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.

b) Basis of accounting

The financial statements have been prepared using the accrual basis of accounting, which recognises the effect of financial transactions and events when they occur, rather than when cash is paid out or received. As part of the preparation of the financial statements, all intra department transactions and balances have been eliminated.

Except where stated, the financial statements have also been prepared in accordance with the historical cost convention.

The form of the department's financial statements is also consistent with the requirements of Australian Accounting Standards. The effects of all relevant new and revised standards and interpretations issued by the Australian Accounting Standards Board (AASB) that are effective for the current annual reporting period have been evaluated.

Standards and interpretations effective from 2022–23 financial year

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

Standards and interpretations issued but not yet effective

No Australian Accounting Standards have been adopted early for 2022–23 financial year.

Several other amending standards and AASB interpretations have been issued that apply to future reporting periods but are considered to have limited impact on public sector reporting.

c) Reporting entity

The financial statements cover the department as an individual reporting entity. The Department of Education is an NT department established under the *Interpretation Act 1978* and *Administrative Arrangements Order*.

The principal place of business of the department is 55–59 Mitchell Street, Darwin.

d) 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 35 – Schedule of Administered Territory Items.

2. Statement of significant accounting policies (continued)

e) Comparatives

Where necessary, comparative information for the 2021–22 financial year has been reclassified to provide consistency with current year disclosures.

f) 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.

g) Changes in accounting policies

There have been no changes to accounting policies adopted in the 2022–23 financial year as a result of management decisions.

h) Accounting judgements and estimates

The preparation of the financial report requires the making of judgements and estimates that affect the recognised amounts of assets, liabilities, revenues and expenses and the disclosure of contingent liabilities. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis for making judgements about the carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

Judgements and estimates that have significant effects on the financial statements are disclosed in the relevant notes to the financial statements.

i) Goods and services tax

Income, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred on a purchase of goods and services is not recoverable from the Australian Taxation Office (ATO). In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of the expense.

Receivables and payables are stated with the amount of GST included. The net amount of GST recoverable from or payable to the ATO, is included as part of receivables or payables in the Balance Sheet.

Cash flows are included in the Cash Flow Statement on a gross basis. The GST components of cash flows arising from investing and financing activities, which are recoverable from or payable to the ATO, are classified as operating cash flows. Commitments and contingencies are disclosed net of the amount of GST recoverable or payable unless otherwise specified. Gross GST recoverable on commitments is disclosed separately in the commitments note.

j) 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.

3. Comprehensive Operating Statement by output group

		Government Education		Non-government Education		Corporate and Governance		Total	
	Note	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000
Income									
Grants and subsidies revenue	4								
Current		10 586	8 542	11	11	-	-	10 597	8 553
Capital		-	-	-	-	-	-	-	-
Appropriation	5								
Output		471 833	466 262	56 569	53 571	31 993	27 141	560 395	546 974
Commonwealth		236 358	238 988	244 057	216 334	-	-	480 415	455 322
Sales of goods and services	6	12 914	12 245	303	654	241	152	13 458	13 051
Goods and services received free of charge ¹	7								
DCDD services for schools and corporate		-	-	-	-	28 168	35 276	28 168	35 276
Schools' repairs and maintenance		-	-	-	-	32 878	28 711	32 878	28 711
Department goods and services		-	-	-	-	2 528	1 533	2 528	1 533
Gain on disposal of assets	8	-	28	-	-	23	-	23	28
Other income	9	389	212	12	17	2 261	1 793	2 662	2 022
Total income		732 080	726 277	300 952	270 587	98 091	94 606	1 131 124	1 091 470
Expenses									
Employee expenses	10	527 594	526 563	5 342	4 651	27 793	22 208	560 729	553 422
Administrative expenses									
Purchases of goods and services	11	56 503	53 596	6 314	3 246	5 131	4 988	67 948	61 830
Property management ²		13 022	4 571	13	12	771	654	13 806	5 237
Depreciation and amortisation	14, 21, 22,23	59 761	55 553	-	-	-	22	59 761	55 575
Services free of charge ¹	7								
DCDD services for schools and corporate		-	-	-	-	28 168	35 276	28 168	35 276
Schools' repairs and maintenance		-	-	-	-	32 878	28 711	32 878	28 711
Department goods and services		-	-	-	-	2 528	1 533	2 528	1 533
Other administrative expenses		143	1 283	-	-	315	(253)	458	1 030
Grants and subsidies expenses	12								
Current		143 982	150 221	286 579	259 768	365	890	430 926	410 879
Capital		-	-	1 845	3 031	273	-	2 118	3 031
Finance expenses									
Interest expenses	13	410	399	-	-	-	-	410	399
Total expenses		801 415	792 186	300 093	270 708	98 222	94 029	1 199 730	1 156 922
Net surplus/(deficit)		(69 335)	(65 909)	859	(121)	(131)	577	(68 606)	(65 452)
Other comprehensive income									
Items that will not be reclassified to net surplus/deficit									
Asset revaluation reserve	30	20 653	44 775	-	-	-	-	20 653	44 775
Transfers from reserves		(46)	-	-	-	-	-	(46)	-
Total other comprehensive income	20 607	44 775	-	-	-	-	-	20 607	44 775
Comprehensive result		(48 728)	(21 134)	84 725	(121)	(32 124)	577	(47 999)	(20 677)

Note: This Comprehensive Operating Statement by Output Group is to be read in conjunction with the notes to the financial statements.

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

2 Includes \$10.6 million for the decentralisation of Government Employee Housing from the Department of Territory Families, Housing and Communities to the department.

3. Comprehensive Operating Statement by output group (continued)

The Department of Education is predominantly funded by parliamentary appropriations for the provision of outputs. Outputs are the services provided or goods produced by an agency for users external to the agency. They support the delivery of the agency'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 agency.

Income

Income encompasses both revenue and gains.

Income is recognised at the fair value of the consideration received, exclusive of the amount of GST. Exchanges of goods or services of the same nature and value without any cash consideration being exchanged are not recognised as income.

4. Income grants and subsidies revenue

	2023			2022		
	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000
Current grants	-	10 597	10 597	-	8 553	8 553
Capital grants	-	-	-	-	-	-
Total grants and subsidies revenue	-	10 597	10 597	-	8 553	8 553

Grants revenue is recognised at fair value exclusive of the amount of GST.

Where a grant agreement is enforceable and has sufficiently specific performance obligations for the department to transfer goods or services to the grantor or a third-party beneficiary, the transaction is accounted for under AASB 15. In this case, revenue is initially deferred as a contract liability when received in advance and recognised as or when the performance obligations are satisfied. 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.

A financing component for consideration is only recognised if it is significant to the contract and the period between the transfer of goods and services and receipt of consideration is more than one year. For the 2022-23 and 2021-22 reporting periods, there were no adjustments for the effects of a significant financing component.

Where grant agreements do not meet the criteria above, it is accounted for under AASB 1058, and income is recognised on receipt of funding except for capital grants revenue received for the purchase or construction of non-financial assets to be controlled by the department. Capital grants with enforceable contracts and sufficiently specific obligations are recognised as an unearned revenue liability when received and subsequently recognised progressively as revenue as or when the department satisfies its obligations under the agreement. Where a non-financial asset is purchased, revenue is recognised at the point in time the asset is acquired and control transfers to the department.

For constructed assets, revenue is recognised over time using the percentage of completion method, measured as the costs incurred as a proportion of estimated total project costs.

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.

	2023			2022		
	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000
Output	-	560 395	560 395	-	546 974	546 974
Commonwealth	22 733	457 682	480 415	22 743	432 579	455 322
Total appropriation in the operating statement	22 733	1 018 077	1 040 810	22 743	979 553	1 002 296

Appropriation recorded in the cashflow statement includes capital appropriation and Commonwealth capital appropriation received for the delivery of assets to be retained by the agency.

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 appropriation follows from the intergovernmental agreement on federal financial relations, resulting in specific purpose payments (SPPs) and national partnership (NP) payments 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 appropriation received has an enforceable contract with sufficiently specific performance obligations as defined in AASB 15, 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 agency gains control of the funds.

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.

	2023 \$'000	2022 \$'000
Type of goods and services:		
Service delivery	22 733	22 743
Total revenue from contracts with customers	22 733	22 743
Type of customer:		
Australian Government entities	22 733	22 743
Total revenue from contracts with customers	22 733	22 743
Timing of transfer of goods and services:		
Point in time	22 733	22 743
Total revenue from contracts with customers	22 733	22 743

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 (2022–2023) Act 2022* with revised appropriations as reported in 2023–24 Budget Paper No. 3 Agency Budget Statements and the final end-of-year appropriation.

The changes within this table relate only to appropriation and do not include agency revenue (for example, goods and services revenue and grants received directly by the agency) or expenditure. Refer to Note 37, budgetary information for detailed information on variations to the agency's actual outcome compared to budget for revenue and expenses.

	Original 2022–23 budget appropriation \$'000	Revised 2022–23 budget appropriation \$'000	Change to budget appropriation \$'000	Note	Final budget appropriation \$'000	Change to budget appropriation \$'000	Note
Output	549 426	547 325	(2 101)	1	560 395	13 070	3
Commonwealth	480 002	481 702	1 700	2	468 632	(13 070)	4
Total appropriation	1 029 428	1 029 027	(401)		1 029 027	-	-

5. Appropriation (continued)

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

Commonwealth appropriation reflects funding anticipated to be received from the Commonwealth for both operational and capital purposes. As Commonwealth appropriations are largely recognised as or when performance obligations are satisfied, the actual amounts receipted by the Department of Education 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.

Notes:

1. Decrease in output appropriation of \$2.1 million due to the transfer of \$1.5 million for the Barkly Regional Deal program budget to 2024–25, to align with program delivery and budget transfers to other agencies for the People Matter Survey, NTPS Mentally Healthy Workplaces Framework and leased properties.
2. Increase in the revised Australian Government National School Reform Agreement funding of \$1.7 million in 2022–23.
3. Reflects the transfer of \$13.1 million from the Department of Infrastructure Planning and Logistics (DIPL) for school facilities.
4. The decrease reflects the transfer of Australian Government funding to DIPL of \$13.1 million for infrastructure works in schools.

6. Sales of goods and services

	2023			2022		
	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000
Other goods and service revenue	12 387	1 071	13 458	12 916	135	13 051
Total sales of goods and services	12 387	1 071	13 458	12 916	135	13 051

Other goods and service revenue

Rendering of services

Revenue from rendering of services is recognised when the department satisfies the performance obligation by transferring the promised services. Services provided by the department include educational services provided to international students and the employment of staff under NT Public Sector conditions, which are funded by school contributions. The department typically satisfies its performance obligations when school staff are employed and educational services are provided to individuals.

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.

	2023 \$'000	2022 \$'000
Type of good and service:		
Service delivery	12 387	12 916
Total revenue from contracts with customers	12 387	12 916
Type of customer:		
Non-government entities	12 387	12 916
Total revenue from contracts with customers	12 387	12 916
Timing of transfer of goods and services:		
Over time	12 387	12 916
Total revenue from contracts with customers	12 387	12 916

7. Goods and services received free of charge

	2023 \$'000	2022 \$'000
Corporate and Digital Development	28 168	35 276
Repairs and maintenance ¹	32 878	28 711
Department goods and services	2 528	1 532
Total goods and services received free of charge	63 574	65 520

1 Includes R&M expenditure increased in 2022–23 as program delivery adjusted to pre COVID-19 levels.

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 either revenue or gains, depending on their nature.

Repairs and maintenance expenses incurred on the department's assets and costs associated with administration of these expenses are centralised in the Department of Infrastructure, Planning and Logistics 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
- procurement services
- property leasing services.

Output appropriation is provided directly to the Department of Infrastructure, Planning and Logistics and the Department of Corporate and Digital Development to undertake services on behalf of the department. The notional value of these services is shown in both services free of charge revenue and corresponding expense.

8. Gain/(loss) on disposal of assets

	2023 \$'000	2022 \$'000
Net proceeds from the disposal of non-current assets	23	28
Less: Carrying value of non-current assets disposed	-	-
Gain/(loss) on the disposal of non-current assets	23	28
Proceeds from sale of minor assets	-	-
Total gain/(loss) on disposal of assets	23	28

9. Other income

	2023			2022		
	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000	Revenue from contracts with customers \$'000	Other \$'000	Total \$'000
Other income	217	2 445	2 662	395	1 627	2 022
Total other income	217	2 445	2 662	395	1 627	2 022

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.

9. Other income (continued)

	2023 \$'000	2022 \$'000
Type of good and service:		
Service delivery	20	395
Other	197	-
Total revenue from contracts with customers	217	395
Type of customer:		
Australian Government entities	-	167
State and Territory Government	-	1
Non-government entities	217	227
Total revenue from contracts with customers	217	395
Timing of transfer of goods and services:		
Over time	217	395
Total revenue from contracts with customers	217	395

Expenses

10. Employee expenses

	2023 \$'000	2022 \$'000
Salaries and related expenses	477 654	474 825
Payroll tax	28 304	27 854
Fringe benefits tax	3 339	3 404
Superannuation expenses	51 432	47 339
Total employee expenses¹	560 729	553 422

1 The increase in total employee expenses was primarily due the uplift associated with the new enterprise agreements.

11. Purchases of goods and services

	2023 \$'000	2022 \$'000
The net surplus/(deficit) has been arrived at after charging the following expenses:		
Goods and services expenses:		
Consultants ¹	6 310	5 059
Advertising ²	48	17
Marketing and promotion ³	410	302
Document production	1 235	1 471
Legal expenses ⁴	424	1 266
Recruitment ⁵	4 243	3 812
Training and study	2 550	2 621
Official duty fares	2 583	1 828
Travelling allowance	1 296	1 008
Information technology charges, hardware and software ⁶	16 617	14 063
Motor vehicles	6 126	6 111
Relocations	2 116	2 841
Insurance premiums – workers compensation	7 585	6 920
Communications	1 278	1 247
Consumables/general	2 465	4 804
Agency service arrangements ⁷	8 029	5 018
Other goods and services ⁸	4 633	3 442
Total purchases of goods and services	67 948	61 830

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 2021–22

7 Includes the School Based Policing program and other service arrangements.

8 Includes audit fees, accommodation, entertainment/hospitality, 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.

12. Grants and subsidies expenses

a) Current grant and subsidy expense

	2023 \$'000	2022 \$'000
Current grant		
Private and not-for-profit sector	287 789	258 695
Grants to other sectors of government	117 999	124 117
Other	11 849	14 552
Total current grants	417 637	397 364
Subsidy		
Private and not-for-profit sector	13 162	13 286
Grants to other sectors of government	101	171
Local government	21	-
Other	5	58
Total subsidies	13 289	13 515
Total current grant and subsidy expense	430 926	410 879

12. Grants and subsidies expenses (continued)

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, including National School Reform Agreement funding passed on from the Australian Government and operational grants to government schools predominantly via the School Resourcing Model used to meet their operating costs. Payments were also provided to tertiary education providers and non-government organisations for community-based special educational programs, engagement and mentoring programs, and educational support programs.

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

	2023 \$'000	2022 \$'000
Capital grants		
Local government	7	-
Private and not-for-profit sector	2 111	3 031
Total capital grants	2 118	3 031

Capital grant expenses are transfers made to a recipient for the purpose of acquiring or constructing 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 payments made to the non-government school sector for capital subsidies.

Capital grant expenses are recognised in the reporting period in which they are paid or payable, exclusive of the amount of GST. Where an existing agency asset is transferred to a recipient, the transaction is recognised when the agency transfers control of asset to the recipient.

13. Interest expenses

	2023 \$'000	2022 \$'000
Interest from lease liabilities	410	399
Total interest expenses	410	399

Interest expenses consist of interest and other costs incurred in connection with the borrowing of funds. It includes interest on lease liabilities.

14. Depreciation and amortisation

	2023 \$'000	2022 \$'000
Buildings	58 931	54 739
Plant and equipment	340	352
Leased land	336	319
Computer software	-	8
Transport equipment	154	157
Total depreciation and amortisation	59 761	55 575

15. 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			
	2023 \$'000	No. of trans.	2022 \$'000	No. of trans.	2023 \$'000	No. of trans.	2022 \$'000	No. of trans.
Authorised under the <i>Financial Management Act 1995</i>								
<i>Write-offs, postponements and waivers approved by the Treasurer</i>								
Write-offs, postponements and waivers due to COVID-19	-	-	-	-	-	-	-	-
Irrecoverable amounts payable to the Territory or a department written off ¹	20	4	153	21	-	-	-	-
Losses or deficiencies of money written off	-	-	-	-	-	-	-	-
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	-	-	77	4	-	-	-	-
Total write-offs, postponements and waivers approved by the Treasurer	20	4	230	25	-	-	-	-
<i>Write-offs, postponements and waivers approved by delegates</i>								
Irrecoverable amounts payable to the Territory or a department written off ¹	4	5	37	85	-	-	-	-
Losses or deficiencies of money written off	-	-	-	-	-	-	-	-
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	4	5	37	85	-	-	-	-
Total write-offs, postponements and waivers	24	9	267	110	-	-	-	-
Gifts approved by the Treasurer	-	-	-	-	-	-	-	-
Gifts approved by delegate	-	-	-	-	-	-	-	-
Total gifts	-	-	-	-	-	-	-	-
Ex-gratia payments	-	-	-	-	-	-	-	-
Total authorised under the <i>Financial Management Act 1995</i>	-	-	-	-	-	-	-	-
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.

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, it 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.

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.

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

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

16. Cash and deposits

	2023 \$'000	2022 \$'000
Cash on hand	-	-
Cash at bank	50 417	69 586
	50 417	69 586

For the purposes of the Balance Sheet and the Cash Flow Statement, cash includes cash on hand and cash at bank. Cash at bank includes monies held in the Accountable Officer's Trust Account (AOTA) that are ultimately payable to the beneficial owner – refer also to Note 24.

17. Cash flow reconciliation

a) Reconciliation of cash

	2023 \$'000	2022 \$'000
The total of department 'cash and deposits' of \$50 417 million recorded in the Balance Sheet is consistent with that recorded as 'cash' in the Cash Flow Statement.		
Reconciliation of Net Surplus/(Deficit) to Net Cash from Operating Activities		
Net Surplus/(Deficit)	(68 606)	(65 452)
Non-cash items:		
Depreciation and amortisation	59 761	55 575
Asset write-offs/write-downs	118	1 020
Asset donations/gifts	-	-
(Gain)/loss on disposal of assets	(23)	(28)
Purchases of Goods and Services – Non-Cash	478	-
Changes in assets and liabilities:		
Decrease/(Increase) in receivables	(6 412)	(400)
Decrease/(Increase) in inventories	-	(1 211)
(Decrease)/Increase in payables	(1 693)	7 651
(Decrease)/Increase in provision for employee benefits	2 995	(1 759)
(Decrease)/Increase in other provisions	749	148
(Decrease)/Increase in other liabilities	(995)	968
Net Cash from/(used in) Operating Activities	(13 628)	(3 488)

17. Cash flow reconciliation (continued)

b) Reconciliation of liabilities arising from financing activities

	Cash flows					Other		30 June
	1 July \$'000	Deposits received	Lease liabilities repayments	Other	Total cash flows	Other	Total other	
2022-23								
Deposits held	1	-	-	-	-	-	-	1
Borrowings and advances	10 829	-	(215)	-	(215)	1 138	1 138	11 752
Provisions	56 211	-	-	3 745	3 745	-	-	59 956
Equity injections/ withdrawals	-	-	-	(5 349)	(5 349)	39 690	39 690	34 341
Total	67 041	-	(215)	(1 604)	(1 819)	40 828	40 828	106 050

	Cash flows					Other		30 June
	1 July \$'000	Deposits received	Lease liabilities repayments	Other	Total cash flows	Other	Total other	
2021-22								
Deposits held	1	-	-	-	-	-	-	1
Borrowings and advances	10 754	-	(187)	-	(187)	262	262	10 829
Provisions	57 822	-	-	(1 611)	(1 611)	-	-	56 211
Equity injections/ withdrawals	-	-	-	(2 983)	(2 983)	59 900	59 900	56 917
Total	68 577	-	(187)	(4 594)	(4 781)	60 162	60 162	123 958

c) Non-cash financing and investing activities

Lease transactions

During the financial year, the department had not recorded any new right-of-use asset for the lease of land.

18. Receivables

	2023 \$'000	2022 \$'000
Current		
Accounts receivable	2 633	3 011
Less: Loss allowance	(640)	(324)
	1 994	2 687
Contract receivables	5 204	-
Less: Loss allowance	-	-
	5 204	-
GST receivables	951	1 172
Prepayments	2 191	2 184
Other receivables	2 115	-
	5 257	3 356
Total receivables	12 454	6 043

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 contract revenue and other receivables.

Receivables are subsequently measured at amortised cost using the effective interest method, less any impairments.

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.

18. Receivables (continued)

Accrued contract revenue

Accrued contract revenue relates to the department's right to consideration in exchange for works completed but not invoiced at the reporting date. Once the department's rights to payment becomes unconditional, usually on issue of an invoice, accrued contract revenue balances are reclassified as contract receivables. Accrued revenue that does not arise from contracts with customers are reported as part of other receivables.

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 agency's credit risk exposure has not materially changed due to minimal business disruption experienced as a result of COVID-19. There is no material impact on the agency's expected credit losses due to COVID-19.

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 NT Government, such as other agencies, government business divisions and government-owned corporations. External receivables reflect amounts owing from third parties that are external to the NT Government.

Aging analysis

	2023				2022			
	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	8	-	-	-	6	-	-	-
Overdue for less than 30 days	-	-	-	-	-	-	-	-
Overdue for 30 to 60 days	-	-	-	-	-	-	-	-
Overdue for more than 60 days	-	-	-	-	-	-	-	-
Total internal receivables	8	-	-	-	6	-	-	-
External receivables								
Not overdue	1 410	6.0%	84	1 326	1 758	3.5%	61	1 697
Overdue for less than 30 days	147	2.7%	4	144	374	1.1%	4	370
Overdue for 30 to 60 days	16	12.5%	2	15	51	15.7%	8	43
Overdue for more than 60 days ²	1 060	51.9%	550	509	828	30.2%	251	577
Total external receivables	2 633	24.3%	640	1 994	3 011	10.7%	324	2 687

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.

2 Debt management procedures and repayment plans are in place to recover outstanding receivables.

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.

18. Receivables (continued)

Reconciliation of loss allowance for receivables

	2023 \$'000	2022 \$'000
Internal receivables¹		
Opening balance	6	5
Written off during the year	-	-
Recovered during the year	(6)	(5)
Increase/decrease in allowance recognised in profit or loss	8	6
Total internal receivables	8	6
External receivables		
Opening balance	324	581
Written off during the year	(24)	(267)
Recovered during the year	-	-
Increase/decrease in allowance recognised in profit or loss	340	10
Total external receivables	640	324

1 Internal receivables relate to entities controlled by the NTG (entities listed in the Treasurer's Annual Financial Report (TAFR) 2021–22 Note 48: Details of controlled entities at reporting date), whereas external receivables are from parties external to the NTG.

19. Inventories

	2023 \$'000	2022 \$'000
Inventories held for distribution		
At cost	264	1 211
At current replacement cost	167	741
Total inventories	167	741

Inventories include assets held either for sale (general inventories) or distribution at no or nominal consideration in the ordinary course of business operations.

General inventories are valued at the lower of cost and net realisable value, while those held for distribution are carried at the lower of cost and current replacement cost. Cost of inventories includes all costs associated with bringing the inventories to their present location and condition. When inventories are acquired at no or nominal consideration, the cost will be the current replacement cost at date of acquisition.

The cost of inventories are assigned using a mixture of first in, first out or weighted average cost formula, or using specific identification of their individual costs.

Inventory held for distribution is regularly assessed for obsolescence and loss.

During the year, the department was required to write-down \$0.097 million of inventory held for distribution due to a decline in the market price for the rapid antigen tests.

20. Advances and investments

The department had no advances paid, equity accounted investments and investments in shares for the 2022–23 financial year.

21. Property, plant and equipment

a) Total property, plant and equipment

	2023 \$'000	2022 \$'000
Land		
At fair value	113 264	112 126
	113 264	112 126
Leased land¹		
At capitalised cost	13 300	12 163
Less: Accumulated amortisation	(2 479)	(2 143)
	10 821	10 020
Buildings		
At fair value	2 621 959	2 630 306
Less: Accumulated depreciation	(1 398 740)	(1 407 294)
	1 223 220	1 223 012
Plant and equipment		
At fair value	13 357	13 357
Less: Accumulated depreciation	(10 702)	(10 362)
	2 655	2 995
Transport equipment		
At capitalised cost	2 735	2 793
Less: Accumulated depreciation	(2 260)	(2 164)
	475	629
Total property, plant and equipment	1 350 435	1 348 782

Note: Computer software is classified as an intangible asset and reported in Note 23.

1 Relates to concessionary leases, which are right-of-use assets under leases that have significantly below-market terms and conditions principally to enable the department to further its objectives.

21. Property, plant and equipment (continued)

a) 2023 Reconciliation of carrying amount of property, plant and equipment

Property, plant and equipment includes right-of-use assets under AASB 16 Leases. Further information on right-of-use assets is disclosed in Note 22. A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of the year is set out below:

2023

	Land \$'000	Leased land \$'000	Buildings \$'000	Plant and equipment \$'000	Transport equipment \$'000	Total \$'000
Carrying amount as at 1 July 2022	112 126	10 020	1 223 012	2 995	629	1 348 782
Additions	1 915	-	39 669	-	-	41 584
Disposals	-	-	-	-	-	-
Depreciation/amortisation expense	-	(336)	(58 931)	(340)	(154)	(59 761)
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/(disposals) from asset transfers	-	-	-	-	-	-
Revaluation increments/(decrements)	(777)	1 137	19 469	-	-	19 829
Other adjustments	-	-	-	-	-	-
Carrying amount as at 30 June 2023	113 264	10 821	1 223 220	2 655	475	1 350 435

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

2022

	Land \$'000	Leased land \$'000	Buildings \$'000	Plant and equipment \$'000	Transport equipment \$'000	Total \$'000
Carrying amount as at 1 July 2021	110 101	10 078	1 178 444	385	786	1 299 795
Additions	-	-	56 557	169	-	56 726
Disposals	-	-	-	-	-	-
Depreciation/amortisation expense	-	(319)	(54 739)	(352)	(157)	(55 567)
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/(disposals) from asset transfers	-	-	-	2 793	-	2 793
Revaluation increments/(decrements)	2 025	261	42 750	-	-	45 036
Other adjustments	-	-	-	-	-	-
Carrying amount as at 30 June 2022	112 126	10 020	1 223 012	2 995	629	1 348 782

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

21. Property, plant and equipment (continued)

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

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:

2023

	Land \$'000	Leased land \$'000	Buildings \$'000	Plant and equipment \$'000	Transport equipment \$'000	Total \$'000
Carrying amount as at 1 July 2022	112 126	10 020	1 203 816	2 995	629	1 329 586
Additions	1 915	-	39 669	-	-	41 584
Disposals	-	-	-	-	-	-
Depreciation/amortisation expense	-	(336)	(58 285)	(340)	(154)	(59 115)
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/(disposals) from asset transfers	-	-	-	-	-	-
Revaluation increments/(decrements)	(777)	1 137	19 735	-	-	20 095
Impairment losses	-	-	-	-	-	-
Impairment losses reversed	-	-	-	-	-	-
Other movements	-	-	-	-	-	-
Carrying amount as at 30 June 2023	113 264	10 821	1 204 935	2 655	475	1 332 150

2022

	Land \$'000	Leased land \$'000	Buildings \$'000	Plant and equipment \$'000	Transport equipment \$'000	Total \$'000
Carrying amount as at 1 July 2021	110 101	10 078	1 158 601	385	786	1 279 951
Additions	-	-	56 557	169	-	56 726
Disposals	-	-	-	-	-	-
Depreciation/amortisation expense	-	(319)	(54 092)	(352)	(157)	(54 920)
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/(disposals) from asset transfers	-	-	-	2 793	-	2 793
Revaluation increments/(decrements)	2 025	261	42 750	-	-	45 036
Impairment losses	-	-	-	-	-	-
Impairment losses reversed	-	-	-	-	-	-
Other movements	-	-	-	-	-	-
Carrying amount as at 30 June 2022	112 126	10 020	1 203 816	2 995	629	1 203 816

21. Property, plant and equipment (continued)

c) Reconciliation of property, plant and equipment where the department 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:

2023

	Land \$'000	Leased land \$'000	Buildings \$'000	Plant and equipment \$'000	Transport equipment \$'000	Total \$'000
Carrying amount as at 1 July 2022	-	-	19 197	-	-	19 197
Additions	-	-	-	-	-	-
Disposals	-	-	-	-	-	-
Depreciation/amortisation expense	-	-	(646)	-	-	(646)
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/(disposals) from asset transfers	-	-	-	-	-	-
Revaluation increments/(decrements)	-	-	(266)	-	-	(266)
Impairment losses	-	-	-	-	-	-
Impairment losses reversed	-	-	-	-	-	-
Other movements	-	-	-	-	-	-
Carrying amount as at 30 June 2023	-	-	18 285	-	-	18 285

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

2022

	Land \$'000	Leased land \$'000	Buildings \$'000	Plant and equipment \$'000	Transport equipment \$'000	Total \$'000
Carrying amount as at 1 July 2021	-	-	19 843	-	-	19 843
Additions	-	-	-	-	-	-
Disposals	-	-	-	-	-	-
Depreciation/amortisation expense	-	-	(646)	-	-	(646)
Additions/disposals from administrative restructuring	-	-	-	-	-	-
Additions/(disposals) from asset transfers	-	-	-	-	-	-
Revaluation increments/(decrements)	-	-	-	-	-	-
Impairment losses	-	-	-	-	-	-
Impairment losses reversed	-	-	-	-	-	-
Other movements	-	-	-	-	-	-
Carrying amount as at 30 June 2022	-	-	19 197	-	-	19 197

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

Acquisitions

Property, plant and equipment are initially recognised at cost and subsequently revalued at fair value less accumulated depreciation and impairment. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other accounting standards.

All 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.

The construction cost of property, plant and equipment includes the cost of materials and direct labour, and an appropriate proportion of fixed and variable overheads.

21. Property, plant and equipment (continued)

Complex assets

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

Subsequent additional costs

Costs incurred on property, plant and equipment subsequent to initial acquisition are capitalised when it is probable that future economic benefits in excess of the originally assessed performance of the asset will flow to the department in future years. Where these costs represent separate components of a complex asset, they are accounted for as separate assets and separately depreciated over their expected useful lives.

Construction (work in progress)

As part of the financial management framework, the Department of Infrastructure, Planning and Logistics 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 Infrastructure, Planning and Logistics, 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.

Revaluations and impairment

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.

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.

For right-of-use assets, the net present value of the remaining lease payments is often an appropriate proxy for the fair value of relevant right-of-use assets at the time of initial recognition. Subsequently, right-of-use assets are stated at cost less depreciation, which is deemed to equate to fair value.

For right-of-use assets under leases that have significantly below-market terms and conditions principally to enable the department to further its objectives, the department has elected to measure the asset at cost. These right-of-use assets are not subject to revaluation.

The latest revaluations as at 30 June 2023 were independently conducted. The valuer was Herron Todd White. Refer to Note 31: Fair value for additional disclosures. The revaluation was based on either market value or fair value, which was assessed with reference to the assets' replacement cost less accumulated depreciation where there was no established, identifiable market for the asset.

Impairment of assets

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

Non-current physical department assets are assessed for indicators of impairment on an annual basis. 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 that 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 change in the assumptions used to determine the asset's recoverable amount. Where an impairment loss is subsequently reversed, 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. A reversal of an impairment loss is recognised in the Comprehensive Operating Statement as income, unless the asset is carried at a revalued amount, in which case the impairment reversal results in an increase in the asset revaluation surplus. Note 30 provides additional information in relation to the asset revaluation surplus.

Department property, plant and equipment assets were assessed for impairment as at 30 June 2023. No material impairment adjustments were required as a result of this review.

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.

Amortisation applies in relation to intangible non-current assets with limited useful lives and is calculated and accounted for in a similar manner to depreciation.

21. Property, plant and equipment (continued)

The estimated useful lives for each class of asset are in accordance with the Treasurer's Directions and are determined as follows:

	2023	2022
Right-of-use-assets ¹	Term of lease	Term of lease
Public buildings	50 years	50 years
Sheds/demountables	10–20 years	10–20 years
Plant and equipment	3–10 years	3–10 years
Computer software	2–5 years	2–5 years
Transport equipment	2–5 years	2–5 years

1 Further information on right-of-use assets is disclosed in Note 19.

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 disclosed above includes the useful lives of right-of-use assets under AASB 16 under AASB 1059. For further detail, refer to Note 22.

22. Department as a lessee

The department leases land. Lease contracts are typically made for fixed periods of 12 to 40 years but may have extension options. Lease terms are negotiated on an individual basis and contain a wide range of different terms and conditions. The lease agreements do not impose any covenants. The department does not provide residual value guarantees in relation to leases.

Extension and termination options are included in a number of land leases. These terms are used to maximise operational flexibility in terms of managing contracts. The majority of extension and termination options held are exercisable only by the department and not by the respective lessor. In determining the lease term, management considers all facts and circumstances that create an economic incentive to exercise an extension option, or not exercise a termination option. Extension options (or periods after termination options) are only included in the lease term if the lease is reasonably certain to be extended (or not terminated).

The department has elected to recognise payments for short-term leases and low-value leases as expenses on a straight-line basis, instead of recognising a right-of-use asset and lease liability. Short-term leases are leases with a lease term of 12 months or less with no purchase option. Low-value assets are assets with a fair value of \$10,000 or less when new and not subject to a sublease arrangement.

Right-of-use asset

The following table presents reconciliation of right-of-use assets included in the carrying amounts of property, plant and equipment at Note 21.

2023

	Leased land \$'000	Total \$'000
Balance as at 1 July 2022	10 020	10 020
Additions	-	-
Disposals	-	-
Depreciation expense	(336)	(336)
Revaluation increments/decrements including re-measurement	1 137	1 137
Carrying amount as at 30 June 2023	10 821	10 821

2022

	Leased land \$'000	Total \$'000
Balance as at 1 July 2021	10 078	10 078
Additions	-	-
Disposals	-	-
Depreciation expense	(319)	(319)
Revaluation increments/decrements including re-measurement	261	261
Carrying amount as at 30 June 2022	10 020	10 020

22. Department as a lessee (continued)

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

	2023 \$'000	2022 \$'000
Depreciation expense of right-of-use assets	336	319
Interest expense on lease liabilities	410	399
Expense relating to short-term leases	18	-
Inter-governmental leases	15 045	5 998
Total amount recognised in the comprehensive operating statement	15 809	6 716

Recognition and measurement

The department assesses at contract inception whether a contract is, or contains, a lease. That is, if the contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration.

The department recognises lease liabilities to make lease payments and right-of-use assets representing the right to use the underlying assets, except for short-term leases and leases of low-value assets.

The department recognises right-of-use assets at the commencement date of the lease (the date the underlying asset is available for use). Right-of-use assets are initially measured at the amount of initial measurement of the lease liability, adjusted by any lease payments made at or before the commencement date and lease incentives, any initial direct costs incurred, and estimated costs of dismantling and removing the asset or restoring the site.

Right-of-use assets are depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the leased land, as follows:

	2023	2022
Leased land	Term of lease	Term of lease

If ownership of the leased asset transfers to the department 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.

The right-of-use assets are subsequently measured at fair value, which approximates costs except for those arising from leases that have significantly below-market terms and conditions principally to enable the department to further its objectives and are also subject to impairment.

The right-of-use assets are subject to re-measurement principles consistent with the lease liability including indexation and market rent review that approximates fair value and only 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.

23. Intangibles

(a) Total intangibles

	2023 \$'000	2022 \$'000
Intangibles with a finite useful life		
Computer software		
At valuation	-	295
Less: accumulated amortisation	-	(295)
Written down value – 30 June	-	-

The department's intangibles comprise of computer software.

The department recognises intangible assets only if it is probable that future economic benefits will flow to the agency and the costs of the asset can be measured reliably. Where an asset is acquired at no or nominal cost, the cost is the fair value as at the date of acquisition.

There is no active market for any of the department's intangible assets. As such, intangible assets are recognised and carried at cost less accumulated amortisation and any accumulated impairment losses.

Intangibles with limited useful lives are amortised using the straight-line method over their estimated useful lives, which reflects the pattern of when expected economic benefits are likely to be realised.

The estimated useful lives for finite intangible assets are determined in accordance with the Treasurer's Directions and are determined as follows:

	2023	2022
Computer software	2–5 years	2–5 years

Intangible assets with finite useful life are assessed for indicators of impairment on an annual basis. If any indicator of impairment exists, the agency determines the asset's recoverable amount. If the recoverable amount is less than its carrying amount, the carrying amount is reduced to recoverable amount and the reduction is recognised as an impairment loss.

Intangible assets with indefinite useful lives are not amortised but are tested for impairment annually. The assessment of indefinite life is reviewed annually to determine whether the indefinite life continues to be supportable. If not, the change in useful life from indefinite to finite is made on a prospective basis.

Department intangible assets were assessed for impairment as at 30 June 2023. No impairment adjustments were required as a result of this review.

(b) Reconciliation of carrying amount of intangibles

	2023 \$'000	2022 \$'000
Intangibles with a finite useful life		
Carrying amount at 1 July	-	8
Depreciation and amortisation	-	(8)
Carrying amount as at 30 June	-	-

Liabilities

24. Deposits held

In accordance with section 7 of the *Financial Management Act 1995*, an Accountable Officer's Trust Account has been established for the receipt of money to be held in trust. A summary of activity is shown below:

	2023 \$'000	2022 \$'000
Accountable officer's trust account	1	1
Total deposits held	1	1

Deposits held mainly comprise key deposits held in the Accountable Officer's Trust Account. Accountable Officer's trust accounts hold trust monies established under legislations held by the department on behalf of others for a specific purpose and not for use in operations of government.

a) Accountable Officer's Trust Account

Accountable Officer's Trust Account balances comprise:

	2023 \$'000	2022 \$'000
Key deposits	1	1
Total Accountable Officer's Trust Account	1	1

25. Payables

	2023 \$'000	2022 \$'000
Accounts payable	2 430	1 712
Accrued salaries and wages	13 763	15 972
Other accrued expenses	3 608	3 812
Other payables	2	-
Total payables	19 803	21 496

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.

26. Borrowings and advances

	2023 \$'000	2022 \$'000
Current		
Lease liabilities	208	193
	208	193
Non-current		
Lease liabilities	11 543	10 636
	11 543	10 636
Total borrowings and advances	11 751	10 829

Loans and advances

Loans and advances are recorded initially at fair value, net of transaction costs. Subsequent to initial recognition, these are measured at amortised cost using the effective interest method. Gains and losses are recognised in net surplus/(deficit) when the liabilities are derecognised as well as through the amortisation process.

Leased 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. Lease payments include:

- fixed payments (including in substance fixed payments) less any lease incentives receivable
- variable lease payments that depend on an index or a rate
- amounts expected to be paid under residual value guarantees
- exercise price of purchase options reasonably certain to be exercised by the department
- payments of penalties for terminating the lease, if the lease term reflects the department exercising the option to terminate.

Variable lease payments that do not depend on an index or a rate 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 NT 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 following table presents liabilities under leases.

	2023 \$'000	2022 \$'000
Balance at 1 July	10 829	10 754
Additions/remeasurements	1 137	261
Interest expenses	410	399
Payments	(625)	(585)
Balance at 30 June	11 751	10 829

The department had total cash outflows for leases of \$0.625 million in 2022–23 (\$0.585 million in 2021–22).

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

	2023		2022	
	Internal \$'000	External \$'000	Internal \$'000	External \$'000
Within one year	3 109	-	3 262	-
Later than one year and not later than five years	5 025	-	5 499	-
Later than five years	84	-	58	-
	8 218	-	8 819	-

27. Provisions

	2023 \$'000	2022 \$'000
Current		
<i>Employee benefits</i>		
Recreation leave	37 590	36 093
Special remote study leave	7 330	6 315
Leave loading	4 411	4 121
Recreational leave fares	200	183
<i>Other current provisions</i>		
Employer superannuation contribution	5 037	4 453
Fringe benefits tax	839	838
Payroll tax	2 819	2 655
Total current	58 227	54 658
Non-current		
<i>Employee benefits</i>		
Special remote study leave	1 729	1 553
Total non-current	1 729	1 553
Total provisions¹	59 956	56 211

1 The increase in total provisions was primarily due to the uplift associated with the new enterprise agreements.

Employee benefits

Provision is made for employee benefits accumulated as a result of employees rendering services up to the reporting date. These benefits include wages and salaries, and recreation leave. 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 therefore no long-service leave liability is recognised in the department's financial statements.

The department employed 4,424 full-time equivalent employees as at 30 June 2023 (4,400 full-time equivalent employees as at 30 June 2022).

27. 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 2023 to reach 20 or 40 points by 30 June 2024.

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 2023.

28. Other liabilities

	2023 \$'000	2022 \$'000
Current		
Unearned contract revenue liability	742	1 737
Total current	742	1 737
Non-current		
Unearned contract revenue liability	-	-
Total non-current	-	-
Total other liabilities	742	1 737

Unearned contract revenue

Unearned contract revenue relates to consideration received in advance from customers in respect of educational services. Unearned contract revenue balances as at 30 June 2023 is \$0.742million (balance at 1 July 2022 was \$1.737 million).

Of the amount included in the unearned contract revenue liability balance as at 1 July 2022, \$1.737 million has been recognised as revenue in 2022–23 financial year.

The department anticipates to recognise as revenue, any liabilities for unsatisfied obligations as at the end of the reporting period in accordance with the time bands below:

	2023 \$'000	2022 \$'000
Not later than one year	742	1 737
Later than one year and not later than 5 years	-	-
Later than 5 years	-	-
Total	742	1 737

Superannuation

Employees' superannuation entitlements are provided through the:

- NT Government and Public Authorities Superannuation Scheme
- Commonwealth Superannuation Scheme
- or non-government employee nominated schemes for those employees commencing on or after 10 August 1999.

The department makes superannuation contributions on behalf of its employees to the Central Holding Authority or non-government employee-nominated schemes. Superannuation liabilities related to government superannuation schemes are held by the Central Holding Authority and therefore are not recognised in the department financial statements.

29. Commitments

Commitments represent future obligations or cash outflows that can be reliably measured and arise out of a contractual arrangement and typically binds the agency to performance conditions. Commitments are not recognised as liabilities on the balance sheet.

Commitments may extend over multiple reporting periods and may result in payment of compensation or return of funds if obligations are breached.

Internal commitments reflect commitments with entities controlled by the NT Government such as other agencies, government business divisions and government owned corporations. External commitments reflect those to third parties that are external to the NT Government.

Disclosures in relation to capital and other commitments are detailed below.

a) Capital expenditure commitments¹

Capital expenditure commitments primarily related to the construction of buildings. These contracts are expected to be payable as follows:

	2023		2022	
	Internal \$'000	External \$'000	Internal \$'000	External \$'000
Within one year	-	-	-	-
Later than one year and not later than 5 years	-	-	-	-
Later than 5 years	-	-	-	-
Total capital commitments (exclusive of GST)	-	-	-	-
Plus: GST recoverable	-	-	-	-
Total capital expenditure commitments (inclusive of GST)				

1 Following the centralisation of infrastructure services to the Department of Infrastructure, Planning and Logistics, and the adoption of AASB 15, capital commitments are now recognised in DIPL's financial statements.

b) Other non-cancellable contract commitments

Other non-cancellable contract commitments predominantly comprise information technology contracts, NT Fleet-leased vehicles and capital subsidy commitments to the non-government school sector.

These contracts are expected to be payable as follows:

	2023		2022	
	Internal \$'000	External \$'000	Internal \$'000	External \$'000
Within one year	26 513	36 158	32 726	31 732
Later than one year and not later than 5 years	22 427	63 293	26 051	44 294
Later than 5 years	84	-	58	273
Total other non-cancellable contract commitments (exclusive of GST)	49 024	99 451	58 835	76 299
Plus: GST recoverable	-	1 903	-	1 532
Total other non-cancellable contract commitments (inclusive of GST)	49 024	101 354	58 835	77 831

Equity

30. Reserves

Asset revaluation surplus

(i) Nature and purpose of the asset revaluation surplus

The asset revaluation surplus includes the net revaluation increments and decrements arising from the revaluation of non-current assets. Impairment adjustments may also be recognised in the asset revaluation surplus.

	Land		Buildings		Total	
	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000
<i>(ii) Movements in the asset revaluation surplus</i>						
Balance as at 1 July	76 491	74 466	233 150	190 400	309 640	264 865
Increment/(decrement)	1 184	2 025	19 469	42 750	20 653	44 775
Balance as at 30 June	77 675	76 491	252 619	233 150	330 293	309 640

Other disclosures

31. 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.

Fair value measurement of a non-financial asset takes into account a market participant's ability to generate economic benefits by using the asset in its highest and best use or by selling it to another market participant that would use the asset in its highest and best use. The highest and best use takes into account the use of the asset that is physically possible, legally permissible and financially feasible.

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 that are 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.

The fair value of financial instruments is determined on the following basis:

- the fair value of cash, deposits, advances, receivables and payables approximates their carrying amount, which is also their amortised cost
- the fair value of derivative financial instruments is derived using current market yields and exchange rates appropriate to the instrument
- the fair value of other monetary financial assets and liabilities is based on discounting to present value the expected future cash flows by applying current market interest rates for assets and liabilities with similar risk profiles.

31. Fair value measurement (continued)

a) Fair value hierarchy

The table below presents assets and liabilities recognised at fair value in the balance sheet categorised by levels of inputs used to compute fair value.

	Level 1		Level 2		Level 3		Total fair value	
	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000
Non-financial assets								
Land (Note 21)	-	-	-	-	124 085	122 146	124 085	122 146
Buildings (Note 21)	-	-	-	-	1 223 220	1 223 012	1 223 220	1 223 012
Plant and equipment (Note 21)	-	-	-	-	2 655	2 995	2 655	2 995
Computer software (Note 23)	-	-	-	-	-	-	-	-
Transport equipment (Note 21)	-	-	-	-	475	629	475	629
Total non-financial assets	-	-	-	-	1 350 435	1 348 782	1 350 435	1 348 782

There were no transfers between level 1 and levels 2 or 3 during the 2022–23 financial year.

b) Valuation techniques and inputs

Valuation techniques used to measure fair value in 2022–23 are:

Asset classes	Level 2 techniques	Level 3 techniques
Land	-	Highest and best use
Buildings	-	Cost approach
Plant and equipment	-	Cost approach
Computer software	-	Cost approach
Transport equipment	-	Cost approach

There were no changes in valuation techniques from 2021–22 to 2022–23.

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, configuration and access are also taken into account. 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.

Level 3 fair values for equipment and computer assets are constrained within NT Government policy requiring assets to be recorded initially at cost. The nature of these assets for the department is such they are generally low value and have short life spans with little opportunity to revalue.

31. Fair value measurement (continued)

c) Additional information for level 3 fair value measurements

(i) Reconciliation of recurring level 3 fair value measurements of non-financial assets

	Land \$'000	Buildings \$'000	Plant and equipment \$'000	Computer software \$'000	Transport equipment \$'000	Total \$'000
2022-23						
Fair value as at 1 July 2022	122 146	1 223 012	2 995	-	629	1 348 782
Additions	1 915	39 669	-	-	-	41 584
Disposals	-	-	-	-	-	-
Transfers in/out	-	-	-	-	-	-
Depreciation/amortisation	(336)	(58 931)	(340)	-	(154)	(59 761)
Remeasurement of leases	1 137	-	-	-	-	1 137
Transfers from level 2	-	-	-	-	-	-
Transfers to level 2	-	-	-	-	-	-
Gains/(losses) recognised in net surplus/(deficit)	-	-	-	-	-	-
Gains/(losses) recognised in other comprehensive income	(777)	19 469	-	-	-	18 692
Fair value as at 30 June 2023	124 085	1 223 220	2 655	-	475	1 350 435

	Land \$'000	Buildings \$'000	Plant and equipment \$'000	Computer software \$'000	Transport equipment \$'000	Total \$'000
2021-22						
Fair value as at 1 July 2021	120 179	1 178 444	385	8	786	1 299 802
Additions	-	56 557	2 962	-	-	59 780
Disposals	-	-	-	-	-	-
Transfers in/out	-	-	-	-	-	-
Depreciation/amortisation	(319)	(54 739)	(352)	(8)	(157)	(55 575)
Remeasurement of leases	261	-	-	-	-	-
Transfers from level 2	-	-	-	-	-	-
Transfers to level 2	-	-	-	-	-	-
Gains/(losses) recognised in net surplus/(deficit)	-	-	-	-	-	-
Gains/(losses) recognised in other comprehensive income	2 025	42 750	-	-	-	44 775
Fair value as at 30 June 2022	122 146	1 223 012	2 995	-	629	1 348 782

(ii) Sensitivity analysis

Buildings – Unobservable inputs used in computing the fair value of buildings include the historical cost and the consumed economic benefit for each building. Given the large number of department buildings, it is not practical to compute a relevant summary measure for the unobservable inputs. In respect of sensitivity of fair value to changes in input value, a higher historical cost results in a higher fair value and greater consumption of economic benefit lowers fair value.

Land – Unobservable inputs used in assessing the fair value of land include constraints imposed by policy and regulation on use and public access, opportunity costs and the estimated impact of economic constraints imposed by existing buildings, other improvements that are held for public benefit and impacts by buildings with heritage listing and historic attributes. Fair value of land is sensitive to changes in regulations and policy, and external economic factors driving demand. Changes to policy around existing use, surplus requirements, subdivision and zoning can significantly increase or decrease land value when location and demand is also considered.

Equipment and computer assets – Unobservable inputs include NT Government policy requiring assets to be recorded initially at cost. The nature of these assets for the department is such that they are generally low value and have short life spans with little opportunity to revalue. It is not practical to compute a relevant summary measure for the unobservable inputs. In respect of sensitivity of fair value to changes in input value, a higher historical cost results in a higher fair value and greater consumption of economic benefit lowers fair value.

32. 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.

Financial assets and liabilities are recognised on the Balance Sheet when the department becomes a party to the contractual provisions of the financial instrument. The department's financial instruments include cash and deposits, receivables, payables and lease liabilities.

Due to the nature of operating activities, certain financial assets and financial liabilities arise under statutory obligations rather than a contract. Such financial assets and liabilities do not meet the definition of financial instruments as per AASB 132 Financial Instruments: Presentation. These include statutory receivables arising from taxes including GST and penalties.

The department has limited exposure to financial risks, as discussed below.

Exposure to interest rate risk, foreign exchange risk, credit risk, price risk and liquidity risk arise in the normal course of activities. The NT Government's investments, loans and placements, and borrowings are predominantly managed through the NT Treasury Corporation which adopts strategies to minimise the risk. Derivative financial arrangements are also utilised to manage financial risks inherent in the management of these financial instruments. These arrangements include swaps, forward interest rate agreements and other hedging instruments to manage fluctuations in interest or exchange rates.

a) Categories of financial instruments

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

	Fair value through profit or loss				
	Mandatorily at fair value \$'000	Designated at fair value \$'000	Amortised cost \$'000	Fair value through other comprehensive income \$'000	Total \$'000
2022-23					
Financial assets					
Cash and deposits (Note 16)	-	-	50 417	-	50 417
Receivables ¹ (Note 18)	-	-	1 994	-	1 994
Advances paid	-	-	-	-	-
Total financial assets	-	-	52 411	-	52 411
Financial liabilities					
Payables ¹ (Note 25)	-	-	2 430	-	2 430
Lease liabilities (Note 26)	-	-	11 751	-	11 751
Total financial liabilities	-	-	14 181	-	14 181

1 Total amounts disclosed here exclude statutory amounts, prepaid expenses and accrued contract revenue.

	Fair value through profit or loss				
	Mandatorily at fair value \$'000	Designated at fair value \$'000	Amortised cost \$'000	Fair value through other comprehensive income \$'000	Total \$'000
2021-22					
Financial assets					
Cash and deposits (Note 16)	-	-	69 586	-	69 586
Receivables ¹ (Note 18)	-	-	2 687	-	2 687
Advances paid	-	-	-	-	-
Total financial assets	-	-	72 273	-	72 273
Financial liabilities					
Payables ¹ (Note 25)	-	-	1 712	-	1 712
Lease liabilities (Note 26)	-	-	10 829	-	10 829
Total financial liabilities	-	-	12 541	-	12 541

1 Total amounts disclosed here exclude statutory amounts, prepaid expenses and accrued contract revenue.

32. Financial instruments (continued)

Categories of financial instruments

The department's financial instruments are classified in accordance with AASB 9.

Financial assets are classified under the following categories:

- amortised cost
- fair value through other comprehensive income (FVOCI)
- fair value through profit or loss (FVTPL).

Financial liabilities are classified under the following categories:

- amortised cost
- fair value through profit or loss (FVTPL).

These classifications are based on the department's business model for managing the financial assets and the contractual terms of the cash flows. Where assets are measured at fair value, gains and losses will either be recorded in profit or loss, or other comprehensive income.

Financial instruments are reclassified when and only when the department's business model for managing those assets changes.

Financial assets with embedded derivatives are considered in their entirety when determining whether their cash flows are solely payment of principal and interest.

Financial assets at amortised cost

Financial assets are classified at amortised cost when they are held by the department to collect the contractual cash flows and the contractual cash flows are solely payments of principal and interest.

These assets 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, advances paid, leases receivables, term deposits and certain debt securities.

Financial assets at fair value through other comprehensive income

Financial assets are classified at fair value through other comprehensive income when they are held by the department to both collect contractual cash flows and sell the financial assets, and the contractual cash flows are solely payments of principal and interest.

These assets are initially and subsequently recognised at fair value. Changes in the fair value are recognised in other comprehensive income, except for the recognition of impairment gains or losses and interest income, which are recognised in the operating result in the comprehensive operating statement. When financial assets are derecognised, the cumulative gain or loss previously recognised in other comprehensive income is reclassified from equity to the comprehensive operating statement.

For equity instruments elected to be categorised at FVOCI, changes in fair value recognised in other comprehensive income are not reclassified to profit or loss on derecognition of the asset. Dividends from such instruments continue to be recognised in the comprehensive operating statement as other income when the department's right to receive payments is established.

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

Financial assets at fair value through profit or loss

Financial assets are classified at FVTPL where they do not meet the criteria for amortised cost or FVOCI. These assets are initially and subsequently recognised at fair value, with gains or losses recognised in the net result for the year.

Financial liabilities at amortised cost

Financial liabilities at amortised cost are initially measured at fair value, net of directly attributable transaction costs. These are subsequently measured at amortised cost using the effective interest rate method. The department's financial liabilities categorised at amortised cost include all accounts payable, deposits held, lease liabilities and borrowings.

Financial liabilities at fair value through profit or loss

Financial liabilities are classified at FVTPL when the liabilities are either held for trading or designated as FVTPL. Financial liabilities classified at FVTPL are initially and subsequently measured at fair value, with gains or losses recognised in the net result for the year.

For financial liabilities designated at FVTPL, changes in the fair value of the liability attributable to changes in the department's credit risk are recognised in other comprehensive income, while remaining changes in the fair value are recognised in the net result.

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

32. Financial instruments (continued)

Derivatives

The department may enter into a variety of derivative financial instruments to manage its exposure to interest rate risk.

The department does not speculate on trading of derivatives.

Derivatives are initially recognised at fair value on the date a derivative contract is entered into and are subsequently remeasured at their fair value at each reporting date. The resulting gain or loss is recognised in the comprehensive operating statement immediately unless the derivative is designated and qualifies as an effective hedging instrument, in which event, the timing of the recognition in the comprehensive operating statement depends on the nature of the hedge relationship. Application of hedge accounting will only be available where specific designation and effectiveness criteria are satisfied.

Netting of swap transactions

The department, from time to time, may facilitate certain structured finance arrangements, where a legally recognised right to set-off financial assets and liabilities exists, and the Territory intends to settle on a net basis. Where these arrangements occur, the revenues and expenses are offset, and the net amount is recognised in the comprehensive operating statement.

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 relating to receivables is disclosed in Note 18 and advances paid in Note 20.

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.

2023 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 (Note 25)	2 430	2 430	-	-	2 430
Lease liabilities (Note 26)	11 751	655	2 670	16 380	19 705
Total financial liabilities	14 181	3 085	2 670	16 380	22 135

2022 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 (Note 25)	1 712	1 712	-	-	1 712
Lease liabilities (Note 26)	10 829	588	2 940	14 433	17 961
Total financial liabilities	12 541	2 300	2 940	14 433	19 673

32. 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

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.

33. Related parties

(i) Related parties

The Department of Education 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 dependents
- 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.

(ii) Key management personnel (KMP)

Key management personnel of the Department of Education are those persons having authority and responsibility for planning, directing and controlling the activities of the department. These include the Minister for Education, the Chief Executive Officer and 8 members of the department's Education Executive Board. One KMP declaration was not received for the 2022-23 reporting period. As such, related party transactions relating to this KMP for the reporting period have not been assessed.

(iii) Remuneration of key management personnel

The details below exclude the salaries and other benefits of the Minister for 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 for the Department of Education is set out below:

	2023 \$'000	2022 \$'000
Short-term benefits	2 272	2 257
Long-term benefits	184	203
Termination benefits	-	-
Total remuneration of key management personnel	2 456	2 460

33. Related parties (continued)

(iv) Related party transactions:

Transactions with NT Government-controlled entities

The department's primary ongoing source of funding is received from the Central Holding Authority in the form of output appropriation 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 NT Government-controlled entities.

2023 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	69 826	112 732	1 863	3 391
Associates	-	-	-	-
Subsidiaries	-	-	-	-

2022 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	67 865	86 413	9	1 338
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 NT Government activities, related parties will transact with the NT Public Sector in a manner consistent with other members of the public, including paying stamp duty and other government fees and charges. Therefore, these transactions have not been disclosed. All other related party transactions in excess of \$10,000 have been provided in the tables below.

2023 Other related party transactions

Transaction type	Transaction value for year ended 30 June 2023 \$'000	A net receivable/ (payable) as at 30 June 2023 \$'000	Commitments as at 30 June 2023 \$'000
Services received	-	-	-

2023 Other related party transactions

Transaction type	Transaction value for year ended 30 June 2022 \$'000	A net receivable/ (payable) as at 30 June 2022 \$'000	Commitments as at 30 June 2022 \$'000
Services received ¹	-	-	-

1 The other related party transactions – Services received with the transaction value of \$76,000 reported in the year ended 30 June 2022 has been reclassified this year under transactions with Northern Territory Government-controlled entities – Payments to related parties.

34. Contingent liabilities and contingent assets

The department had no contingent liabilities or contingent assets as at 30 June 2023 or 30 June 2022.

35. Events subsequent to balance date

No 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.

36. 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, early childhood fees and transfer of capital grant funding to the Department of Infrastructure, Planning and Logistics for school improvements. 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 agency'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 (d)).

	2023 \$'000	2022 \$'000
Territory income and expenses		
Income		
Grants and subsidies revenue		
Capital	10	2 026
Fees from regulatory services	628	760
Total income	638	2 786
Expenses		
Central Holding Authority income transferred	638	2 786
Total expenses	638	2 786
Territory income less expenses	-	-
Territory assets and liabilities		
Assets		
Current assets		
Receivables	492	502
Total current assets	492	502
Non-current assets		
Receivables	-	-
Total non-current assets	-	-
Total assets	492	502
Liabilities		
Current liabilities		
Unearned Central Holding Authority income	492	502
Total current liabilities	492	502
Non-current liabilities		
Unearned Central Holding Authority income	-	-
Total non-current liabilities	-	-
Total liabilities	492	502
Net assets	-	-

37. Budgetary information

The following tables present the variation between the 2022–23 original budgeted financial statements, as reported in the 2022–23 Budget Paper No. 3 Agency Budget Statements, and the 2022–23 actual amounts reported in the financial statements, together with explanations for significant variations.

Refer to Note 5a for detailed information on changes to budgeted appropriations from the 2022–23 original budget to 2022–23 final budget.

Comprehensive operating statement	2022–23 Actual \$'000	2022–23 Original budget \$'000	Variance \$'000	Note
Income				
Grants and subsidies revenue				
Current	10 597	3 420	7 177	1
Capital	-	-	-	
Appropriation				
Output	560 395	549 426	10 969	2
Commonwealth (excluding capital appropriation)	480 415	480 002	413	
Sales of goods and services	13 458	13 087	371	
Goods and services received free of charge ¹	63 574	67 220	(3 646)	
Gain on disposal of assets	23	-	23	
Other income	2 662	100	2 562	
Total income	1 131 124	1 113 255	17 869	
Expenses				
Employee expenses	560 729	571 185	(10 456)	3
Administrative expenses				
Purchases of goods and services	67 948	67 759	189	
Property management ²	13 806	2 597	11 209	4
Depreciation and amortisation	59 761	56 576	3 185	
Services free of charge ¹	63 574	67 220	(3 646)	
Other administrative expenses	458	-	458	
Grants and subsidies expenses				
Current	430 926	417 452	13 474	5
Capital	2 118	1 585	533	
Finance expenses				
Interest expenses	410	400	10	
Total expenses	1 199 730	1 184 774	14 956	
Net surplus/(deficit)	(68 606)	(71 519)	2 913	
Other comprehensive income				
Items that will not be reclassified to net surplus/deficit				
Asset revaluation reserve	20 653	-	20 653	6
Transfers from reserves	(46)	-	(46)	
Total other comprehensive income	20 607	-	20 607	
Comprehensive result	(47 999)	(71 519)	23 520	

1 Includes Department of Corporate and Digital Development service charges and Department of Infrastructure, Planning and Logistics repairs and maintenance service charges.

2 Includes \$10.6 million for the decentralisation of Government Employee Housing from the Department of Territory Families, Housing and Communities to the department.

37. 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 current grant revenue is mainly related to:
 - \$3.9 million received from the Australian Government for the reimbursement of the department's eligible expenditure for COVID-19
 - increase in Commonwealth funding of \$2.7 million, relating to the Connected Beginnings Program
 - increase in Commonwealth funding of \$0.7 million, relating to the NT Community Child Care Fund Restricted Regulatory Project.
2. The increase in output appropriation is mainly related to:
 - the transfer of \$13.1 million from the Department of Infrastructure, Planning and Logistics for school facilities
 - offset by a budget transfer of \$1.5 million from 2022–23 to 2024–25 for Barkly Regional Deal to align with program delivery and \$0.6 million transferred to other agencies for various programs including the People Matter Survey, NTPS Mentally Healthy Workplaces Framework and leased properties.
3. The decrease of \$10.5 million in employee expenses is due to an underspend in employee budgets in schools. Unspent school budgets will be carried over to semester 2 of the 2023 school year.
4. The increase of \$11.2 million in property management expenses predominately related to the decentralisation of Government Employee Housing from the Department of Territory Families, Housing and Communities to the department, totalling \$10.6 million.
5. The increase of \$13.5 million in current grant expenditure is primarily due to:
 - additional Commonwealth National Schools Reform Agreement funding of \$10.7 million for non-government schools, which was passed on to those schools according to the funding arrangement in place with the Commonwealth
 - funding of \$3.9 million received from the Australian Government for the Student Wellbeing Boost Program, which was passed onto schools.
6. The increase of \$20.7 million in the asset revaluation reserve predominantly relates to the revaluation increment of government buildings of \$19.5 million and Crown land of \$1.2 million, not reflected in the original 2022–23 budget.

37. Budgetary information (continued)

Balance Sheet	2022-23 Actual \$'000	2022-23 Original budget \$'000	Variance \$'000	Note
Assets				
Current assets				
Cash and deposits	50 417	33 626	16 791	1
Receivables	12 454	5 642	6 812	2
Inventories	167	-	167	
Total current assets	63 038	39 268	23 770	
Non-current assets				
Property, plant and equipment	1 350 435	1 242 991	107 444	3
Intangibles	-	-	-	
Total non-current assets	1 350 435	1 242 991	107 444	
Total assets	1 413 473	1 282 259	131 214	
Liabilities				
Current liabilities				
Deposits held	1	1	-	
Payables	19 803	13 843	5 960	4
Borrowings and advances	208	181	27	
Provisions	58 227	55 128	3 099	
Other liabilities	742	770	(28)	
Total current liabilities	78 981	69 923	9 058	
Non-current liabilities				
Borrowings and advances	11 543	10 573	970	
Provisions	1 729	2 695	(966)	
Total non-current liabilities	13 272	13 268	4	
Total liabilities	92 253	83 191	9 062	
Net assets	1 321 220	1 199 068	122 152	
Equity				
Capital	1 653 657	1 610 125	43 532	5
Reserves	330 293	264 865	65 428	6
Accumulated funds	(662 730)	(675 922)	13 192	
Total equity	1 321 220	1 199 068	122 152	

37. 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 \$16.8 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 in receivables of \$6.8 million is mainly related to funding of \$5.2 million for the National Partnership on NT Remote Aboriginal Investment (NTRAI).
3. The decrease of \$27.7 million in property, plant and equipment is predominantly related to the following movements not reflected in the original 2022–23 budget:
 - transfer of completed buildings of \$39.7 million from the Department of Infrastructure, Planning and Logistics
 - revaluation decrement of government school buildings of \$115.7 million
 - revaluation decrement of Crown land of \$0.8 million.
4. The increase in payables of \$5.9 million predominantly relates to:
 - accrual for the School Based Policing program of \$1.3 million
 - increased accrued salaries and superannuation on-costs of \$1.7 million
 - an increase in other accrued expenses and outstanding creditors of \$2.4 million.
5. The increase in capital of \$43.5 million predominantly relates an increase in the transfer of completed buildings of \$39.7 million from the Department of Infrastructure, Planning and Logistics, not reflected in the original 2022–23 budget.
6. The increase in reserves of \$65.4 million is predominantly related to the following movements not reflected in the original 2022–23 budget:
 - revaluation increment of government buildings of \$19.5 million
 - revaluation increment of Crown land of \$1.2 million completed in late 2022–23.

Cash Flow Statement	2022-23 Actual \$'000	2022-23 Original budget \$'000	Variance \$'000	Note
Cash flows from operating activities				
Operating receipts				
Grants and subsidies received				
Current	10 597	3 420	7 177	1
Capital	-	-	-	
Appropriation				
Output	560 395	549 426	10 969	2
Commonwealth (excluding capital appropriation)	474 211	480 002	(5 791)	3
Receipts from sales of goods and services ¹	21 417	13 187	8 230	4
Total operating receipts	1 066 620	1 046 035	20 585	
Operating payments				
Payments to employees	558 521	571 185	(12 664)	5
Payments for goods and services ²	88 274	70 356	17 918	6
Grants and subsidies paid				
Current	430 926	417 452	13 474	7
Capital	2 118	1 585	533	
Interest paid	410	400	10	
Total operating payments	1 080 249	1 060 978	19 271	
Net cash from/(used in) operating activities	(13 629)	(14 943)	1 314	
Cash flows from investing activities				
Investing receipts				
Proceeds from asset sales	23	-	23	
Repayment of advances	-	-	-	
Total investing receipts	23	-	23	
Investing payments				
Purchases of assets	-	-	-	
Advances and investing payments	-	-	-	
Total investing payments	-	-	-	
Net cash from/(used in) investing activities	23	-	23	
Cash flows from financing activities				
Financing receipts				
Deposits received	-	-	-	
Equity injections				
Capital appropriation	-	-	-	
Commonwealth appropriation	-	-	-	
Other equity injections	-	-	-	
Total financing receipts	-	-	-	
Financing payments				
Lease liabilities payments	215	-	215	
Equity withdrawals ³	5 349	5 349	-	
Total financing payments	5 564	5 349	215	
Net cash from/(used in) financing activities	(5 564)	(5 349)	(215)	
Net increase/(decrease) in cash held	(19 169)	(20 292)	(1 123)	
Cash at beginning of financial year	69 586	53 918	15 668	8
Cash at end of financial year	50 417	33 626	16 791	

Note: The Cash Flow Statement is to be read in conjunction with the notes to the financial statements

Note 37 provides additional information in relation to variances between 2022-23 actuals and original budget.

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

2 Includes \$10.6 million for the decentralisation of Government Employee Housing from the Department of Territory Families, Housing and Communities to the department.

3 Includes the transfer of funding to the Department of Corporate and Digital Development to provide information technology and other services.

37. 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 current grants received is mainly related to:
 - \$3.9 million received from the Australian Government for the reimbursement of the department's expenditure relating to the COVID-19 response
 - increase in Commonwealth funding of \$2.7 million, relating to the Connected Beginnings program
 - increase in Commonwealth funding of \$0.7 million, relating to the NT Community Child Care Fund Restricted Regulatory Project.
2. The increase in output appropriation is mainly related to:
 - the transfer of \$13.1 million from the Department of Infrastructure, Planning and Logistics for school facilities
 - offset by the budget transfer of \$1.5 million from 2022–23 to 2024–25 for Barkly Regional Deal to align with program delivery and \$0.6 million transferred to other agencies for various programs including the People Matter Survey, NTPS Mentally Healthy Workplaces Framework and leased properties.
3. The decrease of \$5.8 million in Commonwealth appropriation is primarily due to performance funding relating to National Partnership on NT Remote Aboriginal Investment not received in 2022–23.
4. Receipts from sales of goods and services have increased by \$8.2 million, predominantly relating to:
 - GST receipts from the Australian Taxation Office of \$7.1 million not included in the original budget.
5. Payments to employees were underspent by \$13.2 million, predominantly relating to an underspend in employee budgets in schools. Unspent school budgets will be carried over to semester 2 of the school year (2023–24).
6. Payments for goods and services have increased by \$17.9 million, predominantly relating to:
 - the decentralisation of Government Employee Housing from the Department of Territory Families, Housing and Communities to the department, totalling \$10.6 million
 - GST payments to the Australian Taxation Office of \$6.8 million not included in the original budget.
7. The increase of \$13.5 million in current grants paid is primarily due to:
 - additional Commonwealth National Schools Reform Agreement funding of \$10.7 million for non-government schools, which was passed on to those schools according to the funding arrangement in place with the Commonwealth
 - funding of \$3.9 million received from the Australian Government for the Student Wellbeing Boost Program, which was passed onto schools.
8. The increase in cash of \$15.7 million reflects the 2022–23 operating and cash flow statement outcome.

38. Budgetary information: Administered Territory items

The following table presents the variation between the 2022–23 original budget for administered items as reported in 2022–23 Budget Paper No. 3 Agency Budget Statements and the 2022–23 actual amounts disclosed in Note 36 of these financial statements together with explanations for significant variations.

Administered Territory items	2022–23 Actual \$'000	2022–23 Original budget \$'000	Variance \$'000	Note
Territory income and expenses				
Income				
Grants and subsidies revenue				
Capital	10	1 114	(1 104)	1
Fees from regulatory services	628	514	114	2
Total income	638	1 628	(990)	
Expenses				
Central Holding Authority income transferred	638	1 628	(990)	1 & 2
Total expenses	638	1 628	(990)	
Territory income less expenses	-	-	-	

Administered Territory items	2022–23 Actual \$'000	2022–23 Original budget \$'000	Variance \$'000	Note
Territory assets and liabilities				
Assets				
Current assets				
Receivables	492	502	(10)	
Total current assets	492	502	(10)	
Non-current assets				
Receivables	-	-	-	
Total non-current assets	-	-	-	
Total assets	492	502	(10)	
Liabilities				
Current liabilities				
Unearned Central Holding Authority income	492	502	(10)	
Total current liabilities	492	502	(10)	
Non-current liabilities				
Unearned Central Holding Authority income	-	-	-	
Total non-current liabilities	-	-	-	
Total liabilities	492	502	(10)	
Net assets	-	-	-	

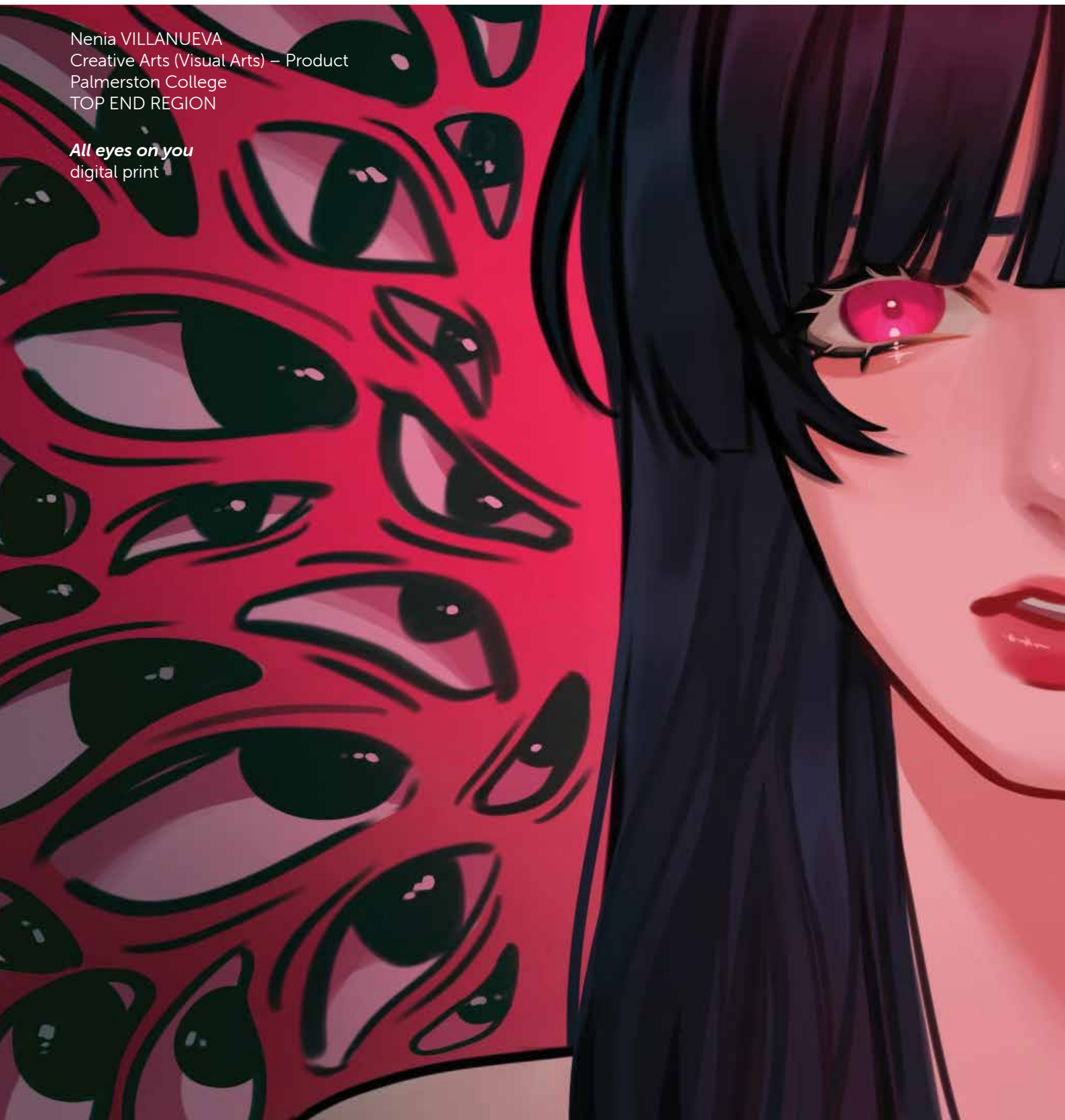
Notes to the Administered Territory items:

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

1. The variance relates to contributions budgeted to be received from various government schools for infrastructure projects, which are now recognised by the Department of Infrastructure Planning and Logistics.
2. The variance relates to an increase in teacher registration and early childhood registration fees received during 2022–23, compared to the original budget.

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06.

Appendices



Appendix 1 – Workforce by classification

Classification group	2018-19 FTE	2019-20 FTE	2020-21 FTE	2021-22 FTE	2022-23 FTE
Administration Officer (AO1-4)	844.9	837.5	858.7	898.9	903.6
Administration Officer (AO5-7)	367.3	351.0	371.1	383.5	419.0
Assistant Teacher	149.4	142.2	151.4	144.5	139.7
Executive Contract Officer	35.0	30.0	37.0	30.0	32.1
Executive Contract Principal	91.5	90.3	88.4	78.0	67.6
Executive Officer	2.0	3.0	1.0	4.8	2.0
Physical	81.9	80.8	84.4	76.7	76.4
Principal	84.9	85.5	87.0	96.6	106.7
Professional	49.1	53.2	48.8	52.8	49.7
Senior Administration Officer	135.2	121.9	142.3	148.8	173.5
Senior Teacher	572.4	572.4	569.6	551.2	540.8
Teacher	1,968.5	1,978.8	1,969.7	1,923.7	1,901.3
Technical	4.0	3.0	3.0	3.0	3.0
Trainee and Apprentices	19.5	8.2	11.9	7.4	9.0
TOTAL	4,405.5	4,357.9	4,424.3	4,399.7	4,424.4

Source: Pay 26, 2018-19; pay 26, 2019-20; pay 26, 2020-21; pay 26, 2021-22; and pay 26 2022-23.

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 2 – Grants

Service provided	2022-23
Grants to non-government schools	\$41.59M
Tertiary providers assistance	\$9.50M
Back-to-school grants to NT families	\$6.05M
Early childhood services subsidy	\$5.82M
VET in Schools	\$5.15M
Boys engagement and mentoring program	\$2.79M
Girls engagement and mentoring program	\$2.48M
Early childhood education and care	\$1.91M
Council of Government Schools Organisation regional governance officers	\$0.83M
Education Engagement Strategy grants	\$0.74M
Community-based special education programs	\$0.66M
Grants to education organisations	\$0.60M
School sport program	\$0.52M
Student assistance scheme grants to eligible NT families	\$0.27M
Professional learning and development for NT educators	\$0.19M
Student wellbeing and inclusion programs	\$0.17M
Other NT families grants	\$0.17M
Secondary years and post school pathways	\$0.10M
Other	\$0.05M
Total	\$79.58M

Appendix 3 – How to contact us

	Location	Phone	Website/email
Department of Education	Level 10, Mitchell Centre 55–59 Mitchell Street Darwin NT 0800 GPO Box 4821 darwin NT 0801	08 8999 5659	www.education.nt.gov.au infocentre.det@education.nt.gov.au
Schools	The Department of Education operates government schools across the NT. Addresses and contact details for these schools are available on our website.		
Quality Education and Care NT	Level 10, Mitchell Centre Darwin NT 0800	08 8999 3561	qualityecnt.det@education.nt.gov.au
Teaching and Learning Services	Level 10, Mitchell Centre Darwin NT 0800	08 8944 9218	otls.doe@education.nt.gov.au
International Education Services	Level 10, Mitchell Centre Darwin NT 0800	+61 8 8901 1336	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	sebigrrivers.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	0455 658 512	seeastarnhem.doe@education.nt.gov.au
Student wellbeing and inclusion	Level 10, Mitchell Centre Darwin NT 0800	08 8944 9379	wellbeing.doe@education.nt.gov.au
Media	Level 10, Mitchell Centre Darwin NT 0800	08 8901 4968	comms.doe@education.nt.gov.au
Teaching positions	Level 10, Mitchell Centre Darwin NT 0800	1800 646 391	teachintheterritory@education.nt.gov.au
Request for information and Information privacy	Level 10, Mitchell Centre Darwin NT 0800	08 8999 5967	rfi.doe@education.nt.gov.au
Research (access to data)	Level 10, Mitchell Centre Darwin NT 0800	08 8999 3535	researchapps.det@education.nt.gov.au

Appendix 4 – Acronyms and glossary

Acronym	Name
AASB	Australian Accounting Standards Board
ACECQA	Australian Children's Education and Care Quality Authority
AESOC	Australian Education Senior Officials Committee
ATAR	Australian Tertiary Admission Rank
ATO	Australian Taxation Office
DCDD	Department of Corporate and Digital Development
DIPL	Department of Infrastructure, Planning and Logistics
DoE	Department of Education
EAL/D	English as a second language or dialect
EAP	Employee Assistance Program
EMM	Education Ministers Meeting
FaFT	Families as First Teachers program
FMA	Financial Management Act 1995
FTE	Full-time equivalent
FVOCI	Fair value through other comprehensive income
FVTPL	Fair value through profit or loss
GST	Goods and services tax
HALT	Highly Accomplished and Lead Teacher
HEAL	Health/Physical Education, English and Literacy
ICAC	Independent Commissioner Against Corruption
IES	Indigenous Education Strategy
ILC	Indigenous languages and cultures
KMP	Key management personnel
LEaD	Local Engagement and Decision Making
LoC	Learning on Country
NAPLAN	National Assessment Program – Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data on School Students with Disability
NQF	National Quality Framework
NSRA	National School Reform Agreement
NTCA	Northern Territory Cattlemen's Association
NQS	National Quality Standard
NT	Northern Territory
NTBOS	Northern Territory Board of Studies
NTCET	Northern Territory Certificate of Education and Training
NTG	Northern Territory Government
NTLC	Northern Territory Local Court
NTRAI	Northern Territory Remote Aboriginal Investment
RSAS	Remote School Attendance Strategy
TRB	Teacher Registration Board
STEAM	Science, technology, engineering, arts and mathematics
STEM	Science, technology, engineering and mathematics
TSU	Transition Support Unit
VAMPtv	Video Art Music Production television
VET	Vocational education and training

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