

Department of Education

ANNUAL REPORT



2015–16

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

Published by the Department of Education

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EXECUTIVE

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

30 September 2016

Dear Minister,

RE: Department of Education 2015–16 Annual Report

I am pleased to present this report on the activities of the Northern Territory Department of Education from 1 July 2015 to 30 June 2016 in accordance with section 28 of the *Public Sector Employment and Management Act*, section 22 of the *Education Act*, section 12 of the *Financial Management Act* and section 131 of the *Information Act*.

To the best of my knowledge and belief as Accountable Officer, pursuant to section 13 of the *Financial Management Act*, the system of internal control and audit provides reasonable assurance that:

- a) proper records of all transactions affecting the agency are kept and that the department's employees observe the provisions of the *Financial Management Act*, the Financial Management Regulations and Treasurer's Directions;
- b) department procedures provide proper internal control and a current description of those procedures is recorded in the Accounting and Property Manual, which has been prepared in accordance with the requirements of the *Financial Management Act*;
- c) no indication of fraud, malpractice, major breach of legislation or delegation, major error in or omission from the accounts and records exists;
- d) in accordance with the requirements of section 15 of the *Financial Management Act*, the internal audit capacity available to the agency is adequate and the results of internal audits have been reported;
- e) the financial statements in this annual report have been prepared from proper accounts and records and are in accordance with the Treasurer's Directions;
- f) in accordance with the requirements of section 18 of the *Public Sector Employment and Management Act*, all Employment Instructions issued by the Commissioner for Public Employment have been satisfied and reported for 2015–16; and
- g) procedures within the department complied with the requirements of the *Information Act*.

In addition, the Chief Executive of the Department of Corporate and Information Services (DCIS) has advised that, in relation to items a) and e), and to the best of her knowledge and belief, proper records are kept of transactions undertaken by DCIS on behalf of Treasury, and the employees under her control observe the provisions of the *Financial Management Act*, the Financial Management Regulations and Treasurer's Directions. The Auditor-General has conducted compliance audits during the year to provide audit assurance that DCIS has maintained appropriate controls and record-keeping practices.

Yours sincerely



Vicki Baylis

Acting Chief Executive

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OVERVIEW



ABOUT THE ANNUAL REPORT

This report informs the Minister for Education, the Northern Territory Legislative Assembly and the community on the scope of programs delivered by the Department of Education, its strategic intent and performance during the 2015–16 financial year.

The annual report is an integral part of the department's corporate governance framework and fulfils the department's commitment to accountability and transparency, and obligations under legislation.

This report provides a summary of the department's activities and progress in achieving planned strategies, key actions and performance measures against five strategic goals as outlined in department's strategic plans, 2013–15, *Creating Success Together* and 2016–18, *Growing Success Together*. The department's expenditure and financial position is also provided in this report.

Performance against the 2015–16 Budget Paper No. 3 and the department's targets is provided in the Monitoring Our Performance section of this report.

KEY STAKEHOLDERS AND PARTNERS

Young Territorians and their families are the department's primary stakeholders. In addition, the department works in partnership with a range of non-government and government organisations to deliver children's services and education from the early years of life through to the senior years of schooling across the Northern Territory.

LEGISLATIVE REQUIREMENTS

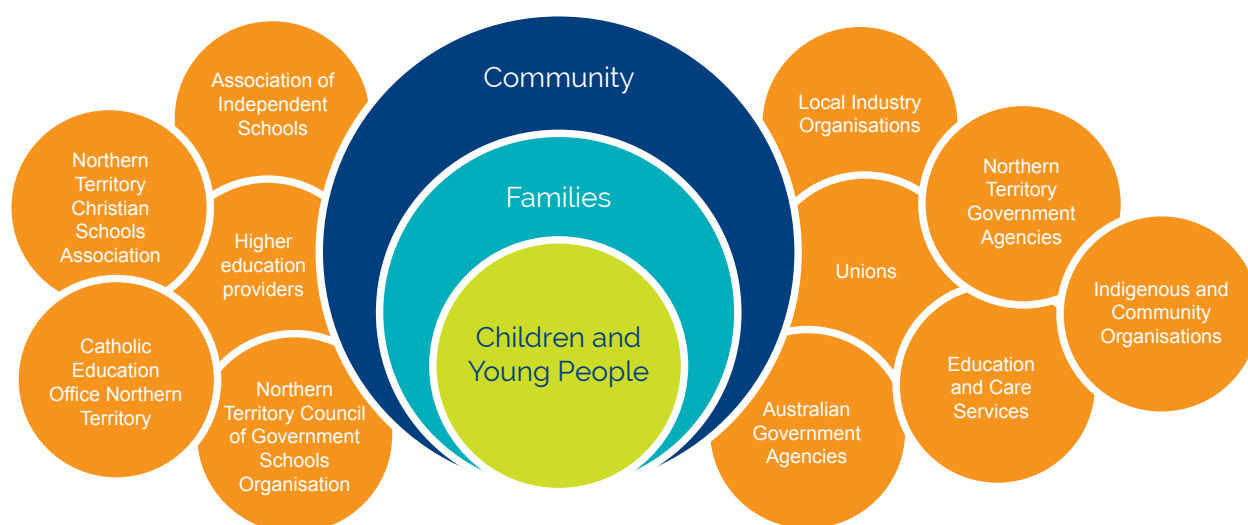
Pursuant to section 28 of the *Public Sector Employment and Management Act*, section 22 of the *Education Act*, section 13 of the *Financial Management Act* and section 131 of the *Information Act*, this report contains information about the department's:

- primary functions and responsibilities;
- unique education context and challenges, legislative and organisational governance, workforce and strategic intent;
- specific activities undertaken during the year against budget outputs, significant achievements and outcomes; and
- financial management and performance relative to the budget.

PROVIDING FEEDBACK

The department is committed to accountability and transparency in its reporting to the community and values input from readers of the report. Feedback can be submitted by email to infocentre.det@nt.gov.au.

Figure 1: Department of Education Key Stakeholders and Partners



CHIEF EXECUTIVE'S FOREWORD



I am pleased to present the 2015–16 Annual Report for the Department of Education.

We have continued to implement a range of reforms outlined in our strategic plan to achieve sustainable improvements in educational outcomes for all children and young people in the Northern Territory.

There are many highlights in 2015–16.

The Education Bill 2015 was passed in the December 2015 sittings after 20 months of extensive consultation. The new Northern Territory *Education Act* commenced on 1 January 2016 modernising the way the department operates and providing the framework to deliver a contemporary education service across the Territory, now and into the future.

In May 2016 *Great Start Great Future* — Early Years Strategic Plan 2016–2020 was released. *Great Start Great Future* is a five-year whole-of-government plan to improve the health, education and wellbeing of young Territorians from birth to eight years old. This plan complements *A Share in the Future* — Indigenous Education Strategy 2015–2024 launched in May 2015. Key projects are well underway including:

- expansion of Families as First Teachers program into an additional four communities;
- a new preschool curriculum;
- mandated literacy and numeracy programs;
- targeted support for remote and very remote students considering their secondary schooling options; and
- commencement of construction of a \$20 million residential facility in Nhulunbuy for remote secondary students.

Increased school autonomy has continued with schools operating with global school budgets for the second year in 2016. A further seven schools became independent public schools in 2016, including Gunbalanya School, the first remote school to achieve independent public school status.

These schools underwent a rigorous selection process demonstrating innovative vision and plans to shape the future of their schools and to lead change in the system as a whole.

Our independent public schools received the award for Strengthening Government and Public Administration in the 2015 Chief Minister's Awards for Excellence in the Public Sector, a significant achievement for the department.

Visible Learning continued to be implemented in schools, creating conditions to bring about ongoing and sustainable improvement in learner achievement. Direct Instruction is now being used in nineteen remote and very remote schools in the Northern Territory, giving students curriculum continuity and stability in schools where there is high student mobility.

We continued to invest in infrastructure to provide the best possible learning environments for all young people. The construction of the new \$33 million Henbury School and \$12.74 million Northern Territory School of Distance Education (formerly Northern Territory Open Education Centre) were completed in June 2016. Construction is underway for stage one of the new \$21.35 million special school in Palmerston which is expected to be completed in September 2016 and the \$5.5 million Larapinta Child and Family Centre which is expected to be completed in August 2016.

Following the review into the middle years of schooling, *Work Like the Best: Middle Years Teaching and Learning Strategy 2016–2018* was launched in March 2016 to strengthen the quality, consistency, effectiveness and efficiency of education for our middle years students. Key projects will enhance curriculum and support students to develop resilience, life-long learning skills and a strong sense of self.

The combined focus by both the Northern Territory and Australian governments to improve student attendance, particularly in remote and very remote schools has led to the development of the Northern Territory Government School Attendance Strategy 2016–18, *Every Day Counts*.

Every Day Counts strengthens partnerships with families, communities, schools and government agencies helping young people engage in schooling by reducing attendance barriers and establishing regular patterns of attendance.

The 2015 National Assessment Program – Literacy and Numeracy (NAPLAN) report showed strong improvement in our Year 3 results, indicating the focus and investment in early childhood programs is paying off.

A strong improvement was also reported for Indigenous student results across all year levels demonstrating the investment in Indigenous education is working to improve achievement and close the gap.

Although these results are pleasing, it is fair to say we still have a great deal to do to close the gap, particularly for our remote Indigenous students, and the focus on improving literacy and numeracy outcomes for all Territory students will be maintained.

In 2015, 1338 Northern Territory Year 12 students received their Northern Territory Certificate of Education and Training (NTCET), the highest number in the history of the NTCET, and an increase of 22 students from 2014.

Every extra student who completes Year 12 is important, and particularly so for our Indigenous students. The number of Indigenous Year 12 students to complete the NTCET increased from 172 in 2014 to 187 in 2015. International research shows that completing Year 12 has a significant lifelong impact. It means individuals have the capacity to guide and care for a family, manage a budget, live a healthier, longer life, and get a job or start a successful business. These are small but significant steps.

Creating partnerships with Asia and planning for a strong international education sector are a key focus under the Northern Territory *International Education and Training Strategy 2014–2024*.

We have established an English language centre in Dili, Timor-Leste, in partnership with Timor-Leste's Secretariat of State for Vocational Training and Employment and the Batchelor Institute of Indigenous Tertiary Education. The first cohort of students to complete their Certificate I in Spoken and Written English graduated in June 2016.

Recruitment, retention and development of our staff was a significant focus in 2015–16 with \$5 million spent on staff learning and development activities.

An extensive program of professional development was provided to our educators, fundamental to improving the educational outcomes of our students.

We are concentrating on increasing our diversity and growing our Indigenous workforce within the department, including in our schools. A plan is in place, designed to increase opportunities for the recruitment and retention of Aboriginal and Torres Strait Islander employees. Special Measures requires priority consideration of candidates who identify as being Aboriginal and/or Torres Strait Islanders and meet the essential selection criteria specified in the job description for all positions within the department, including school-based positions in all government schools.

Working with Indigenous students and their families is a core part of our business, requiring employees who bring first-hand knowledge and valuable expertise in Indigenous culture, so we can work together to improve student outcomes across the Territory.

It has been a year of hard work in the department with many significant achievements. I was very pleased to see the hard work and dedication of staff recognised and celebrated throughout the year.

I look forward to continuing to deliver high quality services to improve educational outcomes for young Territorians and I would like to thank all our staff for their professionalism and commitment to our students, partners, communities and families.



Vicki Baylis
Acting Chief Executive

30 September 2016

OUR PROFILE

OUR PURPOSE

The Department of Education delivers services to children and young people to maximise their educational outcomes, safety and wellbeing from their early years through to senior years of schooling.

OUR CONTEXT

The Department of Education provides education services to over 32 000 school-aged children across the Northern Territory's 151 government schools, providing programs from the early years to post schooling pathways.

In the Northern Territory, 73 per cent of government schools are located in remote and very remote areas with 46.3 per cent of our students enrolled at these schools. There is a diverse student population, with Indigenous students making up 44.4 per cent of the student population. In government schools, approximately 48.8 per cent of Northern Territory students have a language background other than English.

The social, economic and health challenges in remote areas are significant. Over 67 per cent of Northern Territory Government schools are located in areas classified in the lowest decile on the national Index of Community Socio-Educational Advantage.

The department is prepared to meet the challenges this brings by delivering flexible and innovative programs, including access to first class online learning services delivered through the Northern Territory School of Distance Education (formerly Northern Territory Open Education Centre) and Schools of the Air. Education programs are delivered by over 3500 dedicated staff working in our schools to support young Territorians to reach their full potential. Over 500 additional staff provide systems and services to support school staff in their delivery of quality education.

To achieve our vision and improve student outcomes, quality learning and improving student attendance will continue to be a key focus of effort.

Table 1: Summary of Northern Territory Government Schools Demographic Data

Number of students enrolled in school ¹	32 729
Number of schools	151
Number of schools in remote and very remote areas	110
Proportion of students living in remote and very remote areas	46.3%
Proportion of Indigenous students	44.4%
Average student attendance	81.2%
Average Indigenous student attendance	67.4%
Proportion of non-Indigenous students attending four day or more per week	86.7%
Proportion of Indigenous students attending four days or more per week	35.6%
Proportion of students with a language background other than English	48.8%

Source: Department of Education

Note: 1. Based on 2015 Age Grade Census enrolment figures and includes all students enrolled in preschool, primary, middle and senior years.

The Department of Education also regulates and funds 37 non-government schools servicing nearly 12 000 students across the Northern Territory.

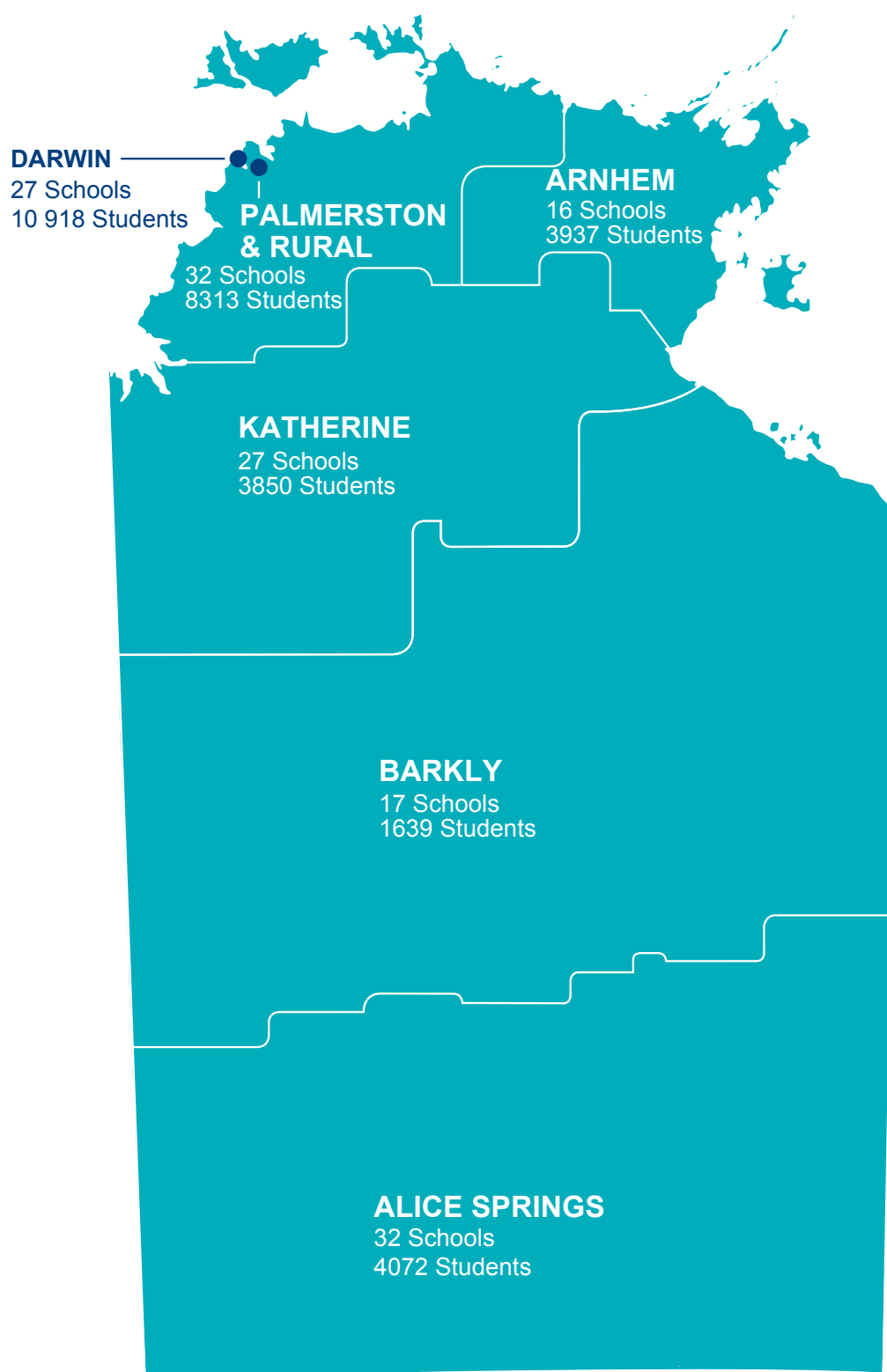
Table 2: Summary of Northern Territory Non-Government Schools Demographic Data

Number of students enrolled in school ¹	11 994
Number of schools	37
Number of schools in remote and very remote areas	20
Proportion of students living in remote and very remote areas	40.8%
Proportion of Indigenous students	29.2%
Average student attendance	86.3%
Average Indigenous student attendance	69.9%
Proportion of students with a language background other than English	38.4%

Source: Department of Education

Note: 1. Based on 2015 Age Grade Census enrolment figures and includes all students enrolled in preschool, primary, middle and senior years.

Figure 2: Number of Government Schools and Students by Region



Source: Department of Education

Notes: 1. Based on 2015 Age Grade Census enrolment figures.

2. A small number students may be dual enrolled across regions.

3. Calculations are based on precise data. Data is rounded for presentation. This results in rounded numbers occasionally appearing incongruous when compared. The rounded numbers are correct.

ORGANISATIONAL CHART AS AT 30 JUNE 2016



Chief Executive
Ken Davies



Deputy Chief Executive
School Education
Marion Guppy

School Education key areas of delivery:

- develop and implement education policy and curriculum
- provide operational advice to schools and education service providers
- monitor and support school and student performance improvement
- provide student disability, behavioural and mental health services
- engage with industry and provide vocational education and training employment pathways for students.



Deputy Chief Executive
Organisational Services
Catherine Weber

Organisational Services key areas of delivery:

- analyse and influence local and national policy related to education
- financial and budget management, and funding relationships with the Australian Government
- provide quality data, reporting and analysis on staffing and school performance
- provide infrastructure planning and management, human resource services and information services
- regulate and support early childhood education and care services
- other services such as corporate communications, legislation, and risk and audit.



Executive Director
Education Partnerships
Kevin Gillan

Education Partnerships key areas of delivery:

- regulate and manage partnerships with non-government schools
- develop strategic partnerships with higher education providers
- develop and manage relationships with international education and training stakeholders to strengthen Asian engagement
- strategic advice and partnerships with international education markets.



OUR VISION

YOUNG TERRITORIANS
ARE CONFIDENT AND
CAPABLE GLOBAL CITIZENS

OUR VALUES

PROFESSIONALISM

We are an organisation with a strong performance agenda that expects the highest of standards of ethical practice and transparency. Staff work with integrity and accountability to deliver high quality services and advice.

RESPECT

We value respect as an essential foundation for working collaboratively with others. Our day to day interactions with students, colleagues, parents and stakeholders are conducted honestly and respectfully.

INNOVATION

We are adaptive, proactive and innovative to achieve the best results for young Territorians. We work together in our schools and workplaces to find new approaches to meeting challenges in an ever-changing environment.

DIVERSITY

We provide culturally inclusive and responsive services to meet the needs of the Northern Territory's diverse population. We create inclusive work and learning environments where people are valued for their cultures, experiences, skills, knowledge and capabilities.

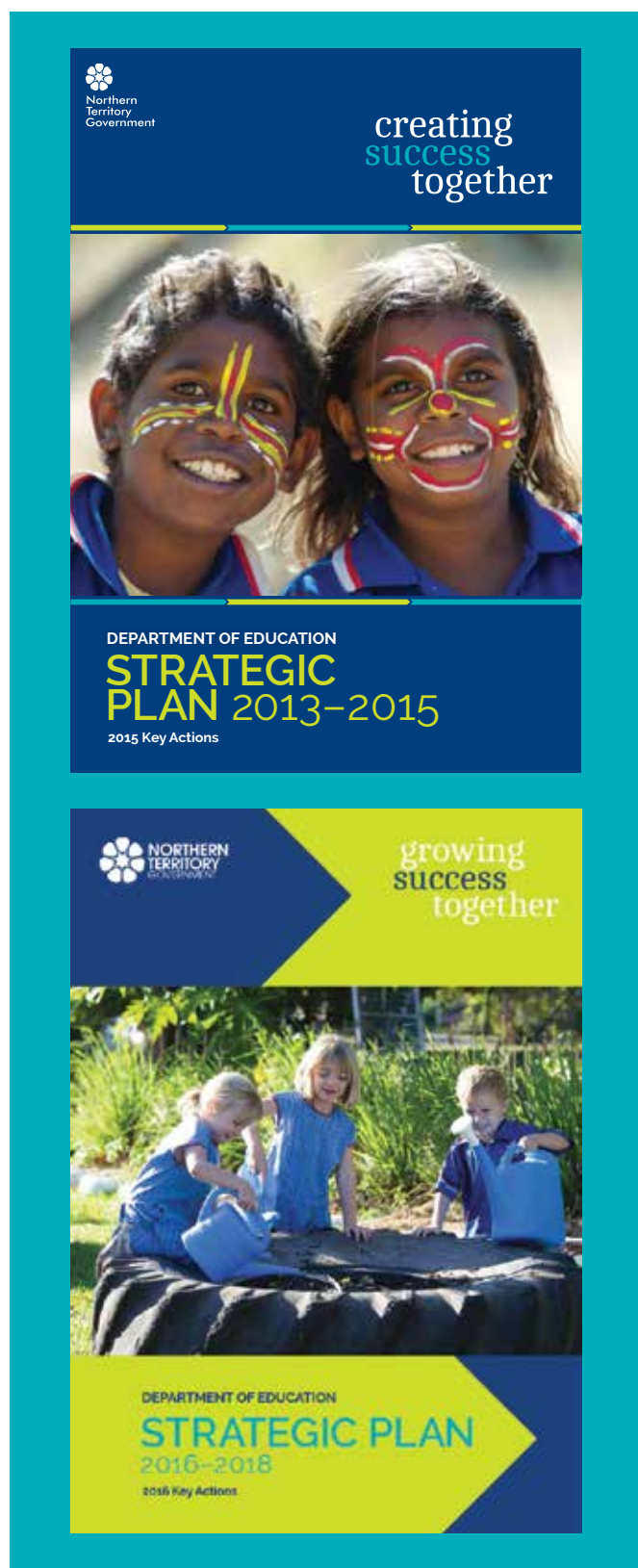
EXCELLENCE

We have high expectations of our people, children and students to strive to achieve their best. Staff work efficiently and effectively to achieve high standards and support students to achieve their learning goals.

STRATEGIC PLANS 2013–2015 AND 2016–2018

This report captures our progress against performance targets and key actions outlined in the department's strategic plans, *Creating Success Together* 2013–2015 and *Growing Success Together* 2016–2018.

Growing Success Together builds on work commenced under the previous strategic plan and aligns our vision to educate young Territorians to become confident and capable global citizens to key goals and strategies which are translated into key actions.



OUR GOALS

GOAL 1: A GREAT START FOR CHILDREN

We are committed to working with families to support the early development of children to provide them with the best possible start in life so they begin school ready to learn.

GOAL 2: EVERY STUDENT A SUCCESSFUL LEARNER

We are committed to creating opportunities and the environment for successful learning for every student in every school.

GOAL 3: QUALITY LEADERS, QUALITY EDUCATORS, QUALITY LEARNING

We are committed to fostering a strong and collaborative learning culture for our people and schools.

GOAL 4: COHERENT AND CAPABLE ORGANISATION

We are committed to being responsive, efficient and effective by providing frameworks and timely services to drive operations and inform decision making across the organisation.

GOAL 5: PRODUCTIVE PARTNERSHIPS

We are committed to developing and embedding education partnerships and collaborations locally, regionally and internationally that contribute to the economic and social development of the Territory.



GOAL 1: A GREAT START FOR CHILDREN

KEY ACTIONS ACHIEVED

- ✓ Provided integrated child and family services at schools in remote and urban communities across the Northern Territory that support transition to school and strengthen parent engagement in learning.
- ✓ Expanded the delivery of Families as First Teachers to 25 sites, ensuring programs use evidence based literacy and child development approaches.
- ✓ Continued the assessment and rating of education and care services under the National Quality Framework, including preschools, and commenced second round assessments.
- ✓ Developed a system-wide approach to curriculum and learning in preschools.
- ✓ Continued to invest in targeted pre-literacy and numeracy strategies that improve school readiness and child development outcomes.
- ✓ Developed and implemented a coherent and cogent early years policy framework and a curriculum framework for preschools that focuses on explicit teaching practices.
- ✓ Delivered a system-wide approach to the provision of early childhood education and care in schools and communities.

The department is committed to working with families, communities, other government agencies and non-government organisations to continue to improve child wellbeing and to prepare children for school, particularly remote and Indigenous children.

This is reflected in the development of *Great Start Great Future* — Northern Territory Early Years Strategic Plan 2016–2020, a five-year whole of government plan to improve the outcomes of all children from birth to eight years old. The plan focuses on sustainable and coordinated investment in early years services to improve children's health and wellbeing by delivering quality learning programs and services and providing better support for parents through the provision of integrated services.

This plan is complemented by *A Share in the Future* — Indigenous Education Strategy 2015–2024 which includes a focus on providing Indigenous children with quality early childhood education and development programs, and engaging parents and carers in their children's learning and development from the early years.

The department's quality early childhood education services are delivered through child and family centres, Families as First Teacher programs and preschools.

INTEGRATED CHILD AND FAMILY SERVICES

Child and family centres bring a number of services together in one place. This includes early childhood education and care, child and maternal health, family support and adult education services for children from birth to age eight and their families. The centres are managed by the local school principal, with the support of local advisory groups and non-government organisations.

In August 2015, a new child and family centre began operating in Palmerston. The new centre became the fifth in the Northern Territory, along with centres at Gunbalanya, Maningrida, Ngukurr and Yuendumu. Construction for a sixth centre at Larapinta Primary School commenced and is due to be opened in August 2016.

YOUNG MOTHERS ARE STRONG MOTHERS

The Young Mothers are Strong Mothers program provides support for young mothers under the age of 25 years who are pregnant or parenting.

Through the program, young mothers are provided with parenting support, child health checks, early childhood immunisations and child care. The program also helps the young mothers identify their learning and training needs and to complete their education and/or attain a qualification.



Mothers and children participating in Young Mothers are Strong Mothers program activities

In May 2016, there were 15 mothers with 17 children enrolled in the program at the Palmerston Child and Family Centre. All the mothers were working towards completing Certificate II in Community Services, which can contribute towards their Northern Territory Certificate of Education and Training, and provide a basis for obtaining future employment. The program was developed by the Department of Health in consultation with the Department of Education. The Department of Education will oversee the program's ongoing operation.

FAMILIES AS FIRST TEACHERS PROGRAM

The Families as First Teachers program is a key initiative providing early learning and family support programs to remote and very remote Indigenous families with young children from birth to three years.

The program commenced in 2009 and is currently operating in 25 remote and very remote Indigenous communities across the Northern Territory. In 2015–16, 1152 children and 1061 families participated in the program, which employed 60 staff, including 30 local Indigenous community members.

There are plans to expand the Families as First Teachers program to 33 remote and very remote communities and to five sites in urban and town centres in Darwin, Palmerston, Katherine and Alice Springs by December 2017.

The Families as First Teachers program works in partnership with a range of early childhood education and care, health, and family support programs to ensure parents and carers are engaged in, and support their children's learning and development from birth.

The program promotes children's literacy and numeracy development through age-appropriate learning games, book sharing, storytelling, singing, play and health related routines.

The program uses the Abecedarian Approach Australia (3a) comprising of four elements — conversational reading, LearningGames®, language priority and enriched caregiving. This early learning approach focuses on the children and families playing and interacting together to improve learning.

The department is working in partnership with the University of Melbourne to measure the effect of the Abecedarian approach on the early learning of English literacy and numeracy outcomes through the Families as First Teachers program.

The program has continued to operate successfully in remote Indigenous communities and further work is being done to guide the individual learning requirements of young children under the Indigenous Education Strategy.

REMOTE COMMUNITIES WIN DIGITAL STORY COMPETITION

A strong focus on developing early literacy skills and community based resources to engage families and children in learning has rewarded two remote schools implementing the Families as First Teachers program.

The Families as First Teachers playgroup at the remote community of Galiwinku, and the Ellemor 8 class (Year 5/6) at Shepherdson College on Elcho Island shared first prize of \$1000 with an Indigenous clam story in the Living Archive Digital Story Competition run by Charles Darwin University.

Both entries were for the same story — a tale of three clams, called 'Din' Dan' ga Don'.

The Galiwinku playgroup used craft to create an underwater world including fish, jellyfish, octopus and seaweed, using paper plates for the dhalimbu (clams) and then filmed the story using an iPhone. Parents also wrote a song and created an animation.

Ellemor 8 students at Shepherdson College created puppets for a play, built a set and props, and learned their lines for the story. They performed the play at an assembly, sharing their story with other classes, and filmed the performance to share online. They also created an animated film using Flash software.



Ellemor 8 class at Shepherdson College

The Living Archive of Aboriginal Languages contains more than 2500 books in more than 40 Indigenous languages from 30 different communities. It includes traditional stories, language instruction, histories, songs, experience stories, and ethno-scientific texts.

NATIONAL QUALITY FRAMEWORK

The National Quality Framework regulates and provides a quality assurance and improvement system for education and care services.

The department's Quality Education and Care Northern Territory unit regulate education and care services under the National Quality Framework to ensure the safety of children in care and the quality of the care and education service.

A key aim for the department is to continue to improve the quality of early childhood education and care services.

There are 219 services regulated under the National Quality Framework in the Northern Territory. Of these services, 89 services were assessed and quality rated against the National Quality Standard in 2015–16, including 36 that were assessed for the first time.

In total, the Northern Territory has assessed and quality rated 88 per cent of services (193 services) against the National Quality Standard, compared with 80 per cent of services nationally. The assessment of remaining services are being finalised or were postponed as these services were newly opened or damaged by extreme weather events.

Berry Springs Preschool and Kentish Lifelong Learning and Care were two services out of 49 nationally to be awarded an excellent rating by the Australian Children's Education and Care Quality

Authority. Anula Preschool, Larapinta Preschool, Murraya Child Care, Gray Child Care, Alice Springs Child Care Centre, Farrar Early Learning Centre, Tindal Preschool and Alekarenge Preschool were rated as exceeding the National Quality Standard.

To drive quality improvement in the early education and care sector, the department has:

- provided professional development on the National Quality Standard;
- developed the Northern Territory Preschool Curriculum to support educators in the implementation of the Early Years Learning Framework;
- developed fact sheets relating to regulatory requirements under the National Quality Framework;
- established working groups to explore ways to share the quality practices of services rated as excellent and exceeding and to promote collaboration between schools and outside school hours care services.

This has seen improvement in second round assessment and ratings. A second assessment and rating was conducted at 23 services and 30 services were partially reassessed. The overall improvement in quality ratings of meeting or exceeding the National Quality Standard had increased from 21 per cent as at 30 June 2015 to 39 per cent as at 30 June 2016.

Table 3: Number of National Quality Framework regulated education and care places across the Northern Territory by region as at June 2016

Service Type	Darwin	Palmerston and Rural	Arnhem	Katherine	Alice Springs	Barkly	Total
Long Day Care	1 971	1 647	211	280	483	50	4 642
Three Year Old Kindergarten	22	0	0	0	24	0	46
Outside School Hours Care	1 859	1 401	80	260	260	0	3 860
Preschool	972	1026	256	392	580	128	3 354
Total	4 824	4 074	547	932	1 347	178	11 902

Source: National Quality Agenda IT System

Note: 1. Family Day Care Services are not included in the above table as they are not issued with a maximum number of places.

EARLY CHILDHOOD EDUCATIONAL LEADERSHIP DEVELOPMENT

The Australian Children's Education and Care Quality Authority (ACECQA) conducted a second round of National Education Leader workshop in the Northern Territory in March 2016. The topic of the workshop was *Educational Leadership* presented in conjunction with Quality Education and Care Northern Territory and Child Australia. The workshop focused on leadership and provided participants with the opportunity to explore practical strategies to support their team to improve the quality of their education program and practices.

Topics explored in the workshop included the link between leadership and learning at practitioner and organisational levels and what it means to be a leader in an early childhood service. Other areas covered included the building of knowledge about the role of educational leaders, drawing from experiences of educational leaders and exploring and identifying strategies of effective leadership.

The workshops were held in Alice Springs, Nhulunbuy and Darwin and were well attended with a total of 154 participants.

PRESCHOOL

The department is committed to improving learning outcomes for children, by investing in implementing early language and literacy learning programs in preschools.

The department provides access to pre-compulsory part-time or full-time preschool services for children aged from four years in urban areas and from three years in remote areas.

Every child is provided with a quality preschool program for 15 hours per week under the National Partnership Agreement on Universal Access to Early Childhood Education in the year before they commence full-time schooling. Funding under this agreement is distributed to schools as part of global school budgets to support the Northern Territory Government's existing investment in preschool programs.

Through *A Share in the Future* – Indigenous Education Strategy 2015–2024, the department has developed the Northern Territory Preschool Curriculum.

The curriculum, specific to the Northern Territory context, is a practical guide to assist teachers and early childhood educators implement the nationally agreed Early Years Learning Framework for children aged three to five years. It provides strategies for educators to explicitly teach oral language, literacy and numeracy skills.

The curriculum was trialled in 37 preschools across the Northern Territory in Term 1, 2016 and will be implemented in government schools from the start of Semester 2, 2016.

ANULA PRIMARY SCHOOL'S ENGINE ROOM

Anula Primary School introduced the Engine Room, comprising of objects of different heights and surfaces that students can crawl through, over and under to regulate a student's sensory system.

The Engine Room assists to balance students' sensory systems as studies have shown it can affect children's ability to learn if they are over or under stimulated.



Selected children complete a circuit in the Engine Room twice a day prior to the commencement of lessons and participate in the How My Engine Runs (Alert Program) once a week for ten weeks. This program teaches children to recognise their levels of arousal and to know how to get the engine (body) running just right.

Teachers have reported that students enjoy their time in the Engine Room and noticed significant improvement in their confidence, willingness to try activities, mood and socialisation, and are able to remain on task and not distract or be distracted by other children.

AUSTRALIAN EARLY DEVELOPMENT CENSUS

The Australian Early Development Census conducted every three years, measures the development of children in Australia in their first year of full-time school.

Development is reported under the five domains of: physical health and well-being; social competence; emotional maturity; language and cognitive skill; and communication skills and general knowledge. The domains are closely linked to predictors of good adult health, education and social outcomes.

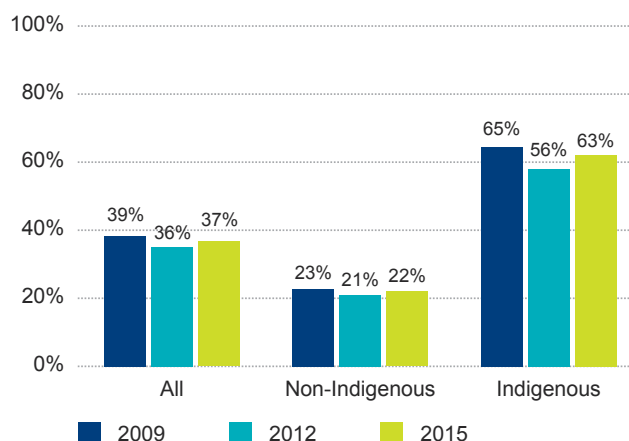
Between 2009 and 2012, the census data showed some improvement in the development of children in the Northern Territory. This improvement aligns with significant investment in the quality of early childhood services across the Northern Territory and investment in initiatives such as the Families as First Teachers program.

However, since 2012, developmental outcomes for Northern Territory children have not improved. The 2015 census reported that 37 per cent of Territory children started school developmentally vulnerable in one or more domains compared to 22 per cent across Australia.

Vulnerability in one or more domains for non-Indigenous children in the Northern Territory is consistent with non-Indigenous children nationally. Non-Indigenous children in the Territory have lower levels of vulnerability than the Australian average on two out of five domains — Physical Health and Wellbeing; and Communication Skills and General Knowledge.

However, the proportion of Indigenous children developmentally vulnerable in one or more domains in 2015 was 42 per cent nationally and 63 per cent in the Northern Territory.

Figure 3: Proportion of children developmentally vulnerable in one or more domains in the NT



Source: Australian Early Development Census (AEDC).

The 2015 census reported that 23 per cent of Northern Territory children (10 per cent non-Indigenous and 45 per cent Indigenous), were developmentally vulnerable in two or more domains compared to 11 per cent across Australia. Indigenous children in the Northern Territory also reported higher levels of vulnerability than other Indigenous children across Australia on all five domains with the highest level of vulnerability of 47 per cent, in Language and Cognitive Skills.

Implementation of *Great Start Great Future* — Northern Territory Early Years Strategic Plan 2016–2020, and *A Share in the Future* — Indigenous Education Strategy 2015–2024, will be a key focus to improve early childhood development and provide the best possible outcomes for Northern Territory children.

Table 4: Australian Early Development Census results for the Northern Territory

Performance Measure	2009		2012		2015	
	Number	Proportion	Number	Proportion	Number	Proportion
Participation Numbers						
Schools	155	92.2%	154	95.9%	154	98%
All Children	3183	n/a	3470	n/a	3582	n/a
Non-Indigenous Children	1920	60%	2050	59%	2171	61%
Indigenous Children	1263	40%	1420	41%	1411	39%
Children Developmentally vulnerable in one or more domains						
All	1109	39%	1106	36%	1207	37%
Non-Indigenous	408	23%	398	21%	454	22%
Indigenous	701	65%	708	59%	753	63%
Children Developmentally vulnerable in two or more domains						
All	673	23%	653	21%	751	23%
Non-Indigenous	174	10%	197	10%	211	10%
Indigenous	499	47%	456	38%	540	45%
Children developmentally vulnerable in Physical Health and Wellbeing						
All	541	19%	472	15%	518	16%
Non-Indigenous	159	9%	160	8%	169	8%
Indigenous	382	36%	312	26%	349	29%
Children developmentally vulnerable in Social Competence						
All	517	18%	468	15%	603	19%
Non-Indigenous	156	9%	175	9%	201	10%
Indigenous	361	34%	293	25%	402	34%
Children developmentally vulnerable in Emotional Maturity						
All	440	15%	421	14%	504	16%
Non-Indigenous	154	9%	144	8%	180	9%
Indigenous	286	27%	277	23%	324	27%
Children developmentally vulnerable in Language and Cognitive Skills						
All	644	23%	649	21%	697	22%
Non-Indigenous	143	8%	142	7%	135	7%
Indigenous	501	47%	507	42%	562	47%
Children developmentally vulnerable in Communication Skills and General Knowledge						
All	507	18%	454	14%	530	16%
Non-Indigenous	125	7%	139	7%	129	6%
Indigenous	382	35%	315	26%	401	34%

Source: Australian Early Development Census (AEDC).

Note: 1. Children who score below the 10th percentile (in the lowest 10 per cent) of the national AEDC population are classified as 'developmentally vulnerable'.

RECOGNISING OUTSTANDING ACHIEVEMENTS

The Northern Territory Education and Care Awards recognise the outstanding achievements of educators and services in early childhood and outside school hours' care.

These awards focus on educators and services that are innovative, and exhibit an outstanding commitment to ensuring quality outcomes for children and their families.

An awards ceremony was held on 9 October 2015 at Parliament House in Darwin. The award recipients went on a study tour to Sydney visiting 10 services including long day care, preschool, outside school hours care and family day care. The tour focussed on areas of quality provision, helping to build the participant's capacity and providing an opportunity to share their learning with colleagues and the broader sector to improve the quality of education and care in the Northern Territory.

Award Category	Award Winner
Emerging Professional Educator	Mescha Manski, Girraween Preschool
Outstanding Leadership	Carla Hayes, Berry Springs Preschool
Outstanding Education and Care Service in Preschool	Larapinta Primary School, Alice Springs
Outstanding Education and Care Service in Long Day Care and Three Year Old Kindergarten	La Crèche on the Avenue, Darwin
Outstanding Education and Care Service in Outside School Hours Care	Holy Spirit Catholic Primary School Outside School Hours Care, Darwin
Outstanding Education and Care Service in Family Day Care	Kentish Family Day Care, Palmerston
Outstanding Education and Care Service in Budget Based Funded Services	Smile a Mile Fun Bus and Toy Library, Humpty Doo
Outstanding Achievement in Sustainable Practice	Berry Springs Preschool, Berry Springs
Outstanding Achievement in Community Engagement	Arnhem Early Learning Centre, Nhulunbuy

OUTSTANDING EDUCATION AND CARE SERVICE IN PRESCHOOL — LARAPINTA PRESCHOOL

Larapinta Preschool received the Outstanding Education and Care Service in Preschool award.

The preschool provides literacy and numeracy rich programs delivered through thoughtful play based teaching and learning activities. There is also an emphasis on child centric and sustainable practices. Larapinta Preschool's family atmosphere and community engagement practices ensure strong relationships between educators, children and families.



Larapinta Preschool teachers with award



GOAL 2: EVERY STUDENT A SUCCESSFUL LEARNER

KEY ACTIONS ACHIEVED

- ✓ Commenced the roll out of the *A Share in the Future* – Indigenous Education Strategy 2015–2024,
- ✓ Expanded girls' engagement programs to 13 schools.
- ✓ Implemented annual health screen check for students in remote and very remote schools.
- ✓ Continued to implement the Australian curriculum in all schools in a way that is relevant and meets the needs of all students.
- ✓ Implemented mandated and consistent diagnostic tools to measure age benchmarks in literacy and numeracy in the primary and middle years.
- ✓ Provided targeted support to secondary school aged students to increase Northern Territory Certificate of Education and Training completions.
- ✓ Established employment pathways programs in identified schools.
- ✓ Identified priority Asian languages to be delivered in Northern Territory government schools.

Based on the belief that every student can be a successful learner, the department is committed to the continual improvement of the educational outcomes of students across all stages of schooling. The aim is to ensure all students attend school regularly, are motivated, connected to their school and successful in their learning.

A significant focus includes working with families and other agencies to provide support and services for students.

A number of strategies are being implemented to improve enrolment and attendance rates, increase results in literacy and numeracy and provide appropriate pathways to work, training or higher education for every student in government schools.

INDIGENOUS EDUCATION STRATEGY

Outcomes of Indigenous students are lower than for non-Indigenous students, hence improving educational outcomes for Indigenous students continues to be a significant priority for the department.

A Share in the Future — Indigenous Education Strategy 2015–2024 released in May 2015 provides a long term plan to improve outcomes and will be implemented in three phases.

The first phase has commenced with an Implementation Plan incorporating five elements considered to have an impact on Indigenous student educational outcomes:

- Foundations — Indigenous children entering primary schooling have the skills and attributes they need to succeed in their education.
- Essentials — Indigenous students achieve age benchmarks in literacy and numeracy in their primary years of schooling and plan for their secondary education with confidence.
- Pathways — Indigenous students complete schooling well equipped to take up employment, training and higher education opportunities.
- Engagement — Indigenous children at all stages of schooling attend school regularly and are supported in their education by their families and community.
- Workforce — Indigenous student outcomes are improved through a consistent system-wide approach to providing highly skilled and motivated educators and leaders in our schools.

Implementation is in its second year with key projects well underway, including:

- expansion of the Families as First Teachers program into 25 communities increasing to 32 communities by December 2017;

- mandated literacy programs in 29 schools;
- provision of secondary pathway options for remote and very remote students and families with assistance and support from the Transition Support Unit; and
- construction of a residential facility in Nhulunbuy for remote secondary students which is planned to be completed in December 2016.

Progress of implementation is being monitored and evaluated to ensure the programs are making a difference to improving the educational outcomes for Indigenous students.

ENGAGEMENT

Schools have a range of engagement programs intended to maximise the attendance, participation and engagement of students leading to improved educational outcomes.

Involving parents and communities to support their children throughout their learning journey is an important component of the Indigenous Education Strategy, Early Years Strategic Plan and the School Attendance Strategy.

Targeted engagement programs for Indigenous students are in place to reduce the likelihood of students disengaging from school. Students are rewarded for good school behaviour and regular attendance, with sporting activities and excursions.

These engagement programs assist students with their school program, and support them as they move from school to work or further study and build strong relationships between program staff, students and families.

The Clontarf Foundation operates school-based academies providing mentoring support for Indigenous boys to attract and maintain their engagement until Year 12 and improve their employment prospects. Clontarf operated in 13 government schools with approximately 870 Indigenous boys enrolled.

In 2015, 55 Indigenous boys completed Year 12 of whom 43 attained a Northern Territory Certificate of Education and Training.

Role Models and Leaders Australia and the Stars Foundation operate school-based academies providing relationship based mentoring and wellbeing support to attract and maintain engagement in education for Indigenous girls until Year 12. Girls' academies operate in 13 government schools with more than 700 Indigenous girls enrolled in the program.

CLONTARF BILLY KART DERBY

Approximately 40 students from the Clontarf academies at Tennant Creek High School, Centralian Middle School and Centralian Senior College delighted in the chance to put their Billy Karts to the test at the Clontarf Billy Kart Derby held at Yirara College.

The Billy Kart Derby was the culmination of preparations during Clontarf contact time at each school. The project allowed students to develop their teamwork, problem solving and communication skills to work together effectively to design and construct karts to meet specifications within a budget.

Clontarf programs engage students in activities that allow them to build positive relationships, develop life skills and awareness of social and emotional wellbeing. Participating in combined events develops relationships with students from other schools and breaks down barriers outside the school gate. Community members were invited to participate in the event with Alice Springs Mayor, Damien Ryan presiding on the finish line.

On the day of the Derby, students were required to present their vehicles to the judges and special guests. All team members took great pride in their creations and all the hard work that was required to create them. The Yirara Storm Riders were victorious, taking out the gold medal position and crowned the 2016 Clontarf Billy Kart Champions.



Students participating in the Clontarf Billy Kart Derby

SUPPORTIVE LEARNING ENVIRONMENTS AND STUDENT WELLBEING

The department is committed to providing safe and supportive learning environments that ensure the wellbeing of all students.

The department has made a significant and important investment in special needs education to meet the growing educational demands of students with high support and additional needs in Darwin.

The construction of the new \$33 million Henbury School was completed in June 2016 and construction is underway for stage one of the new special school in Palmerston which is expected to be completed in September 2016.

The state of the art schools will maximise learning opportunities for special needs high support students and provide a teaching environment tailored to the safety and amenity of the students.

To support students with disability and special needs, the department is implementing a trial of the Abilities Based Learning and Education Support (ABLES) program in eight special schools and centres in the Northern Territory. The program assists teachers in recognising and responding to the diverse learning needs of all students, and in assessing and reporting student learning, monitoring student progress and providing accurate intervention advice.

HEALTH AND WELLBEING

Schools provide and promote a variety of health and wellbeing initiatives for students.

The development and implementation of a positive behaviour framework and social and emotional learning curriculum will provide a consistent approach to wellbeing, engagement and behaviour in schools. This approach will assist students to develop as healthy, resilient young Territorians.

The framework and curriculum is currently being trialled in 23 schools across the Northern Territory with a plan to expand in 2017.

The health of young people can be a barrier to attending school, whether it is through chronic ear infections, respiratory infections, anaemia or other illness. Northern Territory government schools and health clinics are working together to improve the health, wellbeing and education outcomes for Indigenous students in remote and very remote locations. In 2015–16, over 2000 students had their health assessed across 52 communities in the Northern Territory resulting in improved health and wellbeing.

LAKE BENNETT CAMP

Twelve girls from the Stars girls' academies who demonstrated the program values of respect, honesty, commitment and pride were chosen to participate in a camp at Lake Bennett.

The aim of the camp was to acknowledge the girls for their efforts and to engage the students in activities to build positive relationships, develop life skills and improve their wellbeing.

The girls had fun swimming and canoeing and enjoyed a BBQ dinner and toasting marshmallows over the fire.



Students participating in Lake Bennett Camp activities

PROMOTING HEALTH AND WELLBEING

Darwin High School hosted a successful Health and Lifestyle Expo in May 2016 to promote the benefits of leading a healthy lifestyle, and raise awareness of key issues that can impact young people in the Territory.

Support for mental health and well-being for young people is a key focus for the school and its students to enable them to succeed.

The expo has allowed students to learn more about the health and lifestyle organisations that are available in the Northern Territory, and how they can access them.

Students spoke with experts in the health and well-being industry, and participated in a range of activities including blood pressure testing, viewing materials under microscopes, and operating smokelysers (carbon monoxide monitors).

Over 45 organisations volunteered their time to speak with students in a supportive and encouraging environment, providing them with knowledge of local health and well-being services that they can access in the community.

The partnerships built with organisations through engagement activities allow the school to better broker services for our young people, and provide them with as much support as possible.



Students and police officer participating in Health and Lifestyle Expo activities

SHELTERS FOR LEARNING CELEBRATED

Nhulunbuy High School students used building design and construction techniques dating back 40 000 years to create shelters of cultural significance as part of the school's Social and Emotional Learning program.

The six week project involved members of the Raypirri Rom Wellbeing Program at Miwatj Health working with the school's staff and students from Years 7 to 10 in designing the shelters. The open air shelters were used as learning areas for teaching and reflected traditional uses such as those customarily used for storytelling or specifically reserved for males and females. Students also learnt the Yolngu language, the bunggul customary dance and about kinship.



Nhulunbuy High School students with a Gorj-Galpu shelter

LITERACY AND NUMERACY

From 1 January 2016, Northern Territory Government schools commenced implementing the complete Australian Curriculum from Transition to Year 10.

Introduction of the Australian Curriculum sets high standards for achievement nationally, and provides a clear and shared understanding of what young people should be taught and the quality of learning expected of them.

The curriculum team provides schools with professional development workshops and online materials to support their use of the Australian Curriculum. Parent information sheets about the Australian Curriculum are also available on the department's website.

Early literacy development provides a foundation for student success. In collaboration with researchers, the Foundations of Early Literacy Assessment — Northern Territory (FELA NT) has been developed. FELA NT evaluates student achievement in early literacy learning and provides diagnostic information to monitor student progress and inform teaching.

Trials have commenced to evaluate the test with feedback determining the roll out of FELA NT in all schools.

Direct Instruction and explicit instruction are mandated literacy and numeracy programs that are being delivered across remote and very remote schools in the Northern Territory in consultation with communities. These programs provide students with curriculum continuity and stability in schools where there is high student mobility.

The Direct Instruction program emphasises well developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.

In 2016, over 1500 students across nineteen government schools participated in Direct Instruction for reading, writing and language from Transition to Year 7. To support the program 178 school principals, teachers and assistant teachers participated in intensive training delivered by international experts from the National Institute for Direct Instruction.

Early indicators of success of Direct Instruction have seen students who attend regularly achieve measurable improvement in their learning.

With a strong focus on improving the writing skills of all students, eleven schools participated in a pilot of the Australian Council for Education Research, eWrite software in Term 1, 2016. This is an online writing assessment and marking system for students in Years 5 to 8. It features advanced techniques to provide instant diagnostic feedback on students' skills across a range of writing styles. The feedback from the eleven schools will be used to inform implementation of the eWrite software in other schools.

To better monitor student progress, a key action under the Indigenous Education Strategy is to establish Northern Territory wide age benchmarks for numeracy, reading, writing and phonemic awareness.

In 2015–16 the Northern Territory was the first jurisdiction in Australia to implement Australian Council for Education Research Progressive Achievement Tests in reading and mathematics across all schools.

The online tests, conducted twice a year, are administered to approximately 20 000 students in Years 1 to 10. The results provide objective and standardised information to teachers about their students' skills and understanding in reading comprehension and mathematics, identifying students' current strengths and weaknesses.

Territory wide collection of this data will make it possible to measure student growth in reading and mathematics and will help focus efforts where most needed.

COMPLETIONS AND PATHWAYS

The department is delivering programs and support for students in middle and senior year schools, to enhance their personal and social development, education and employment outcomes.

Full-time and part-time senior secondary school options for students in government schools from Year 10 to Year 12 include Year 10 curriculum, South Australian Certificate of Education subjects and access to Vocational Education and Training (VET) in Schools.

The range of VET programs reflects the Northern Territory skill shortage list. This means that key industry areas such as construction, automotive, engineering, agriculture, conservation and land management, community services and hospitality are the main VET qualifications offered in schools.

In 2015, 24.7 per cent of students who completed their NTCET included VET qualifications.

EMPLOYMENT PATHWAYS PROGRAM

VET is considered an integral part of the Employment Pathways Program. Based on the Australian Curriculum and Australian Core Skills Framework, the program provides a consistent model of secondary education for remote Indigenous students in very remote, regional and urban centres.

The program is available to remote schools for secondary students who choose to remain in their community for secondary schooling providing integrated, vocationally based secondary education that targets the development of student capacity to access employment beyond school.

There are 17 VET trainer positions in remote and regional locations. A trial of literacy elements of the program in four sites in 2015–16 is currently being expanded.

The Employment Pathways Program will also incorporate other life skills and wellbeing such as the social and emotional learning program.

The department has also established the Transition Support Unit to provide support for Indigenous students and their families in remote and very remote locations to maximise student opportunities in the secondary years. This includes providing high levels of support for students who chose secondary education out of community, in regional and interstate schools and accessing boarding facilities.

NTCET COMPLETIONS

In 2015, 837 government school students attained the Northern Territory Certificate of Education and Training (NTCET). Thirteen of the top 20 students across the Northern Territory were from government schools, with the top student from Darwin High School obtaining an outstanding Australian Tertiary Admission Rank of 99.9. A total of 35 A+ Merit Awards were presented to 26 students. Fifteen of these students were from government schools.

HENBURY TEACHER COLLECTS MAJOR AWARD

Melissa Chellis, an inspiring teacher at Henbury School was rewarded for her hard work and dedication in preparing students for the outside world.

A financial literacy program run by Vocational Education and Training in Schools and Transition to Work coordinator Melissa Chellis attracted the attention of the Commonwealth Bank who awarded the school \$10,000 as part of the bank's Opportunity Knocks program.

The grant enabled the school to equip their opportunity shop in Nightcliff with a cutting-edge cash register and EFTPOS facilities, helping the student employees to further develop real life skills and prepare them for life after school.

The Opportunity Shop provides a secure workplace for students across a broad spectrum of disabilities with the opportunity to successfully transition into a work environment.

MARITIME TRAINING PROGRAM

Students at Casuarina Senior College, Nhulunbuy High School and Milingimbi School took their learning to the water, with boats as their newest classroom in Semester 1, 2016.

The new boats are a part of the Territory's new maritime training offered to students undertaking a vocational education and training program and align with the Indigenous Education Strategy's focus on providing young people with employment pathways.

The department and the Australian Maritime and Fisheries Academy worked together closely over a two-year period to design the Maritime Training Program. It includes professional learning opportunities for school leaders and trainers, so that they have the specific skills needed to best support the learning of students who participate in maritime training.

This program is the first of its kind in the Northern Territory and promotes effective and innovative partnerships with the shared vision of a sustainable and relevant program for our students.

Additional training such as swimming and small motors training will be included in the overall program. As an entry point, students work toward gaining a recreational boating certificate on location. If they wish to progress further, facilities exist at Casuarina Senior College and Nhulunbuy High School where they can obtain a Certificate II in Maritime.



Students undertaking maritime training

ASIAN LANGUAGES AND CULTURE

The department aims to strengthen partnerships and friendships with our Asian neighbours. A range of language and culture programs are offered in schools and language centres. In addition, the department is investing in student exchanges, study tours, excursions and sister school relationships.

The International Education and Training Strategy prioritises the teaching of Chinese, Mandarin and Japanese in schools from Transition to Year 12. A greater focus on Asian languages and Asian culture in schools will ultimately lead to better job prospects in the Territory, the region and beyond.

Targeted professional development, innovative recruitment and teacher exchanges will be utilised to fill identified gaps in teacher capacity to teach Asian languages. This includes the department securing agreement by Hanban, the central Chinese Ministry of Education for four Chinese language teachers to teach Chinese in Northern Territory Government schools for the next five years.

The Changing the Conversation – A Blueprint for Languages Education in Northern Territory Schools was launched in Term 4, 2015. This blueprint provides schools and education systems with the goals and vision for languages education policy, as well as clearly described strategies to secure quality languages programs, continuity of languages learning, provision of language programs and sustainability of languages resources at school and system levels.

The department has seen many great and inspirational achievements of students throughout 2015–16. Some of these are highlighted below.

TOP TERRITORY STUDENTS

In February 2016, events were held concurrently in Darwin and Alice Springs to celebrate the students who achieved top 20 results in the Northern Territory Certificate of Education and Training. This included students from Darwin High School (9 students), Katherine High School (2 students) and Casuarina Senior College (2 students).

The students were congratulated and recognition was given to the support and guidance provided by student's families, teachers and friends during the demanding senior secondary years.

The Territory's top scoring Northern Territory Certificate of Education and Training student, Lauren Northcote from Darwin High School, obtained an Australian Tertiary Admission Rank of 99.9. The top performing Indigenous student was Lauren Seden also from Darwin High School.



Lauren Northcote

GUNBALANYA SCHOOL GRADUATES

Eight former students of Gunbalanya School attended a ceremony in January 2016 to celebrate graduating with a Northern Territory Certificate of Education and Training.

The graduates overcame challenges ranging from distance and health issues, to additional study and parenting commitments to successfully complete their school education. As part of their education program they undertook work experience varying from administrative and retail positions to aged and child care. While some graduates are yet to find employment, all are keen to continue their self-development and make meaningful contributions to their communities.

Gunbalanya School educates students from preschool to senior years, and also operates a crèche and a Families as First Teachers program. The number of students completing the Northern Territory Certificate of Education and Training at the school continues to increase.



Graduates with their Northern Territory Certificate of Education and Training)

DISABILITY NO BARRIER

Former Tennant Creek High School student, Amy James, completed four Stage 2 subjects, and one Stage 1 subject, modified for students with an intellectual disability.

Amy is the first female Territory student and first Indigenous student to complete a modified Northern Territory Certificate of Education and Training (NTCET) of Stage 2 subjects. The Modified Subjects NTCET pathway is a three-year program to help students obtain the requisite 200 points for the NTCET, while focussing on post school options and life skills.

To earn 20 of her 200 NTCET credits, Amy enthusiastically applied herself to Creative Arts, Cross-disciplinary Studies, English Pathways and Health. Amy did not let her disability stand in the way of her engagement in education and was supported by educators and students to successfully complete five modified subjects in regular classes with other Year 12 student.



Amy James

GOAL 3: QUALITY LEADERS, QUALITY EDUCATORS, QUALITY LEARNING

KEY ACTIONS ACHIEVED

- ✓ Targeted principals, assistant principals and emerging school leaders to participate in selected high level leadership programs to develop the capabilities of leaders.
- ✓ Implemented Visible Learning to build a shared language across schools and create a culture of improvement and success for all students.
- ✓ Strengthened the quality of education for middle and senior years students.
- ✓ Provided innovative service delivery models to enable access to quality education across the Territory to support students.
- ✓ Commenced a revised schooling classification model that defines education provision in schools.
- ✓ Established the Transition Support Unit to work with families to ensure very remote students are prepared for, and enrolled in appropriate secondary schooling options, and provide transition support to students completing secondary schooling away from home.
- ✓ Provided high quality data, reporting and analysis on staffing and school achievement that can inform decision making and continuous improvement at school, region and system levels.

Quality leadership and staff who uphold high expectations and standards of professional practice across government schools drive better learning outcomes of students.

Through strengthening the capability of classroom teachers and school leaders, the department aims to provide the highest quality teaching and learning for students, particularly those in remote areas of the Northern Territory.

Of critical importance is embedding a culture of exemplary practice, developing leaders and staff within the Northern Territory, particularly local Indigenous educators, and valuing and supporting our staff.

As part of this commitment, more than 170 people attended the two-day 2016 Leaders' Conference in April 2016.

The purpose of the conference was to deepen understanding of evidenced based approaches, successful strategic initiatives and practices, examine areas for further development and growth and share leadership strategies.

SCHOOL WORKFORCE LEADERSHIP PROGRAMS

The school workforce is being provided high quality professional leadership training through the Centre for School Leadership at Charles Darwin University. Department funded programs target early career leaders, middle and senior school principals. The centre's programs are focused on developing school leaders who build the learning environment and professional workforce of their schools which ultimately leads to quality learning opportunities for all Territory school students in government schools.

Table 5: Leadership Programs offered by Centre for School Leadership for 2015–16

Program	Target	Number of Participants	Program Aims
Executive Development for Educational Leaders Program	Experienced principals who are in or will transition into complex and challenging contexts, and executive education leaders.	15	Strengthen participants' capacities to lead school improvement, adapt to changing policy environments and engage, influence and collaborate at the highest levels with the school and broader education and professional community. This program includes an international study tour.
School Leaders for Success Program	High performing teachers aspiring or moving into leadership	52	Build confidence through the development of practical skills and support to enable participants to become highly effective and influential leaders in their schools.
Tomorrow's School Leaders Program	High performing early career principals and assistant principals aspiring to an executive contract principal position	25	Develop and enhance participants' ability to lead effective teaching and learning and lead school improvement and innovation.
Indigenous Teacher Leadership Program	High performing Indigenous teachers and senior teachers who aspire towards a school leadership role	7	Prepare Indigenous teachers for school leadership roles in schools through enhancing personal leadership capabilities, strategic thinking and opportunities for networking and mentoring.

RECOGNISING EXCELLENCE IN TEACHING

The Teaching in the Territory Excellence Awards provides an opportunity to recognise the contribution of our staff to quality student learning in the Northern Territory. On 31 October 2015, an awards ceremony was held in each region as part of the World Teachers' Day Celebration.

Primary Teacher of the Year Awards

Darwin Region	Kathryn Dinoris	Manunda Terrace Primary School
Palmerston and Rural Region	Megan Norrington	Humpty Doo Primary School
Alice Springs Region	Elizabeth Verstappen	Ross Park Primary School
Arnhem Region	Christine Kemp	Nhulunbuy Primary School
Barkly Region	Christine Simpson	Arlparra School
Katherine Region	Danielle Grieves	Katherine South Primary School
Northern Territory Winner	Kathryn Dinoris	Manunda Terrace Primary School

Middle Years Teacher of the Year Awards

Darwin Region	Catherine Deans	Darwin Middle School
Alice Springs Region	Joanne Moar	Alice Springs School of the Air
Katherine Region	Melanie Schultz	Ngukurr School
Northern Territory Winner	Catherine Deans	Darwin Middle School

Senior Secondary Teacher of the Year Awards

Darwin Region	Sarah Corry	Henbury School
Palmerston and Rural Region	Kate Eadie	Taminmin College
Alice Springs Region	Belinda Harding	Centralian Senior College
Arnhem Region	Katrina Hudson	Yirrkala School
Northern Territory Winner	Belinda Harding	Centralian Senior College

Principal of the Year Awards

Darwin Region	Graham Chadwick	Nightcliff Primary School
Palmerston and Rural Region	Susan Trimble and Esther Djayhgurrnga	Gunbalanya School
Alice Springs Region	Paul Van Holsteyn	Bradshaw Primary School
Arnhem Region	Sabina Smith	Nhulunbuy High School
Barkly Region	Shontell Dougherty	Alekarenge School
Northern Territory Winner	Sabina Smith	Nhulunbuy High School

Early Childhood Teacher of the Year Awards

Darwin Region	Janelle O'Neill-Thorne	Anula Primary School
Palmerston and Rural Region	Donna Robbins	Durack Primary School
Alice Springs Region	Loretta Brown	Acacia Hill School
Arnhem Region	Tiffany Wilks	Nhulunbuy Primary School
Barkly Region	Alexander Carpenter	Alekarenge School
Katherine Region	Marnie Hopkins	Katherine South Primary School
Northern Territory Winner	Alexander Carpenter	Alekarenge School

Support Staff Member of the Year Awards

Darwin Region	Joanne Feick	Nightcliff Primary School
Palmerston and Rural Region	Sandra Sheldrake	Dundee Beach School
Alice Springs Region	Karen Weir	Braitling Primary School
Arnhem Region	Gupulanbuy Wanambi	Yirrkala School
Barkly Region	Jetske Niemeyer	Tennant Creek Primary School
Katherine Region	Arnold Von Senden	MacFarlane Primary School
Northern Territory Winner	Arnold Von Senden	MacFarlane Primary School

Indigenous Educator of the Year Awards

Darwin Region	Gregory Hauser	Nightcliff Primary School
Alice Springs Region	Petra Tilmouth	Bradshaw Primary School
Arnhem Region	Yalmay Yunupingu	Yirrkala School
Northern Territory Winner	Petra Tilmouth	Bradshaw Primary School

Vocational Education Trainer of the Year Award

Palmerston and Rural Region	Matthew Deveraux	Taminmin College
Northern Territory Winner	Matthew Deveraux	Taminmin College

Special Commendation

Excellence in providing pathways and vocational outcomes for students with disabilities	Sarah Corry	Henbury School
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Teaching in the Territory Excellence Award prize winners

HIGHLY ACCOMPLISHED AND LEAD TEACHERS

The capability of educators continued to be strengthened through the Highly Accomplished and Lead Teacher (HALT) certification program, in partnership with the Northern Territory Teacher Registration Board.

Teachers with HALT certification qualify by meeting seven Australian Professional Standards for Teachers and through their skill as classroom teachers.

There are 47 accredited HALTs in Northern Territory Government schools, with a further 50 teachers applying for certification in 2016. This will increase the total number of Highly Accomplished and Lead Teachers across the Territory, having a positive impact on schools and student outcomes.

The first national network of HALTs was established and 15 Northern Territory members attended the first Australian summit where they collaborated on ways to improve the teaching profession.

A conference for teachers in the Northern Territory will be held later in the year to better utilise the skills and knowledge of HALTs to foster a strong and collaborative learning culture in schools.

VISIBLE LEARNING

Visible Learning is a professional development and change program for school leaders, teachers and schools that builds teaching and learning capability. It embeds classroom teaching practices based on evidence and focusses efforts on practices, strategies and processes that have the greatest effect on student learning.

Visible Learning promotes a learning environment that supports students to describe what they are learning, know how well they are learning and the next steps in their learning.

Visible Learning helps schools to plan and monitor student progress and provides a consistent and common language about teaching and learning across all Northern Territory Government schools.

While school leaders provide instructional leadership to drive change within their school, the implementation of Visible Learning is also supported by impact coaches. Impact coaches work with classroom teachers and leadership teams in individual schools and regions to support school improvement plans through building teacher capacity to analyse student data and evaluate their performance allowing them to reflect and act upon the impact they are having on student achievement.

The program was first implemented in 50 schools across the Alice Springs and Barkly regions in 2013. Significant improvements in practice have been progressively seen in these schools and student engagement in learning is improving. In 2015 all schools across Arnhem, Darwin, Katherine, and Palmerston regions commenced implementing Visible Learning.

Ongoing professional learning opportunities are provided to support staff to drive student and school improvement. Visible Learning professional development activities were conducted throughout the Territory in 2015–16 with more than 1400 staff participating in the professional development activities.

VISIBLE LEARNING IN PRACTICE

WRITING ROADS AT ALCOOTA SCHOOL

Alcoota School has been on the Visible Learning journey since 2013. It has been a journey for both staff and students who have all become familiar with using the Visible Learning language and students have a greater understanding of what it means to be a great learner. Continuing the 'learning is a journey' theme, the lower primary class students (Transition to Year 3) enjoy travelling along their Writing Roads as they improve their independent writing skills. Linking with local road names, the students start slowly, practicing the explicit and scaffolded skills needed, then progress to the Stuart Highway, along the way using the stops to help set their Independent Learning Goals and gain an understanding of what they need to do next.

With a wide range of years and abilities in the class, this Visible Learning display enables all students to see their progress and assists their families to gain better insight to the writing process and understand how their child is progressing. All Alcoota School students set Independent Learning Goals, in collaboration with their teacher, and practice their writing, reading and speaking which is recorded and progress evaluated and tracked as part of daily literacy lessons.

JINGILI PRIMARY

Jingili Primary School focused on the benefits of having a Growth Mindset, as well as using Learning Intentions and Success Criteria from Preschool through to Year 6. The Assessment Capable Writer Project has provided an opportunity for teachers to implement Visible Learning in a particular subject area, with support from the Teaching and Learning Coach.

Professional Learning has focused on providing effective feedback and teachers model this so students organically give peer to peer feedback during teaching and learning. Students are becoming more successful at articulating their learning and good work behaviours; stating where they are now, what they want to achieve, and what they need to do to get there (setting goals).



VISIBLE LEARNING SHOWCASE

School-based Visible Learning teams worked with teachers in primary and middle schools to hold the inaugural Darwin Region Visible Learning Mini Showcase. Forty-five teachers from 17 schools in the Darwin region shared knowledge and demonstrated resources and tools they'd developed and used in their schools to support Visible Learning.

The showcase also marked the end of the first 'Impact Cycle', a six-phase cycle to support the introduction of Visible Learning. The cycle methodology requires schools to collect evidence, implement a change and recollect evidence at the end of the year to show the impact on learning outcomes for students. Students also shared with educators the positive effects that Visible Learning has had on their education over the year.

The event was a good opportunity for educators to share their learning and build on their knowledge.

STUART PARK PRIMARY GOOD LEARNER POSTERS

Stuart Park Primary School's aspirational goal is for all learners to be able to articulate what they are learning, why they are learning it and how they will be successful. There is an expectation across all year levels that learning intentions and success criteria are made explicit to students in Mathematics and English lessons. Learning intentions and success criteria contain explicit instructions about what students are learning and how each student will be successful. Students are aware of the Stuart Park Good Learner posters which are displayed prominently in each classroom and which demonstrate the characteristics. Students can talk about what they are learning and why, they take risks with their learning, they persist, embrace feedback and develop resilience.

Teachers at Stuart Park Primary use effective feedback to enable their students to identify their personal writing goals, areas of strength and challenges. They are then encouraged to plan the next step for their writing development. Students are gradually becoming capable writers by developing common understandings about the qualities of good writing by using student friendly writing rubrics and the 6+1 Traits of writing.



LEARNERS AT YUENDUMU SCHOOL

Staff at Yuendumu School worked together to develop a shared understanding of the characteristics of effective learners. These characteristics were distilled into four qualities and displayed and shared in Walpiri and English. The characteristics provide a shared language used to help teachers and students understand what is necessary to be active learners and to discuss learning.

Learners at Yuendumu School



Ngampurrpa pina-jarriya yijardu jipa-jipa
manu rarralya nyayirni ngurrju. Walaparrika junganku.

Always have a go, even when it's hard.

*A good learner takes risks and is excited about learning new things.
They are motivated to improve and feel good about learning.*

Nyangka, purda-nyangka nginyi-nginyi-rli.
Yungurnpa rdirringpa-nyayirni nyinami.

Listen with your eyes, ears and brain.

*A good learner needs to turn on their brain to learn.
They need to think about what they see and hear.*



Purkurl-purkurlpajarriya nyanu.

Be proud.

*A good learner takes pride in what they do. They respect
themselves and the learners around them. They are proud of
their achievements and are confident in their ability to learn.*

Payi-ka nyiya-ku manngu nyangka nyarrpa-ngku.

Ask the right questions.

*A good learner asks questions to help them understand.
recognise what they already know and think about what
will help them learn new things.*



Actively looking at the learner characteristics has been an integral part of professional development and has provided the school community with a shared language of learning, a framework for explicit teaching and greater clarity around student progress and achievement.

BRADSHAW PRIMARY ACTION LEARNING COLLABORATIONS



In 2015, Bradshaw Primary School focused on working collaboratively within the school and providing more targeted and personalised learning for staff, aligned to school goals.

This was reflected in the Bradshaw Visible Learning action plan which includes a teacher progression map to enable teachers to chart the development of their practice aligned to Visible Learning, and use this to set goals for their own professional development and practice.

Structures and protocols for a school wide action research model were developed by staff within the school and have become common practice. This work has enabled teachers to articulate the learning behaviours and dispositions they are developing. Progress and feedback is shared with students and families to continue to develop a shared language of learning within the school community.

MIDDLE YEARS OF SCHOOLING

The department has developed and commenced implementing the *Work Like the Best: Middle Years Teaching and Learning Strategy 2016–2018*.

The strategy was developed from key recommendations of the *Review of Middle Schooling in the Northern Territory* conducted in 2014 by independent consultant, Vic Zbar.

The purpose of the strategy is to ensure that middle years' education throughout the Northern Territory comprises best-practice through the delivery of quality programs, quality teaching and strong engagement by the school community.

The three-year strategy is aimed at driving policy and programs in the areas identified as having the greatest positive impact on the quality of middle school education. Implementation of the strategy commenced and key actions include:

- implementing a whole-system approach to behaviour management and wellbeing;
- working in partnership with Charles Darwin University to enhance middle years content in undergraduate courses; and
- middle schools working in partnership with primary and senior schools to improve the move between schools and better prepare students to succeed.

The strategy aims to ensure Northern Territory Government middle schools offer rich, relevant curriculum that develops resilience, life-long learning skills and a strong sense of self in every student.

A six-month review was conducted to monitor the progress of the strategy. The report will be completed by the end of 2016.

QUALITY SECONDARY EDUCATION

The department is committed to providing flexible and innovative options for service delivery to ensure all young people across the Northern Territory have access to quality education and training programs.

This includes delivering secondary education options within a student's local community, supporting access to distance education programs and schooling away from home.

SECONDARY SCHOOL OPTIONS IN REMOTE AND VERY REMOTE LOCATIONS

Providing a comprehensive secondary education program in remote and very remote locations can be challenging. To ensure all Northern Territory secondary students have access to quality and sustainable programs, a revised schooling classification model was considered by the department but it was decided that education provision will continue to be determined in consultation with communities.

Secondary schooling options in remote and very remote locations are supported by the Transition Support Unit and the Employment Pathways Program.

The Transition Support Unit was established in October 2015 to work with families, schools and students to ensure students are prepared for and enrolled in appropriate schooling options in the secondary years, including away from home education options.

The Transition Support Unit has 25 staff members based in offices in Darwin and Alice Springs as well as on the ground teams in Katherine, Tennant Creek and Nhulunbuy.

Case management teams support Indigenous students from remote locations who have chosen to attend boarding schools by connecting boarding schools, families and students. This includes identifying students in remote communities who wish to attend boarding school, assessing suitability for a boarding school option, holding preparation and readiness workshops in remote communities, matching students to appropriate boarding schools and assisting with travel and other requirements.

In 2015–16, staff visited over 60 schools and case managed 567 Indigenous students from remote communities across the Northern Territory to assist students to take up secondary options of their choice.

The Employment Pathways Program offering vocational education and training, and skills development supports secondary education for remote Indigenous students who chose to continue their education in their community.

In 2015–16, curriculum and learning resources were developed and trialled in schools for the Employment Pathways Program which has three core domains: life skills and wellbeing; communication; and employability skills.

Opportunities for engagement and community connections are also developed by each school and form an integral element to address student interest and link community priorities.

Resources developed to support the program include teacher support materials for explicit instruction approaches in literacy and numeracy, Culture, Country and Careers integrated learning, Leadership Certificate I delivery materials and workbooks.

Students in urban and regional schools undertaking the Employment Pathways Program have the opportunity to access other school programs as their literacy and numeracy improves which can lead to the attainment of the Northern Territory Certificate of Education and Training.

DISTANCE AND ONLINE LEARNING

The department continued to deliver distance and online learning through three schools that offer an alternative program for students who are unable to attend a school in person, including international students, or for students seeking alternate secondary options. Students receive lessons using satellite, internet and telecommunications technologies.

The Alice Springs School of the Air provided educational services and activities to approximately 130 isolated students from preschool to Year 9 located in the southern half of the Northern Territory, the extreme north of South Australia and the south-east of Western Australia.

The Katherine School of the Air provided educational services and activities to approximately 160 isolated primary and middle school students in the top half of the Northern Territory and to students temporarily travelling or based elsewhere. The school also caters for middle years students, including urban students that require alternative pathways due to special circumstances.

The Northern Territory School of Distance Education (formerly Northern Territory Open Education Centre) provided flexible distance study options for over 300 senior secondary students from Years 10 to 12 across the Northern Territory and overseas. Students from urban, regional and remote schools, including community education centres, can access the distance study options on a full-time basis or for subject areas their current school cannot provide.

The new \$12.74 million School of Distance Education building was completed in June 2016 and is co-located with Darwin High School.

TRANSITION SUPPORT UNIT BUILDING RELATIONSHIPS

The Transition Support Unit located in Winnellie, was established in October 2015 as part of the department's Indigenous Education Strategy.

The role of the Transition Support Unit is to work closely with Indigenous students and their families from remote and very remote locations to confirm the best choice for each student, providing options for secondary education. Officers are located in Alice Springs, Tennant Creek, Katherine, Nhulunbuy and Darwin.

Twenty-five staff were recruited to the Transition Support Unit; 13 of whom are Indigenous and have strong connections to remote communities across the Northern Territory. The Transition



Members of the Transition Support Unit

Support Unit is made up of staff from a range of backgrounds including teachers, social workers and local community members. Positions include Student and Family Support Officers, Transition Support Officers, At Risk and Boarding Managers, and administrative staff.

Safety, wellbeing, and a successful education experience are the highest priorities for the Transition Support Unit, in line with the Indigenous Education Strategy to improve education outcomes, and provide more options to families in remote and very remote areas.

DATA INFORMING QUALITY TEACHING

The department recognises the importance of quality data and analysis to inform practice and program implementation.

In 2015–16 all Northern Territory Government schools implemented Australian Council for Education Research Progressive Achievement Tests in reading and mathematics. The online tests, conducted twice a year, are for students in Years 1 to 10 and are designed to provide objective and standardised information to teachers about their students' skills and understandings in reading comprehension and mathematics.

The results help teachers and schools understand students' current strengths and weaknesses, and inform teaching and learning. Territory-wide collection of this data will make it possible to measure student growth in reading and mathematics at a system, school, class and student level which will help to focus efforts where most needed.

There was high participation from students with over 18 800 students completing a test in Semester 2, 2015 and 19 400 in Semester 1, 2016. The tests are a valuable resource and tool for schools.

The department trialled an online writing assessment and marking system for students in Years 5 to 8 called eWrite in eleven schools. The department is assessing feedback from schools which will inform implementation of eWrite in other schools.

The National School Opinion Survey was implemented in all Northern Territory Government schools in Term 3, 2015 for the first time.

It is an online survey data collection tool for schools to collect student, school staff and parent perception data. Responses were received from 6584 students, 4030 parents and 2015 school staff. The survey includes questions about schooling at the national and Northern Territory level and provides schools with the opportunity to include questions relevant to their local context. The data assists schools to understand school community perceptions to support strategic planning for continuous improvement and helps the department to monitor progress against strategic priorities.



GOAL 4: COHERENT AND CAPABLE ORGANISATION

KEY ACTIONS ACHIEVED

- ✓ Implemented greater school autonomy through a global school funding model and independent public schools to provide greater local control in decision making.
- ✓ Finalised the reform of the *Education Act* to meet the future needs of education services in the Northern Territory and implemented the changes.
- ✓ Implemented a workforce and career development strategy aimed at building the capability of employees, creating career opportunities, particularly for Indigenous employees, and ensuring the department employs skilled and experienced people, where and when they are needed.
- ✓ Improved the quality and currency of operational policy advice to schools and business units in line with the departmental policy framework.
- ✓ Implemented the new accountability and performance improvement framework across our schools, regions and business areas.
- ✓ Completed the construction of a new Northern Territory Schools of Distance Education and a new Henbury School, and implement the approved infrastructure program as planned.

A priority for the department is the provision of quality services and systems from our regional and corporate areas, to ensure efficient and effective school operations. Education services are underpinned by evidence based approaches and resources distributed to schools through an equitable resource distribution model.

Students need to be taught by high performing teachers and our schools need high quality principals to lead them. It is essential that optimum learning environments are available for both students and staff to work in, that there is access to quality data to inform teaching practice, and we are accountable for the services provided.

The department has continued to build the capacity of our workforce and leadership, and to implement innovative approaches to recruit and retain high quality staff. By effectively and efficiently managing our resources and assets, we are able to provide greater autonomy for schools, update school facilities and build new schools.

SCHOOL AUTONOMY

Greater school autonomy has been a key priority for the department. School autonomy has increased in the Northern Territory through the establishment of global school budgets and introduction of the independent public schools. Greater school autonomy enables local decision-making in the allocation of available resources, through more community involvement in the management of schools, to improve overall school performance.

Global school budgets were implemented in all Northern Territory Government schools in 2015, informed by a needs-based funding model based on student characteristics such as socio-economic status, stage of schooling, indigeneity and remoteness. This funding model ensures budgets are distributed transparently under a one-line budget and according to student needs. It provides schools with independence and flexibility to allocate resources as required to deliver the educational services tailored to the local school community.

Work is continuing with schools to provide professional development, adapt and improve reporting and assist with identifying strategies to manage school resources under global school budgets.

Independent public schools remain part of the Northern Territory Government education system, continue to operate as government schools and work within the associated industrial relations and legislative frameworks, but operate under different accountability and governance structures. The school community also has greater flexibility to introduce additional educational programs and activities to improve student outcomes.

Schools are required to apply and be selected to become independent public schools. The selection is based on the school community support and capacity of school staff and the school council to have more involvement in the operation of the school.

A further seven independent public schools commenced in 2016, bringing the total to 13 schools. The new independent public schools for 2016 are Bakewell Primary School, Casuarina Senior College, Casuarina Street Primary School, Darwin Middle School, Durack Primary School, Gunbalanya School and Taminmin College. Gunbalanya School is the first remote Territory school to become an independent public school. These schools all undertook a rigorous selection process and demonstrated their capacity to use their vision and innovation to assume greater independence. The 2017 independent public schools selection process has commenced.

Independent public schools have been implementing a wide range of innovative initiatives including the introduction of integrated health services, early years literacy support and coaching, provision of Chinese language programs, pre-birth to four years old learning and development programs, speech programs and career development programs.

In 2016, seven independent public schools transitioned from school councils to school boards. School boards, which include 50 per cent parent representation, set the strategic direction of the school, monitor school performance, pursue partnerships to further school interest and identify risks to achieving goals.

Comprehensive training continues to be provided to independent public schools to support their transition to operate with a higher level of autonomy.

REFORM OF THE *EDUCATION ACT*

After two years in development, with contributions from parents, teachers, students, community members, departmental officers and other stakeholders, the new *Education Act* and Education Regulations commenced on 1 January 2016. The Act and Regulations provide a framework for delivering high quality, contemporary education to develop Northern Territory students' potential and maximise their educational achievement.

Work commenced on updating departmental policies and developing new policies, guidelines and other information sources to reflect the new *Education Act* and Regulations. Progress on this work is closely monitored by the department's Executive Board to ensure work is on track and schools are well informed of new legislation requirements.

WORKFORCE PLANNING FRAMEWORK

Attracting and retaining quality staff is pivotal for improving educational outcomes for students. A *Workforce and Career Development Strategy* was implemented to build the capability of departmental employees and create career opportunities for existing employees.

The promotion and marketing of careers to Northern Territory school students and interstate applicants to attract the best staff is another focus for the department. In addition, partnerships with universities to ensure graduates are equipped with the skills and experience required to succeed in the workforce and meet the needs of Northern Territory students is also integral to workforce planning.

A new teacher permanency policy has been implemented. This policy provides for the permanent appointment of teachers through an open advertising and merit selection process. The policy has been developed as part of the employment strategy ensuring teachers are supported, developed and retained by the department and education outcomes are enhanced by investing in high quality teachers.

The department's *Indigenous Employment and Workforce Strategy 2015–2020* is being implemented to create opportunities for recruiting and retaining Indigenous employees, and developing their careers.

A key part of this strategy is ensuring employees are capable and confident in the delivery of education services. The strategy is aligned to the department's *Workforce and Career Development Strategy*, the broader public sector strategy, as well as initiatives under the Indigenous Education Strategy.

As part of this strategy to increase the number of Indigenous employees, a special measures plan is being implemented giving priority consideration to Indigenous and Torres Strait Islander's who apply for advertised positions in the department.

It also provides that certain positions will only be available to Indigenous and Torres Strait Islander people. The special measures plan includes school based positions in all government schools including independent public schools.

An element of the *Indigenous Employment and Workforce Strategy*, is the *Remote Workforce Plan 2016–2018* to attract, develop and retain employees to specifically meet the needs of remote and very remote schools.

This includes recognising the unique capabilities required in remote locations where staff may face complex challenges not found in urban schools, and strategies to attract and develop the Indigenous workforce in these locations.

Learning and development activities are provided as part of the *Remote Workforce Plan*. These include improved career pathways and development support for assistant teachers, mentoring and coaching for principals new to remote schools, a suite of cultural competency resources and localised remote induction packages and mentoring support to build capacity for teaching and working in remote locations.

Figure 4: Workforce Planning Framework



ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT ASPIRATIONS PROGRAM

Eleven Indigenous students have finished a pilot scheme to help them complete senior school and move into the workplace. The Aboriginal and Torres Strait Islander Employment Aspirations program is a cornerstone of the Northern Territory Government's *Indigenous Employment and Career Development Strategy 2015–2020*.

Casuarina Senior College partnered with the Clontarf Foundation to run the scheme for 10 weeks, beginning in July 2015. The pilot program aims to prepare Year 12 students for future employment, and encourages them to think about a career with the Northern Territory public service. By participating in workshops and activities the attendees



Aboriginal and Torres Strait Islander Employment Aspirations program members with their completion certificates

demonstrated improved self-confidence, resilience and employability skills.

The program can be used as an avenue to a Northern Territory public sector career.

LEARNING AND DEVELOPMENT

A key element of the department's *Workforce and Career Development Strategy* which is being implemented is to build a capable and high performing workforce through a range of learning and development programs, including orientation and induction, pre-service teacher, early childhood teachers and early careers programs.

In 2015–16, \$5 million was spent on learning and development, which is an increase of \$0.3 million or 6.7 per cent from 2014–15. The professional development expenditure was 1.1 per cent of the total employee expenditure which is consistent with the previous year. This does not include internally delivered professional development undertaken in schools for at least two days every year.

Orientation and induction programs were provided to ensure all new staff had an appropriate level of

professional support and were prepared for working in the various contexts of the Northern Territory.

In 2015–16, a two-day orientation program was held in Darwin at the start of each semester, with 161 teachers and nine principals new to the Territory education system attending, just prior to commencing their employment in urban and regional schools. Teachers are recruited both locally and from interstate.

The orientation program introduced teachers to department services, strategic plan, curriculum, policy and regulatory issues and covered cultural awareness. Four-wheel-drive lessons were provided for teachers appointed to remote area schools.

Non-teaching staff participated in the department's on-line orientation program, covering the department's services, strategic plan, policy, systems and cultural awareness.

Table 6: Learning and Development Expenditure 2011–12 to 2015–16

Learning and Development Expenditure	2011–12	2012–13	2013–14	2014–15	2015–16
Total employees — FTE	4 647	4 536	4 289	4 145	4 142
Total learning and development expenditure	\$5.742M	\$7.101M	\$5.012M	\$4.674M	\$5.022M
Learning and development costs as a percentage of employee expenditure	1.3%	1.6%	1.2%	1.1%	1.1%
Average training expenditure per FTE employee	\$1 236	\$1 566	\$1 169	\$1 128	\$1 212

Source: Government Accounting System and pay 27

Note: FTE refers to paid full-time equivalent which includes all active and inactive paid employees.

PRE-SERVICE TEACHER PROGRAMS

The department offers a suite of programs to support people to undertake a teaching qualification.

The More Indigenous Teachers Initiative provides scholarships to support Indigenous people to undertake a teaching qualification. The aim of the program is to increase the number of Indigenous teachers in Territory government schools. In 2015, 11 scholarship recipients completed their qualifications, of whom seven were employed by government schools. Three registered with the Teacher Registration Board and elected to work in Northern Territory non-government schools and one is working at the Teacher Registration Board in an administration role. In 2016, eight students received scholarships.

The Teacher Education Scholarship provided support to people to undertake a teaching qualification with the aim to increase the number of teachers in government schools. In 2015, 7 students with Teacher Education Scholarships successfully completed their teacher training of which, three commenced employment in government schools. Teacher Education Scholarships supported four students in 2016 to study a full-time education qualification through Charles Darwin University.

Table 7: Summary of Pre-Service Teacher Scholarships as at 30 June 2016

Program	Number of participants 2016
More Indigenous Teachers Initiative (MITI)	8
Teacher Education Scholarships	4

Source: DoE

EARLY CHILDHOOD TEACHER PROGRAMS

The department offers programs to support teachers to undertake early childhood qualifications.

The More Early Childhood Teachers Scholarship Program provides financial and mentoring support to registered teachers and diploma qualified long day care educators to upgrade their qualification to a four-year degree in early childhood teaching. Since its inception in 2011, the program has enabled 54 participants to become degree qualified early childhood teachers. In 2015, 8 educators completed their qualification with 14 educators continuing on the scholarship program in 2016.

The National Quality Framework requires qualified early childhood educators in schools delivering early childhood programs. Commencing in 2016, the department offers the Early Childhood Teacher Scholarship to support primary trained teachers in Northern Territory Government schools to upgrade their qualification. In 2016, 22 teachers received scholarships to specialise in early years teaching.

Table 8: Summary of Teacher Qualification Upgrades – Early Years as at 30 June 2016

Program	Number of participants 2016
NT More Early Childhood Teachers Scholarship Program	14
Early Childhood Teacher Scholarship	22

Source: DoE

DEVELOPMENT SUPPORT FOR ASSISTANT TEACHERS

Twelve Assistant Teachers from the Arnhem and Barkly regions attended a workshop delivered by the Batchelor Institute of Indigenous Tertiary Education. The teachers, who are undertaking the Advanced Diploma in Education Support Services, delivered lessons to their peers, whilst the audience observed and provided feedback. This was a great professional development exercise for the teachers, which will further grow their ability in the classroom.



Assistant teachers undertaking the advanced diploma in Education Support Services

EARLY CAREERS

The department participates in early careers programs and initiatives to support people pursuing careers in the Northern Territory Government.

The Northern Territory Government Traineeship and Indigenous Traineeship programs provide supported on the job training opportunities for people pursuing careers in the Northern Territory Government.

The programs combine employment with structured learning to develop workplace skills and provide a nationally recognised qualification at the Certificate II, III, and IV or diploma level.

In 2016, the department supported 5 trainees, completing Certificate III traineeships in business; laboratory operations; information, digital media and technology; education support; early childhood education and care; information; and cultural services. In 2015, three trainees successfully completed their qualification of which two were employed by the department and one commenced ongoing employment with another Northern Territory Government agency. Two trainees withdrew from the program.

School based apprenticeships and traineeships provide students with an increased ability to perform in the workplace with structured employment and training arrangements. These programs can lead to a nationally recognised qualification, increased career choices and opportunities to transition from school to full time traineeships, employment or further education and training.

In 2016, two school based trainees participated in this program. In 2015, five school based trainees successfully completed their qualifications with one employed by the department and one winning the 2015 Group Training Northern Territory School Based Trainee of the Year award.

The Work Integrated Learning Scholarship sponsors local students through their tertiary degrees at Charles Darwin University. Participants receive a bursary to assist with the costs of books and fees each semester and undertake work placements with the department for up to 12 weeks a year during the

university semester breaks. The work placements prepare students to be work ready upon completion of their studies. In 2015, two students completed the program of which one commenced as a graduate in the department. Seven Charles Darwin University students participated in the program in 2016 (six students received a scholarship in 2016 and one student continued from the previous year to their final year of the scholarship).

The Vacation Employment Program provides students who are undertaking a full-time degree at an Australian recognised university with the opportunity to gain valuable learning experiences in the Northern Territory Government during the university semester breaks. Ten students participated in the program in 2015–16.

The Graduate Development Program is designed to increase the capacity and capability of the Northern Territory Government. In 2015, five graduates successfully completed the program of whom, four were employed by the department. In 2016, three graduates commenced the department's program, which is structured to include work placements across the department allowing graduates to gain experience and develop a broad knowledge of the department's operational and strategic responsibilities.

Table 9: Summary of Early Careers Programs 2016

Program	Number of participants 2016
Northern Territory Government Traineeship	5
School Based Apprentices/Trainees	2
Workplace Integrated Learning Scholarship	7
Vacation Employment Program ¹	10
Graduate Development Program	3

Source: DoE

Note: 1. This figure includes all students who participated in the Vacation Employment Program during 2015–16

OUTSTANDING ACHIEVEMENT

Debbon Webb is the recipient of 2016 Group Training Northern Territory School-based Trainee of the Year award for the Southern Region. Debbon has been recognised for his outstanding achievements and commitment to his study in Certificate III in Education Support and for sharing his skills with students. Debbon is passionate about helping and supporting students with their learning, particularly those with additional needs and is having a positive influence on students, making them feel connected to schooling.

Debbon Webb with his award



EARLY CAREERS PROGRAM INDUCTEES WELCOMED

Inductees to the Early Careers Program were treated to an instructive welcome event in the department. The participants came from the Northern Territory Public Sector Graduate Development and the Apprenticeship/Traineeship programs, and the Work Integrated Learning Scholarship.

It was an opportunity to learn more about the different strategic and operational areas of the department and included presentations by past and present graduates. Participants found the presentations motivating and a useful source of advice for their continuing professional development.



Early Careers Program participants

LEADERSHIP PROGRAMS

These programs are available to staff at all levels to gain knowledge and skills necessary to improve and develop their careers. The programs are designed to build a pool of skilled employees, suitably qualified and experienced leaders who can take up management and leadership roles into the future and provide a locally grown workforce.

All program participants have been retained within the department.

As part of the strategic plan to build the capacity of our workforce and leadership across all areas of the department, we are committed to supporting staff participation in high quality leadership development programs.

Table 10: Leadership Programs in 2015–16

Program	Target	Number of Participants	Program Aims
Executive Leaders Program	SAO2 (or equivalent) and above	5	Develop executive level abilities to contribute positively in delivering the economic, social and governance responsibilities for all Territorians.
Future Leaders Program	AO7 – SAO2 (or equivalent)	5	Develop the capability of talented people to supply leaders for the future, improve succession planning and promote mobility and learning across the Northern Territory Public Sector.
Discovery Women in Leadership Program	AO5 (or equivalent) and above	5	Develop greater confidence, leadership skills and build valuable support and business networks.
Public Sector Management Program	Middle and Senior Managers	7	Enhance the existing knowledge, skills, attitudes and behaviours of middle and senior managers to improve public sector outcomes.
Future Leaders Network	Staff under the age of 30 and whose characteristics align with level 7 of the Capability and Leadership Framework (CLF7)	7	A whole-of-government initiative, which aims to provide a forum for exceptional leaders under the age of 30 to engage with significant policy, program and service delivery.
Lookrukin – Indigenous Women's Leadership Program	AO4 level and above (or equivalent)	2	This program is designed to provide high level, significant learning experience for Aboriginal and Torres Strait Islander women employed in the Northern Territory Public Sector.
Australia New Zealand School of Government – Advancing Leadership Program	Mid-level executives who are developing towards senior executive leadership roles	4	The aim of the program is to provide participants with an understanding of the dynamics of exercising leadership on complex programs.
Australia New Zealand School of Government – Executive Master of Public Administration	SAO2/ECO1 to ECO3 or equivalent designations	1	The program aims to prepare emerging leaders for the demands and challenges of delivering value to the community, in an increasingly complex public service environment.

PERFORMANCE AND ACCOUNTABILITY

The department's Accountability and Performance Improvement Framework provides a system of accountability for the whole department, including schools.

An updated Accountability and Performance Improvement Framework was implemented to improve the planning, performance monitoring and reporting processes that support coordinated delivery of improved student outcomes across the Northern Territory.

The Accountability and Performance Improvement Framework aims to ensure:

- there are consistent tools and processes to support planning, monitoring and reporting across the department;
- systems are aligned across all levels and areas of the department to meet the department's strategic directions; and
- accountability is attributed across the department.

The department's strategic plan links our vision to key goals and strategies which are translated into actions through directorate and regional plans; into division plans and school plans; and then into individual staff performance plans.

The department monitors its performance against the strategic goals each quarter through the department's Executive Board and the Audit and Risk Committee.

This enables members to review progress against deliverables and key actions, celebrate achievements, assess risks and apply risk mitigation strategies as appropriate. The department also provides a six-monthly overview of progress against the strategic plan on its website.

SCHOOL REVIEW PROCESS

To ensure consistency across all schools and improve teaching and learning, schools are reviewed every four years as part of each school's strategic improvement planning cycle.

Reviews look at the quality of teaching and learning based on the priority areas identified under the National School Improvement Tool.

Recommendations from a school's review are used to develop a strategic plan for further improvements to school operations for the following four years.

Regional directors, peer principals and trained school reviewers conduct the reviews and feedback is shared with the school council, staff and the community.

In 2015–16, 22 school reviews were conducted across the Northern Territory. The school review process is being revised to ensure best practice and to reflect the higher level of school autonomy now in place.

EVIDENCE BASED DECISION MAKING

Following review of the department's data and systems by the Australian Council for Educational Research, work has commenced on implementing the data reform agenda. This will improve the availability of data for key stakeholder groups including schools, regions and corporate areas and enable better informed decisions for continuous improvement.

Work is underway to implement a number of key projects that will enable access to and analysis of key performance data for schools, regions and corporate areas to support school effectiveness.

The department is committed to managing and using data strategically to support evidence-based decision making and planning at all levels of the system.

To support this priority, the department engages with SA NT DataLink, a collaboration between the Northern Territory and South Australian Governments and several non-government organisations that enables datasets to be combined across multiple agencies for research and statistical purposes in a manner that protects the privacy and confidentiality of individuals.

A whole of population approach to linking data across agencies over time can improve the evidence-base about children and young people's health, development and learning to inform policy development and service delivery.

In 2015–16, the department, along with other academic and government partners, continued to participate in ongoing childhood health and development research projects through the SA NT DataLink facility.

These projects aim to explore the effects of early life conditions and experiences on health, development and learning with a view to supporting policies and programs that have the most likelihood of success in improving child outcomes in the Northern Territory.

MAJOR INFRASTRUCTURE PROJECTS

The department's 2015–16 infrastructure program was delivered in partnership with the Department of Infrastructure and in collaboration with school councils through timely, efficient and sustainable project management. The program includes maintenance of all assets through a timely system of repairs and strategic maintenance, as well as delivery of new and renewed facilities.

The department and the Australian Government have been working together to improve housing conditions for teachers working in remote locations. Following the review of Indigenous education, there has been a greater focus on refurbishments to improve the safety and amenity of existing teacher houses. The work to identify priorities is constantly reviewed to align demand for additional dwellings and housing refurbishments with the changing needs of schools.

The construction of the new \$33 million Henbury School was completed in June 2016. The new school is a state of the art, purpose-built secondary school catering for approximately 120 middle and senior students with special education needs. The new school is co-located with Dripstone Middle School and includes eight general learning areas, purpose-built facilities for science and horticulture, a modern multipurpose hall, a pool for therapy, along with safe and secure car parking and drop-off facilities.

Construction of the new \$12.74 million Northern Territory School of Distance Education (formally the Northern Territory Open Education Centre) in the grounds of Darwin High School was completed in June 2016. The new facility provides contemporary premises and technology to meet the specialist educational needs of over 300 senior secondary students accessing learning through distance education.

This is a significant investment in education in the Northern Territory and includes a contribution of \$3.3 million from the INPEX operated Ichthys LNG project.

Construction is underway for stage one of the new \$21.35 million special school in Palmerston which is expected to be completed in September 2016. The school will provide 84 preschool and primary school places for special needs high support children to maximise learning opportunities and provide a teaching environment tailored to the safety and amenity of the students.

In 2015–16, the department received an additional \$58.5 million for education projects at various government schools which includes \$32.5 million for various upgrade works, \$11 million for water upgrade works, \$10 million for mechanical upgrade works and \$5 million increase to the department's 2015–16 Repairs and Maintenance program.

Major infrastructure projects are outlined below.

CHILD CARE CENTRES

Completed:

- N'taria Child Care Centre (completed November 2015, \$2.35 million)^{AG}

Underway:

- Kalkarindji Child Care Centre (due for completion November 2016, \$2 million)^{AG}

CHILD AND FAMILY CENTRES

Underway:

- Larapinta Child and Family Centre (due for completion August 2016, \$5.5 million)

NEW FACILITIES

Completed:

- Alekarenge School — home economics building (completed March 2016, \$1 million)
- Batchelor Outdoor Education Centre bush kitchen (completed July 2015, \$1.2 million)
- Borroloola School — two classrooms and refurbishments (completed July 2015, \$1.2 million)
- Henbury School (completed June 2016, \$33 million)
- Maningrida School — three classrooms and ablutions (three classrooms completed April 2015, ablutions completed September 2015, \$1.6 million)
- Northern Territory School of Distance Education (formerly Northern Territory Open Education Centre) and Darwin High School combined new building (completed June 2016, \$12.74 million)*
- Rosebery Preschool extension (completed August 2015, \$1.2 million)
- Warruwi school — multipurpose hall built to cyclone shelter code on the school grounds (completed May 2016, \$3.8 million)^J

Underway:

- Bees Creek Preschool extension (due for completion June 2017, \$1.32 million)
- Braitling Preschool — new early childhood facility (due for completion August 2016, \$4.03 million)
- Nhulunbuy boarding facility (due for completion December 2016, \$20.03 million)^J
- Palmerston Special School — Stage 1 Preschool to Year 6 (due for completion September 2016, \$21.35 million)

SCHOOL UPGRADES, INCLUDING SPECIAL EDUCATION SCHOOLS AND FACILITIES

Completed:

- Kintore Street School — new administration facility (completed June 2016, \$2.65 million)
- Ti Tree School — air conditioning upgrade (completed April 2016, \$750 000)

Underway:

- Anula Primary School — car parking and safe access works (due for completion September 2016, \$1.37 million)
- Education works package for government schools — 61 projects (due for completion by June 2017, \$53.82 million)
- Katherine High School exterior upgrade (due for completion October 2016, \$1.5 million)
- Milingimbi School — rebuilding after Cyclone Lam (due for completion September 2016, \$4 million)**
- Ramingining School — rebuilding after Cyclone Lam (due for completion September 2016, \$6 million)**
- Wulagi Primary School — Stage 1 refurbishment works (due for completion August 2016, \$2.12 million)

TRADE TRAINING CENTRES

Completed:

- Borroloola Trade Training Centre (completed February 2016, \$1.88 million)^{AG}
- Maningrida Trade Training Centre (completed November 2015, \$1.5 million)^{AG}
- Shepherdson Trade Training Centre (completed November 2015, \$1.5 million)^{AG}

Underway:

- Nhulunbuy Trade Training Centre — upgrade of existing facilities (due for completion July 2016, \$4.54 million)^{AG}

Notes: J Joint Northern Territory Government and Australian Government funding

AG Australian Government funded

* Joint Northern Territory Government and INPEX funding

** Funding provided on Department of Infrastructure Program



GOAL 5: BUILDING PRODUCTIVE PARTNERSHIPS

KEY ACTIONS ACHIEVED

- ✓ Worked with the Australian Government to implement coordinated attendance strategies.
- ✓ Worked across government to develop an attendance strategy, *Every Day Counts*, to address barriers to schooling.
- ✓ Continued to partner with Charles Darwin University and Batchelor Institute of Indigenous Tertiary Education to provide education and training pathways for students and our staff.
- ✓ Continued to implement the Northern Territory *International Education and Training Strategy 2014–2024*.
- ✓ Established teacher exchange and sister school relationships in the Asian region, an English Language Centre in Dili, Timor Leste and continue to expand the delivery of international education and training services.
- ✓ Continued to effectively engage with the Australian Government to secure long-term funding arrangements that maximise achievement of education priorities in the Northern Territory.
- ✓ Worked with the Australian Government and industry groups to implement the national Vocational Education and Training reforms for school students.
- ✓ Strengthened partnerships with training providers and industry partners to ensure nationally accredited vocational education and training is provided in regional and urban secondary schools.

The department works in partnership to support all students to achieve better long-term employment and life outcomes that contribute to building a stronger society and economic future in the Northern Territory.

This is achieved through:

- supporting access to education by working with the non-government schools sector to deliver services;
- engaging with families, communities and stakeholders to inform local decision making on the delivery of education services;
- developing connections with industry and employers to facilitate the transition of young people into work or further education when they leave school;
- strengthening relationships in the Asian region that underpin economic development and collaborations;
- building Indigenous cultural and language understandings to strengthen economic development; and
- building productive partnerships and collaborations with schools, educational institutions, the Australian Government and other Northern Territory Government agencies to improve our education system and student outcomes.

SCHOOL ATTENDANCE

Improving school attendance is a priority for the department. Evidence indicates a link between regular school attendance with academic achievement and improving the social and economic circumstances of people, which is important for building a strong society with a robust economy and prosperous outlook. School attendance is impacted by many factors including experiences in early childhood, health and wellbeing, housing and employment, and community governance and leadership.

The department is working to strengthen efforts to ensure young people attend school regularly and are engaged in learning so that the educational outcomes of all students across the Northern Territory are improved.

The Remote Schools Attendance Strategy, an Australian Government funded initiative, employs local community members to increase student attendance in 36 remote government schools, reaching more than 7000 students. The approach uses daily encouragement strategies and employs more than 200 staff to work collaboratively with parents, students, community leaders and local agencies with an aim to achieve 90 per cent school attendance in targeted remote schools.

In 2015, the Remote School Attendance strategy achieved a 0.7 percentage point increase in student attendance in comparison to 2013 before the strategy commenced across the participating schools.

Operating in 38 remote government schools, another Australian Government funded initiative is the School Enrolment and Attendance Measure, which helps identify and assist parents to resolve enrolment and attendance issues. Under this strategy, parents may have their welfare payments suspended if their children are not enrolled in school or attendance does not improve. Students who have participated in the School Enrolment and Attendance Measure process have shown improvement in attendance and engagement.

The department is working closely with the Australian Government to ensure the alignment and sustainability of attendance programs. This has included the establishment of a high level bilateral steering committee on school attendance to guide policy development and oversee program delivery and effectiveness.

The department developed the School Attendance Strategy 2016–18, *Every Day Counts* which commenced in May 2016. It represents a whole-of-government approach to supporting student engagement and increased participation in learning by addressing the broader factors that impact on attendance. The school attendance strategy will support young people to engage in schooling by strengthening partnerships with families, communities, schools and government agencies; providing services that reduce barriers to attendance and support the establishment of strong patterns of attendance.

The school attendance strategy complements Australian Government school attendance initiatives implemented in the Northern Territory.

Beginning in January 2016, a flexible school year model is being trialled for two years at Lajamanu School. The flexible school year will accommodate cultural events by having holiday periods coincide with events such as Northern Territory show dates and the Yuendumu Sports Day, periods where the school can experience a drop in attendance.

The flexible school year model aims to boost school attendance to improve student educational outcomes and was developed in consultation with the school, the Lajamanu community and other key stakeholders.

Gunbalanya School has achieved a sustained increase in student attendance since introducing a flexible school year model in 2012. The average school attendance rate was 46.7 per cent in 2011 prior to the introduction of the flexible school year model and 51.4 per cent in 2015.

Complementing this effort, commencing in 2018, all government schools will operate with new school term dates and holiday break model compared to the current holiday break model.

Table 11: Northern Territory Government School Holiday Break Model

Term	Term Breaks Current	Term Breaks from 2018
End of Term 1	1 week	1 week
End of Term 2	4 weeks	3 weeks
End of Term 3	1 weeks	2 weeks
End of year	6 weeks	6 weeks

The new pattern for term dates aims to maximise student attendance and participation, and educational outcomes. Gunbalanya and Lajamanu Schools will continue to operate under their unique school calendars to suit the context of their respective communities.

GOOD ATTENDANCE REWARDED

Wagaman Primary School Year 6 student, Gracie AhMat was honoured for her 100 per cent attendance record during the past four consecutive years. The Indigenous scholar has a passion for education, a devotion to school, and a clear sense of personal direction. Gracie said her family and friends were impressed and “If you don’t come, you miss stuff; it’s fun to come to school with friends”.

Principal, Michele Cody was equally impressed by Gracie’s efforts and said she is an amazing role model for all students.

A recipient of the 2015 Academic Award, the student council member is also memorialised on the Honour Board. In recognition of her unbroken attendance record the school council opted to award Gracie an iPad mini; rather than a book, the traditional prize.



Gracie AhMat with her 100 per cent attendance award

NON-GOVERNMENT EDUCATION

The non-government education sector provides education choices for Territory students. The department administers Australian and Northern Territory Government grants for non-government primary, middle and senior secondary schools.

FINANCIAL ASSISTANCE FOR NON-GOVERNMENT SCHOOLS

In 2015–16, the department facilitated a total of \$217 million in funding to support non-government schools, including \$154 million in Australian Government funding, mainly untied Students First funding as well as \$63.45 million in Northern Territory Government funding.

Northern Territory Government funding to non-government schools included \$10 million in 2015–16 for infrastructure upgrades and other minor works and \$1.35 million for supplementary assistance to boarding schools.

OPERATION OF NON-GOVERNMENT SCHOOLS

All Northern Territory non-government schools must be registered under Part 7 of the *Education Act*. The legislation specifies conditions of the registration, including but not limited to, the educational programs the school is authorised to provide and the year levels of the school’s students.

All registered non-government schools in the Northern Territory are assessed every five years to ensure compliance with general non-government school registration requirements and school specific registration conditions. In 2015–16, eight scheduled assessments of non-government schools were conducted. All schools were found to meet registration requirements and conditions, with only minor improvements required.

From January 2016, under the *Education Act*, a special investigation can be authorised by the registrar of non-government schools (previously, the Chief Executive) at any time to look into suspected non-compliance. In 2015–16, the Chief Executive authorised one special investigation and the department is continuing to support this school to meet ongoing registration requirements.

In 2015–16, there were no variations to the registration of non-government schools.

Table 12: Northern Territory Government Direct Support of Non-Government Schools

Support	2013–14	2014–15	2015–16
Recurrent per capita funding	\$32.2M	\$33.3M	\$32.6M
Isolated Students Education Allowance	\$3.4M	\$1.7M	\$1.6M
Back to School Payment Scheme	\$1.7M	\$1.7M	\$1.7M
Capital and Interest Subsidy Scheme	\$3.3M	\$2.9M	\$2.9M
In-kind professional and teaching and learning services	\$13.8M	\$10.9M	\$10.1M
In-kind information and communication technology support	\$3.8M	\$4.4M	\$3.2M
Annual supplementary assistance grant	\$1.15M	\$1.15M	\$1.35M
Infrastructure upgrade for non-government schools	-	-	\$10M
Total	\$59.35M	\$56.05M	\$63.45M

Source: DoE

Note: The figure previously published for in-kind information and communication technology support during 2014–15 has been revised by the Department of Education

CHARLES DARWIN UNIVERSITY/ NORTHERN TERRITORY GOVERNMENT PARTNERSHIP

The department continued to work with Charles Darwin University (CDU) to support a wide range of shared objectives to ensure a thriving university, including in teaching and research that supports economic, social and environmental development for the overall benefit of the Territory.

The CDU and Northern Territory Government Partnership Agreement is supported by a Memorandum of Understanding. The Memorandum of Understanding provides a framework for collaboration between CDU and the Northern Territory Government. There is ongoing work underway between CDU and the department to ensure the objectives of the Memorandum of Understanding are met.

The objectives of the Memorandum of Understanding are to:

- share the combined resources of CDU and the Northern Territory Government, and concentrate energies towards the attainment of shared goals in specific areas that are of benefit to the Territory;
- increase collaboration and joint investment in common areas of research and workforce development in the higher education and vocational education and training sectors;
- enable whole-of-Territory responses to the Australian Government and other stakeholders regarding issues affecting the higher education sector;
- contribute to the continued expansion of resident intellectual capacity throughout the Northern Territory; and

- explore opportunities for cooperation and joint investment in human, physical, information and communication technology and infrastructure development.

The partnership is governed by an Executive Committee, which is co-chaired by the Chief Executive of the Department of the Chief Minister and the Vice-Chancellor of CDU and comprises:

Charles Darwin University

Professor Simon Maddocks (co-chair)
Vice-Chancellor

Professor Sharon Bell (to February 2016)
Deputy Vice-Chancellor

Northern Territory Government

Mr John Coleman
Chief Executive, Department of the Chief Minister

Mr Ken Davies (co-chair)
Chief Executive, Department of Education

Ms Jodie Ryan
Under Treasurer, Department of Treasury and Finance

Mr Andy Cowan
Deputy Chief Executive, Department of Business

Achievements of the partnership in 2015–16 include:

- providing input to the CDU strategic planning process;
- considering a range of options to diversify the Northern Territory economy through international education and training; and
- collaborating with CDU to negotiate two, four-year Northern Territory Government Doctor of Philosophy scholarships for Chinese students to study at the North Australia Oil and Gas Centre at CDU from 2017.

TERTIARY EDUCATION

The department, CDU and Batchelor Institute of Indigenous Tertiary Education (BIITE) continued to work closely together to deliver tertiary education options across the Northern Territory.

The Chief Executive of the Department of Education is a member of the CDU Council and the Menzies School of Health Research Board, and sits on the Executive Committee for the CDU and Northern Territory Government Partnership Agreement.

The Executive Director, Education Partnerships is a member of the Batchelor Institute of Indigenous Tertiary Education (BIITE) Council.

BIITE delivers training and higher education programs that support Indigenous workforce development. The partnership agreement between the Northern Territory Government and BIITE was extended until December 2016 in order to continue the mutually beneficial relationship.

The department has worked closely with CDU during 2015–16 to streamline reporting and payment processes under the Operating Grant to the Waterfront Campus and the Operating Grant to CDU.

INTERNATIONAL EDUCATION AND TRAINING

International education and training provides an opportunity for the Northern Territory to showcase its high quality education facilities, engage with Asian markets through the education sector and build deep and long lasting relationships with our near neighbours.

As a successful provider of quality education and training for international students, particularly those pursuing higher education, the Northern Territory is committed to expanding its transnational footprint under the vision, action, and goals outlined in the *Northern Territory International Education and Training Strategy 2014–2024*.

In November 2015, the SenaiNT English Language Centre, located in the Sentru Formasaun Profisional Training School, Becora, Dili, Timor-Leste, was officially opened. The language centre has been established as a partnership between the Northern Territory Government and Timor-Leste's Secretariat of State for Vocational Training and Employment.

The first cohort of students to complete their Certificate I in Spoken and Written English graduated on 17 June 2016. The certificate course is a fully accredited Australian qualification.

In April 2016, a delegation of senior staff from the department travelled to Anhui Province, Beijing and Xi'an, China, to progress education partnership arrangements between the Northern Territory and Anhui Provincial Education Department and Shaanxi Provincial Education Department. The outcomes of this visit included:

- signing a five-year Framework for Collaboration between the Department of Education and the Anhui Provincial Education Department;
- establishing a new itinerary and agenda for the 2016 Executive Development for Educational Leadership Program to Anhui Province;
- agreement by Hanban (central Chinese Ministry of Education) for four Chinese language teachers, each year for the next five years from Anhui Normal University to teach Chinese in Northern Territory Government schools; and
- agreement by both Shiyu University and Xi'an University of Science and Technology to consider the offer of a four-year Doctor of Philosophy scholarship for a student to study Chemical Engineering at the North Australia Gas and Oil Centre at Charles Darwin University commencing 2017.

As part of the Northern Territory and Indonesia Exchange Program, two Indonesian exchange students studied at Darwin High School during Term 2, 2016 and an Indonesian exchange teacher was working at Darwin High School. Additionally, a Japanese exchange teacher was in place at the Alice Springs language centre.

In October 2015, 18 Northern Territory principals and other educational leaders from the Association of Independent Schools undertook a study tour to Hong Kong and China. The study tour provided opportunities to establish international partnerships between schools and build the capacity of school leaders to develop best practice education programs in the global context.

In order to provide strategic guidance on the implementation of the Strategy, the department established the Northern Territory International Education and Training Industry Group whose membership includes international education providers and stakeholders. The group met three times during 2015–16.

An integrated marketing and communications plan has been developed with a strong digital presence including the launch of the StudyNT website, international student handbook, e-newsletter and student testimonial videos, as well as marketing collateral for use by Northern Territory Government officials and providers when recruiting overseas students.

The department continued to provide support to government schools to identify and develop and strengthen relationships with overseas, increase global awareness, and promote Northern Territory education overseas.

Table 13 identifies sister-school arrangements that have been formalised with overseas schools in the past 12 months.

Table 13: Formalised Sister School Arrangements 2015–16

NT Government school	Overseas school	Country
Wagaman Primary School	Maubara E.B.F 1,2 School	Timor-Leste
Larrakeyah Primary School	Avondale Grammar School	Singapore
NT Music School	Tongling No. 4 Middle School	China
Palmerston Senior College	Hefei 168 High School	China
Leanyer Primary School	Primary School (Fuxiao) attached to Anhui Normal University	China
Nightcliff Primary School	Primary School (PSHNU) attached to Hefei Normal University	China
Taminmin College	Hefei Normal No 7 Middle School	China

Source: DoE

BUILDING INTERNATIONAL EDUCATION PARTNERSHIPS

The SenaiNT English Language Centre in Timor-Leste is an initiative of the *Northern Territory International Education and Training Strategy 2014–2024* that was established in 2015. Twenty-six Timor-Leste students graduated from the SenaiNT English Language Centre at Sentru Formasaun Profisional Training School in Becora, Dili. The graduates successfully completed Certificate I, in Spoken and Written English, a fully accredited Australian qualification targeting industries such as agribusiness and hospitality.

The program strengthens the Northern Territory's relationship with Timor-Leste by supporting international education and training partnerships. In Semester 2, 2016, 52 students will be enrolled in the English course, with local Timorese businesses funding the employability competencies as part of the certificate.

Using 457 visas, qualified students can seek employment in Australia as part of the seasonal worker program. This program helps Australian businesses meet their seasonal labour requirements by allowing sponsorship of workers from eligible countries, including Timor-Leste.

Wagaman Primary School has also established a sister school relationship with Maubara School in Timor-Leste. The two schools are learning from each other, through a joint biodiversity project via video-conferencing, with both Northern Territory and Timorese students gaining a greater understanding of each other's cultures and developing a further appreciation of diversity. In July 2015, the department donated laptops and computers to Maubara School. The school can connect to the department's school network via satellite which enables Maubara students to communicate with Wagaman students and grow the relationship between the two schools sharing in their similarities and learning of the diversity in their cultures. The long-term goal is to set up an exchange program between the two schools so students and teachers can experience first-hand, each other's respective schools and teaching programs.

Maubara school students and teachers and Wagaman Primary School principal, Michelle Cody



AUSTRALIAN GOVERNMENT PARTNERSHIPS

The department continues to work collaboratively with the Australian Government to secure long-term funding arrangements to support Territory school students.

The Australian Government provides funding to the department to supplement needs-based funding to schools and support programs that target improved student outcomes with a particular focus on improving outcomes for disadvantaged students, including Indigenous students.

The department's Children and Schooling Implementation Plan under the National Partnership on Northern Territory Remote Aboriginal Investment Agreement continued, and reflects joint investment and shared effort to improve education outcomes for Indigenous students in the Territory.

The agreement provides funding to support the priorities of phase one of *A Share in the Future* — Indigenous Education Strategy 2015–2024.

Key initiatives include the expansion of the Families as First Teachers program, mandated literacy and numeracy approaches, the Transition Support Unit,

the Employment Pathways Program, strengthening the remote workforce, and construction and refurbishment of teacher housing in remote and very remote communities.

The department works closely with the Australian Government to ensure the alignment and sustainability of programs under the Remote Aboriginal Investment National Partnership. A bilateral steering committee was established to coordinate the joint responsibility of delivering attendance programs in the Northern Territory, to ensure policy alignment and to monitor effectiveness.

Funding was also secured under the Australian Government's Indigenous Advancement Strategy to:

- continue the Learning on Country Program which provides Indigenous Ranger Cadetship training at five sites across Arnhem Land;
- operate the Remote School Attendance Strategy Agreement in eight schools across the NT; and
- construct a multi-purpose hall and cyclone shelter at Waruwi School.

Table 14: Australian Government funding for Northern Territory schools

Funding Source	2013–14	2014–15	2015–16
Students First/National Special Purpose Payments (government schools)	\$58M	\$113M	\$123M
Students First/National Special Purpose Payments (non-government schools)	\$116M	\$136M	\$155M
National Partnership Agreements	\$64M	\$51M	\$52M
TOTAL	\$238M	\$300M	\$330M

Source: DoE

RESEARCH PARTNERSHIPS

The Northern Territory Government, represented by the Departments of Education, Health and Children and Families has an established research partnership with the Menzies School of Health Research the Childhood Development and Education Research Partnership.

This partnership is aimed at exploring the effects of early life conditions and experiences on health, development and learning with a view to supporting policies and programs that have the most likelihood of success in improving child outcomes in the Northern Territory. To inform this research, data is needed from across a number of agencies and over the long-term.

Through SA NT Datalink, researchers can access datasets across multiple agencies that can be combined for research and statistical purposes in a manner that protects the privacy and confidentiality

of individuals. This provides a whole of population approach to linking data across agencies. Over time this provides the potential to improve the evidence base about children and young people's health, development and learning to inform policy development and service delivery.

The first research findings under the Childhood Development and Education Research Partnership are expected to be presented to Government in November 2016.

NATIONAL VOCATIONAL EDUCATION AND TRAINING REFORMS

The department continued to work with the Australian Government and industry groups to implement national Vocational Education and Training (VET) reforms for school students under the national framework, Preparing Secondary Students for Work.

The framework provides a platform for schools, school systems, industry and the training sector to work collaboratively to deliver the best outcomes for school students.

In 2015, Northern Territory schools and industry stakeholders were involved in providing feedback on the framework and trialling resources aimed at supporting implementation of the framework.

The Education Council established the Schools Vocational Learning and Training Working Group to support the national framework. The department has a representative on the working group providing advice and examples of best practice to inform development of policy and resources. In 2016, the focus from a national perspective is:

- review of the National Aboriginal and Torres Strait Islander Education Strategy 2015 and inclusion of examples of VET best practice;
- development of a new Work Readiness strategy for school students;
- development of career education resources and an assessment tool in response to the detailed study undertaken of career education in schools across Australia;
- a detailed study of career education in schools across Australia to develop an assessment tool and resources;
- development of a report providing advice on improving VET in schools, by upgrading teacher and trainer pedagogy and skills; and

- updating data, reporting and research through the National Centre for Vocational Education Research.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS SCHOOL EDUCATION

Research indicates that workers of the future will need to be highly skilled in science, technology, engineering and mathematics (STEM) to enable them to access future employment opportunities and ensure the economic prosperity of the Northern Territory.

A 10-year national STEM Education Strategy was endorsed by the Council of Australian Governments in December 2015 and implementation of key national actions is being progressed.

The department is developing partnerships with the University of Adelaide, Australian Association of Mathematics Teachers and IT Services to provide STEM related professional learning activities for schools.

The department is developing an action plan aligned to the STEM Education Strategy to support all young people to develop high level knowledge and skills in STEM.

DAY OF THE TURTLE

Students' educational achievements and development are enhanced when families are engaged in their education. The department continued to partner and engage with communities and families to build cultural understandings and to reflect their needs and aspirations to ensure that educational outcomes are mutually achieved to the benefit of all students.

Sea turtle awareness and conservation were the focus of the Turtle Dreaming Family Day on Melville Island, organised by Pularumpi School and the local community.

The largest of the Tiwi Islands, Melville Island is visited by Flatback, Green and Hawksbill turtles, and the endangered Olive Ridley turtles.

For students from Pularumpi and Milikapiti schools, the family inclusive event involved instruction on turtle breeding cycles, recording nest locations, environmental threats and protective strategies.

The students participated in music workshops, beach cleaning, storytelling, clay modelling, sand sculpting, dancing, traditional body painting, and performed turtle songs written in collaboration with musician Josh Tarca from the Australian Children's Music Foundation.

The family day engaged families in their children's education and emphasised the island's rich Indigenous culture.



Students and parents participating in Turtle Dreaming Family Day activities

MONITORING OUR PERFORMANCE



The Northern Territory Government's 2015–16 Budget Paper No. 3 sets out key performance indicators for government and non-government education, as well as corporate and governance. The department's strategic plan sets performance targets over time aimed at improving the outcomes of young Territorians.

This section describes the department's performance against these performance measures. Further detail on the programs and services driving the performance agenda are outlined in the other sections of this report.

GOVERNMENT EDUCATION — EARLY YEARS AND PRESCHOOL EDUCATION

The department provided \$5.96 million to subsidise 5419 early childhood education and care places in the Northern Territory to reduce costs to families and support access to services. This represents an increase of 250 subsidised early childhood education and care places in 2015–16 compared with the previous year.

Table 15: Subsidised Early Childhood Places Output Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Subsidised early childhood places	4 169	4 221	4 401	5 169	5 419	5 419

Source: Department of Education and 2015–16 Budget Paper No. 3

- Note:
1. Approved long day care and family day care service places, excluding budget-based services funded by the Commonwealth.
 2. 2014–15 reflects the expansion of the Northern Territory Government early childhood services subsidy to include family day care which was overestimated for the 2014–15 Budget.
 3. The 2015–16 estimate figures reflect planned figures from Budget Paper No.3.

Enrolments for preschool students increased by 123 in 2015–16 to 3370 compared with 3247 in 2014–15. Preschool student enrolments for Non-Indigenous students increased by 79 to 2065 compared with 1986 in the previous year, and Indigenous student enrolments increased by 21 to 1305 compared with 1261 in the previous year.

There was a minor decrease of student attendance rates of one percentage point for both Indigenous and non-Indigenous preschool students in 2015–16 compared with the previous year.

Table 16: Preschool Education in Government Schools Output Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Total preschool student enrolments ¹	3 334	3 440	3 461	3 247	3 167	3 370
Indigenous preschool student enrolments ¹	1 394	1 347	1 446	1 261	1 284	1 305
Total preschool attendance rates						
— non-Indigenous	88%	88%	88%	88%	88%	87%
— Indigenous	62%	61%	60%	61%	61%	60%

Source: Department of Education and 2015–16 Budget Paper No. 3.

- Note:
1. Enrolment numbers are sourced from the Age Grade Census, which is taken in August each year and is not comparable to average annual attendance data.
 2. The 2015–16 estimate figures reflect planned figures from Budget Paper No.3.

GOVERNMENT EDUCATION — PRIMARY, MIDDLE AND SENIOR YEARS EDUCATION

Enrolments for primary, middle and senior students decreased by 748 in 2015–16 to 29 359 compared with 30 107 in the previous year. Enrolments for Indigenous primary, middle and senior students decreased by 326 to 13 241 compared with 13 567 in 2014–15. This may be due in part, to the movement of students from Northern Territory government schools to non-government schools.

Although the department has a strong commitment to improving school attendance, there has been no overall improvement since 2012. This supports the need for a whole of government school attendance strategy and engagement with families and the community to ensure good understanding of the importance of children attending school every day.

Table 17: Enrolment and Attendance in Government Schools Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Total primary, middle and senior student enrolments	29 825	29 869	29 969	30 107	29 924	29 359
Indigenous primary, middle and senior student enrolments	13 470	13 289	13 410	13 567	13 564	13 241
Primary, middle and senior attendance rates						
— Non-Indigenous	91%	91%	90%	90%	90%	90%
— Indigenous	69%	69%	66%	69%	71%	68%
Primary, middle and senior students attending at least four or more days per week						
— Non-Indigenous	86%	87%	87%	88%	89%	88%
— Indigenous	36%	38%	38%	40%	42%	36%

Source: DoE and 2015–16 Budget Paper No. 3

- Notes:
1. Enrolment numbers are sourced from the Age Grade Census, which is taken in August each year and is not comparable to average annual attendance data.
 2. 2014–15 attendance figures not comparable to previous years due to a break in series. Reporting systems for this measure have been improved and replaced, providing greater accuracy.
 3. The 2015–16 estimate figures were forecast figures based on the trend in enrolment figures for the previous four years and adjusted for the transfer of Docker River School from the government school system to the non-government school system and for population decline in Nhulunbuy.
 4. The 2015–16 actual enrolment figures were lower than the estimate figures due in part to the movement of students from government schools to non-government schools which was not predicted.

GOVERNMENT EDUCATION — NAPLAN

One source of student achievement data used to measure performance is National Assessment Program Literacy and Numeracy (NAPLAN). This data is collected through an annual assessment of students in Years 3, 5, 7 and 9. NAPLAN is made up of tests in four areas — reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

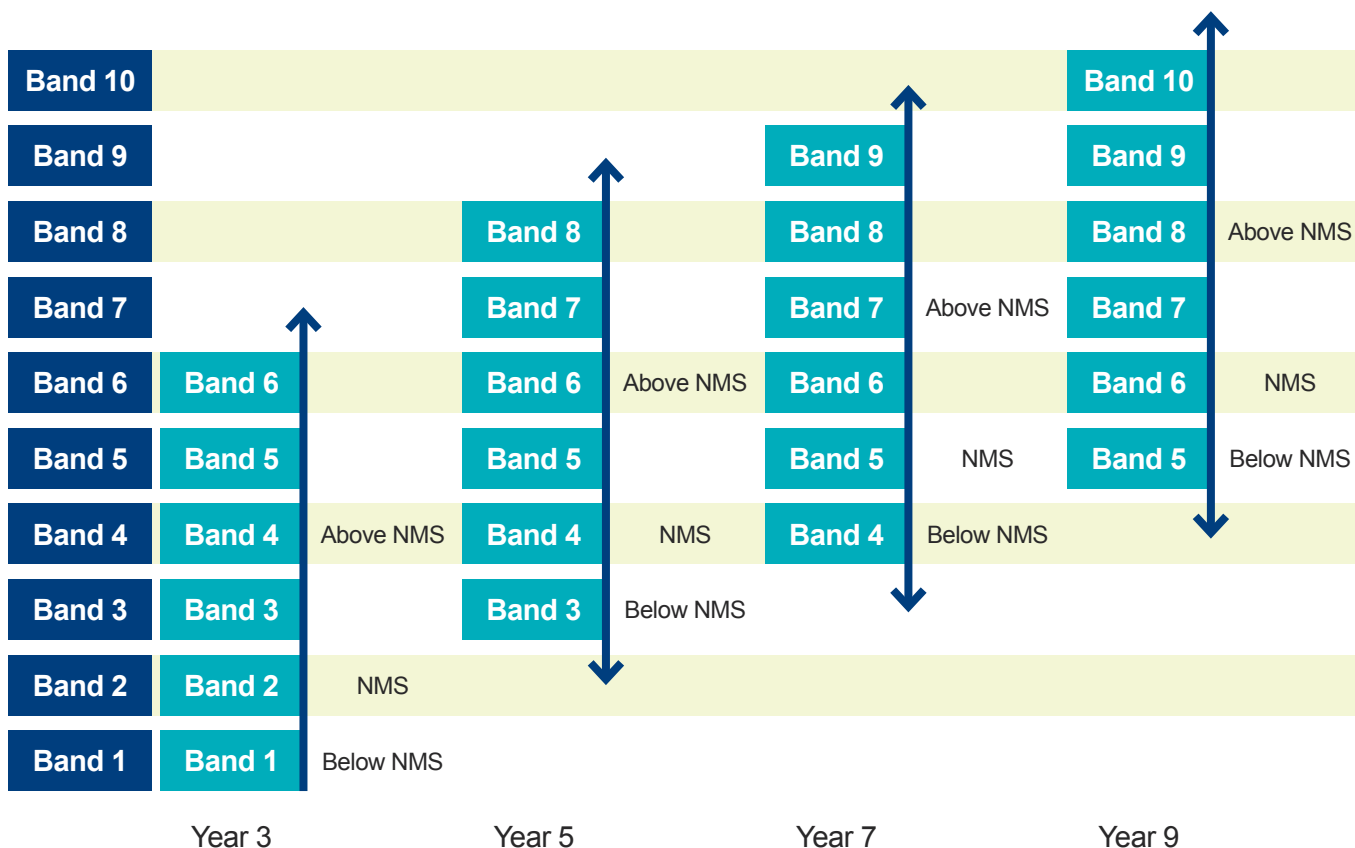
NAPLAN results are reported using scales which enable individual student achievement to be monitored and reported throughout each student's years of schooling, from Year 3 to Year 9.

A student is reported as achieving at or above national minimum standard (AANMS) in NAPLAN results when the student has demonstrated at least the basic elements of literacy and numeracy for that

year level. This measure is useful for monitoring the proportion of low performing students (i.e. students below national minimum standard), who are likely to need focused intervention and additional support to help them achieve the skills they require to progress in schooling.

There is a degree of year on year variation in NAPLAN test results for the Northern Territory, not attributable to real change due to the small numbers of students in the cohort and wide variations across the cohort. Changes between student cohorts, participation rates, the number of students participating and questions within tests cause variation. Changes should therefore be interpreted with care. For example, a consistent trend over a number of years would hold more weight than a one-off shift in results.

Figure 5: NAPLAN assessment scale



Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)

Note: NMS — National Minimum Standard

NAPLAN results are published in November each year therefore, the 2015 results have been reported in this report and the 2016 results will be reported in next year's annual report.

In 2015, non-Indigenous students achieving national minimum standard for reading in Year 3, 7 and 9 and for numeracy in all year levels increased compared with the previous year. Year 5 reading results for non-Indigenous students remained steady at 89 per cent. Results for Indigenous students for Year 3, 5 and 7 reading and all year levels for numeracy were higher compared with the previous year.

The biggest increases were achieved by Indigenous students in Year 5 and 7 for reading (15 and 17 percentage point increase respectively) and Year 5, 7 and 9 for numeracy (15, 10 and 11 percentage point increase respectively).

The results show that it takes time for positive system reforms to translate into significant achievement gains, however, we will continue to work hard to implement initiatives to support student achievement.

Table 18: NAPLAN Outputs in Government Schools Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Students achieving at or above national minimum standard in NAPLAN						
Reading — non-Indigenous						
— Year 3	87%	89%	89%	86%	87%	89%
— Year 5	86%	85%	94%	89%	93%	89%
— Year 7	90%	87%	89%	90%	92%	93%
— Year 9	83%	84%	89%	88%	91%	89%
Reading — Indigenous						
— Year 3	46%	50%	54%	38%	41%	44%
— Year 5	29%	28%	57%	33%	38%	48%
— Year 7	52%	44%	37%	38%	40%	55%
— Year 9	41%	37%	44%	35%	37%	33%
Numeracy — non-Indigenous						
— Year 3	91%	90%	92%	91%	92%	93%
— Year 5	91%	88%	90%	89%	90%	93%
— Year 7	90%	89%	91%	91%	92%	94%
— Year 9	88%	90%	84%	91%	91%	93%
Numeracy — Indigenous						
— Year 3	59%	48%	53%	52%	53%	53%
— Year 5	47%	35%	43%	38%	41%	53%
— Year 7	47%	47%	52%	51%	53%	61%
— Year 9	45%	54%	37%	50%	50%	61%

Source: DoE and 2015–16 Budget Paper No. 3

- Note:
1. NAPLAN results, year to year, are volatile, due to small cohorts of students. Projections for the 2015–16 Budget are based on trend data.
 2. NAPLAN results are not published until November each year; therefore 2016 results will be reported in next year's annual report.
 3. The 2015–16 estimate figures reflect planned figures from Budget Paper No.3.

In 2015, 837 government school students attained the Northern Territory Certificate of Education and Training (NTCET) which was a decrease of 48 completions compared with the previous year.

Between 2014 and 2015, the number of NTCET completions for Indigenous students in government schools increased by 11 students. The number of NTCET completions for non-Indigenous students decreased by 59 over the same time period.

Table 19: Senior Years Education Outputs in Government Schools Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Students attaining a NTCET	819	875	813	885	885	837
Indigenous students attaining a NTCET	106	111	134	121	134	132
Students who achieved one or more VET competencies	1 729	1 875	1 588	1 554	1 600	1 019
Students who completed a Certificate I,II or III qualification	675	727	593	701	680	540
Students enrolled in school-based apprenticeships or traineeships	93	111	161	151	150	87

Source: DoE and 2015–16 Budget Paper No. 3

- Note:
1. The 2015–16 actual variance reflects the actual number of students involved in VET, rather than the number of qualification enrolments. Past years VET data reflect the number of qualifications attempted or completed. It must be noted that a large number of students attempt two or more qualifications in the one year. Certificate IVs have been excluded from all competency and qualification totals. Year 9 data is excluded.
 2. The 2015–16 Budget Paper No.3 published planned NTCET completions 884 total. Following further validation of data this report reflects the correct number.
 3. The 2015–16 actual students attaining a NTCET figures were lower than the estimate figures due in part to the movement of students from government schools to non-government schools which was not predicted.

GOVERNMENT EDUCATION — INTERNATIONAL EDUCATION

The department continued to provide support to international students and families, and government schools, including enrolment and placement of international students in government schools in the Northern Territory.

As at June 2016, there were 47 full fee paying international students enrolled in Territory government schools and 81 enrolled in non-government schools.

Table 20: International Education Outputs Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Quantity						
Full fee-paying international students in Territory government schools ¹	59	69	56	189	227	47
Full fee-paying international students in Territory non-government schools ²	N/A	N/A	N/A	53	62	81

Source: DoE and 2015–16 Budget Paper No. 3.

Providers Registration for International Students Management System

- Note:
1. 2015–16 actual figure is not comparable to the 2015–16 estimate and 2014–15 figures due to a break in series. Calculation methodology has been changed to provide greater accuracy.
 2. New measure in 2014–15.
 3. 2015–16 estimate figures reflect planned figures from Budget Paper No.3.

GOVERNMENT EDUCATION — TERTIARY EDUCATION

During 2015–16, the department provided CDU with \$7.2 million to support the provision of operating expenses to meet the aspirations and expectations of the Northern Territory in the following key areas:

- increase student enrolments in higher education;
- higher education delivery to students in regional and remote areas;
- education of persons who identify as being Aboriginal or Torres Strait Islander;
- effective delivery of online education across the Northern Territory and nationally;

- support student equity initiatives and associated areas; and
- build local research capacity.

The department further contributed \$2.1 million toward the operation of the CDU Waterfront Campus for the provision of business programs in higher education and vocational education and training and \$0.9 million to the Centre for School Leadership during 2015–16 for the provision of leadership development programs for staff.

Table 21: Tertiary Education Output Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Operating grant to CDU	\$9.4M	\$7.6M	\$6.8M	\$7.0M	\$7.2M	\$7.2M
Grant to the Centre for School Leadership ¹	N/A	N/A	N/A	\$1.0M	\$1.0M	\$0.9M
Operating Grant to Waterfront Campus	N/A	N/A	N/A	\$1.5M	\$2.1M	\$2.1M

Source: DoE and 2015–16 Budget Paper No. 3

Note: 1. New measure which commenced in 2014–15

2. The 2015–16 estimate figures reflect planned figures from Budget Paper No.3.

NON-GOVERNMENT EDUCATION

Between 2014 and 2015, the number of primary, middle and senior students enrolled in non-government schools increased by 351. There was also an overall increase in the number of Indigenous enrolments of 180 students.

The number of students in non-government schools attaining a Northern Territory Certificate of Education and Training (NTCET) increased by 70 completions, from 431 to 501. The number of non-Indigenous students attaining an NTCET increased by 66 from 380 to 446 and Indigenous student completions increased from 51 to 55 in the same period.

Table 22: Primary, Middle and Senior Years Education Non-Government Schools Outputs Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Quantity						
Total primary, middle and senior student enrolments ¹	10 247	10 590	11 094	11 311	11 777	11 662
Indigenous primary, middle and senior student enrolments ¹	2 891	3 087	3 255	3 173	3 330	3 353
Attendance number:						
— All students	8 902	9 109	9 451	9 739	9 920	10 106
— Indigenous students	2 074	2 109	2 190	2 199	2 263	2 271
Students attaining a NTCET	325	334	442	431	431	501
Indigenous students attaining a NTCET	42	23	40	51	51	55
Students who achieved one or more VET Competencies	579	625	623	931	800	678
Students who completed a Certificate I, II or III qualification	297	330	448	432	260	320
Students enrolled in school-based apprenticeships or traineeships	39	43	84	101	50	70

Sources: DoE and 2015–16 Budget Paper No. 3.

- Note:
1. Enrolment numbers are sourced from the Age Grade Census, which is taken in August each year and is not comparable to average attendance data.
 2. New enrolment and attendance processes were introduced in 2013 that provided a richer, more robust and highly validated dataset. Due to these enhancements, 2013 represents a break in series and therefore enrolment and attendance data prior to 2013 cannot be compared to 2013 or onwards datasets.
 3. VET data excludes year 9 students and Certificate IV VET activity.
 4. VET data for 2015–16 reflects the number of students, whereas the VET data prior to 2015–16 reflects the number of qualifications attempted or completed. Therefore VET data prior to 2015–16 cannot be accurately compared with the 2015–16 data as a number of students could have achieved more than one qualification.
 5. The 2015–16 estimate figures reflect planned figures from Budget Paper No.3.

CORPORATE AND GOVERNANCE

The retention figures represent the proportion of teaching staff in Northern Territory government schools who remained in the same school at Week 8, Term 2 in the reporting year, compared to Week 8, Term 2 in the previous year. For 2015–16, the retention rate increased 4.1 percentage points

from 65.5 per cent to 69.6 per cent compared with the previous year.

The department has developed and commenced implementing the *Teacher and Educator Attraction and Recruitment Strategy 2016–2017*, providing strategic direction for the recruitment, development and retention of teachers.

Table 23: Retention of Teaching Staff Output Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Retention rate of teaching staff year to year within their school ¹	67.6%	68.9%	66.6%	65.5%	≥66%	69.6%

Source: DoE and 2015–16 Budget Paper No. 3

Note: 1. Reflects the annual change in the number of teaching staff who remained in the same school as at week 8, Term 2.
2. The 2015–16 estimate figure reflects planned figure from Budget Paper No.3.

The department normally settles accounts payable within 30 days. In 2015–16, 88.7 per cent of accounts were paid within 30 days which represents an increase of 1.7 percentage points compared with the previous year.

Table 24: Accounts Paid within 30 Days Output Budget Paper No. 3 Key Deliverables

Performance Measures	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Accounts paid within 30 days	83.9%	83.3%	88.1%	87%	≥90%	88.7%

Source: Business Objects XI and Budget Paper No.3

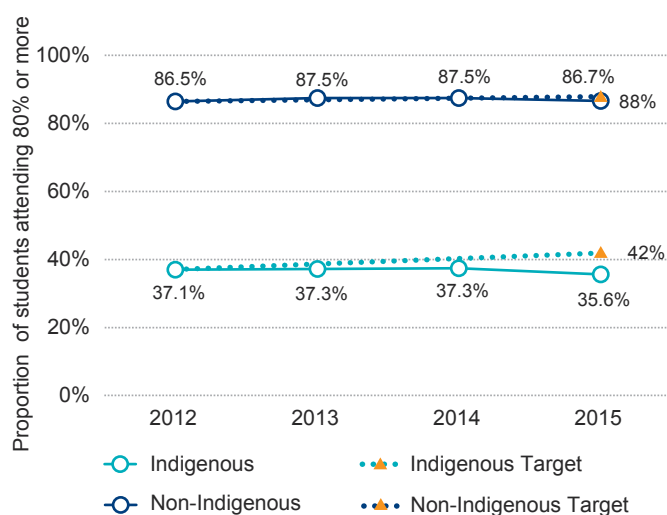
The department's progress is measured against systemic targets as set out in the strategic plan for 2015.

SCHOOL ATTENDANCE PERFORMANCE TARGET

In 2015, 86.7 per cent of non-Indigenous and 35.6 per cent of Indigenous students were attending school four or more days per week. The proportion of non-Indigenous students attending school four or more days per week decreased in 2015 by 0.8 of a percentage point and by 1.7 percentage points for Indigenous students compared to 2014.

The department's 2015 systemic targets were not met and in spite of intensive and wide-spread effort, attendance continues to be an intractable issue impacting on educational outcomes for students in the Northern Territory.

Figure 6: Systemic Targets by 2015 — Proportion of preschool to Year 12 students in all year levels attending at least four or more days per week in government schools



Source: DoE 2015 average annual attendance data

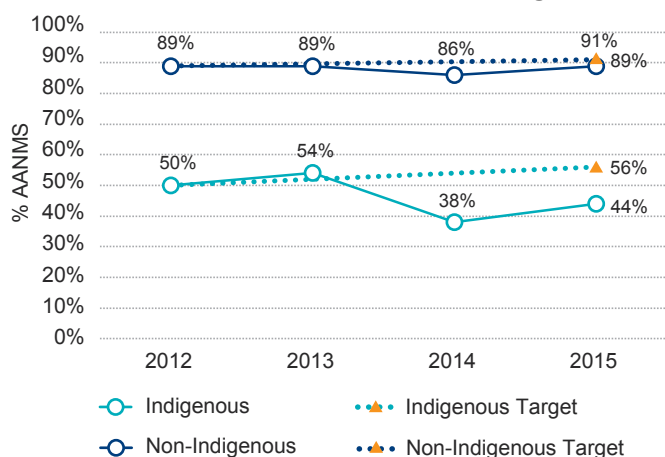
In 2015, NAPLAN results for non-Indigenous students for Year 5, 7 and 9 reading and across all year levels for numeracy exceeded the department's 2015 performance targets. Results for Indigenous students for Year 5 and 7 reading and Year 5, 7 and 9 numeracy exceeded the department's 2015 performance targets.

YEAR 3

There was an increase of 3 percentage points for Year 3 reading for non-Indigenous students in 2015 and an increase of 6 percentage points for Indigenous students achieving national minimum standard compared to 2014. Year 3 reading results for non-Indigenous students were 2 percentage points lower than the 2015 target and 12 percentage points lower than the 2015 target for Indigenous students. There was an increase of 2 percentage points in 2015, compared to 2014, for Year 3 numeracy for both non-Indigenous and Indigenous students achieving national minimum standard and the results are one percentage point higher than the respective 2015 targets.

The department is implementing a range of initiatives, including mandated literacy and numeracy programs, to support improved student achievement.

Figure 7: Systemic Targets by 2015 — Proportion of Year 3 government students at or above national minimum standard in reading



YEAR 5

In 2015, results for non-Indigenous students in Year 5 achieving national minimum standard for reading remained steady compared to the previous year (exceeded 2015 target by 2 percentage points) and increased by four percentage points for numeracy (exceeded 2015 target by 3 percentage points). The biggest gains were seen in Indigenous students achieving national minimum standard with a 15 percentage point increase for Year 5 reading and numeracy compared to 2014. The results for this cohort was 14 percentage points higher than the 2015 target for reading and 12 percentage points higher than the 2015 target for numeracy which aligns with the implementation of the Indigenous Education Strategy and programs such as mandated literacy and numeracy.

Figure 9: Systemic Targets by 2015 — Proportion of Year 5 government students at or above national minimum standard in reading

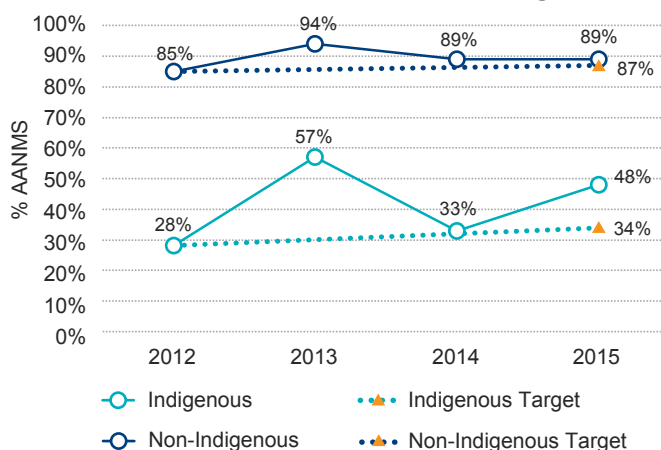


Figure 8: Systemic Targets by 2015 — Proportion of Year 3 government students at or above national minimum standard in numeracy

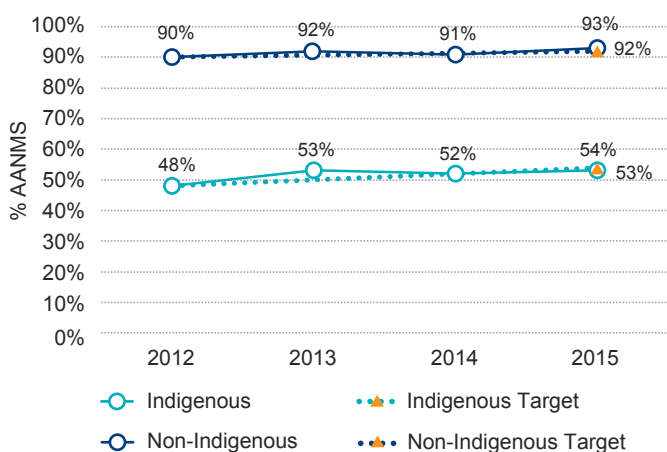
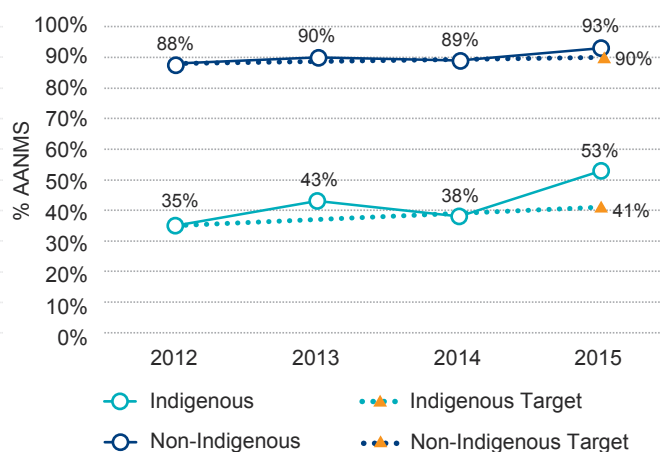


Figure 10: Systemic Targets by 2015 — Proportion of Year 5 government students at or above national minimum standard (AANMS) in numeracy



Source: DoE

- Note:
1. NAPLAN results, year to year, are volatile, due to small cohorts of students. Projections for the 2015–16 Budget are based on trend data.
 2. NAPLAN results are not published until November each year; therefore 2016 results will be reported in next year's annual report.

YEAR 7

There was an increase of 3 percentage points in 2015 for Year 7 reading for non-Indigenous students (4 percentage points above 2015 target) and an increase of 17 percentage points for Indigenous students (5 percentage points above 2015 target) achieving national minimum standard compared to the previous year. Similarly, there was an increase in numeracy results for Year 7 of 3 percentage points for non-Indigenous students (3 percentage points above 2015 target) and 10 percentage points for Indigenous students (8 percentage points above 2015 target).

Figure 11: Systemic Targets by 2015 — Proportion of Year 7 government students at or above national minimum standard in reading

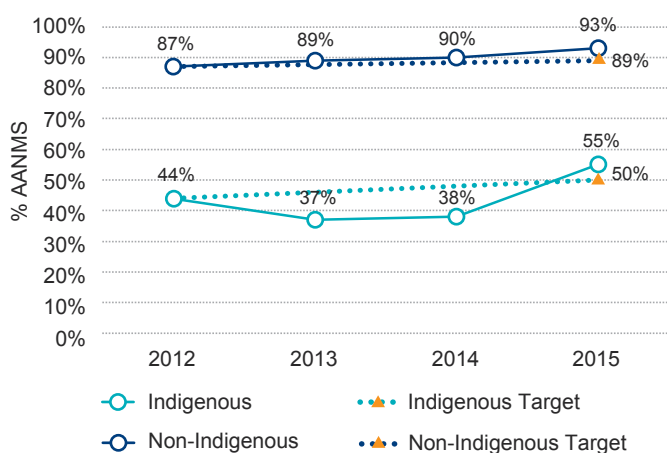
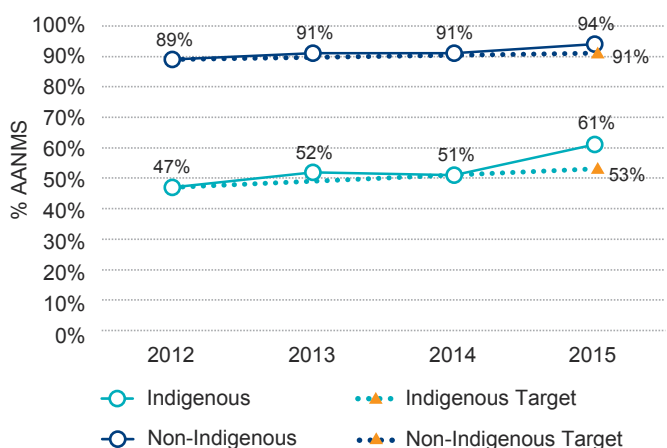


Figure 12: Systemic Targets by 2015 — Proportion of Year 7 government students at or above national minimum standard in numeracy



Source: DoE

Note: 1. NAPLAN results, year to year, are volatile, due to small cohorts of students. Projections for the 2015–16 Budget are based on trend data.
2. NAPLAN results are not published until November each year; therefore 2016 results will be reported in next year's annual report.

YEAR 9

In 2015, there was an increase of one percentage point for Year 9 reading for non-Indigenous students (3 percentage points above 2015 target) and a decrease of 2 percentage points for Indigenous students (10 percentage points below 2015 target) achieving national minimum standard compared to 2014. There was an increase of 2 percentage points for Year 9 numeracy for non-Indigenous students (1 percentage point above 2015 target) and 11 percentage points for Indigenous students (1 percentage point above 2015 target) achieving national minimum standard.

Figure 13: Systemic Targets by 2015 — Proportion of Year 9 government students at or above national minimum standard in reading

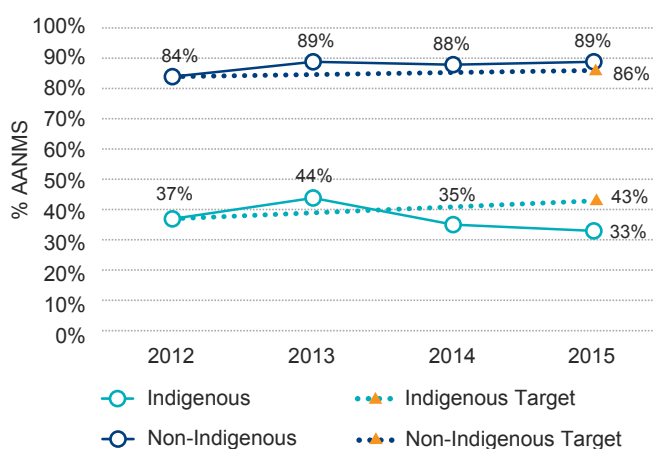
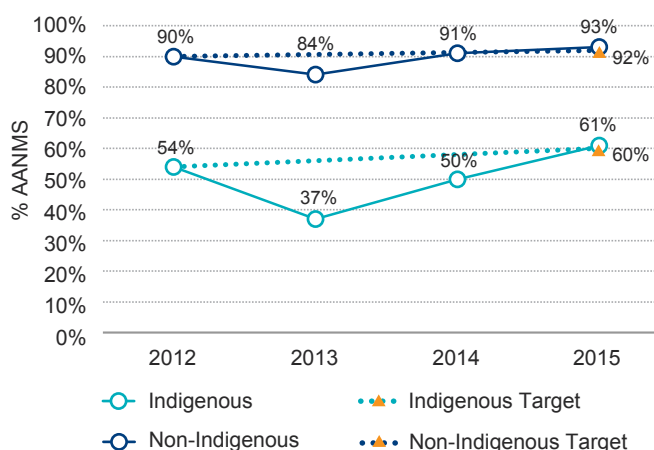


Figure 14: Systemic Targets by 2015 — Proportion of Year 9 government students at or above national minimum standard in numeracy

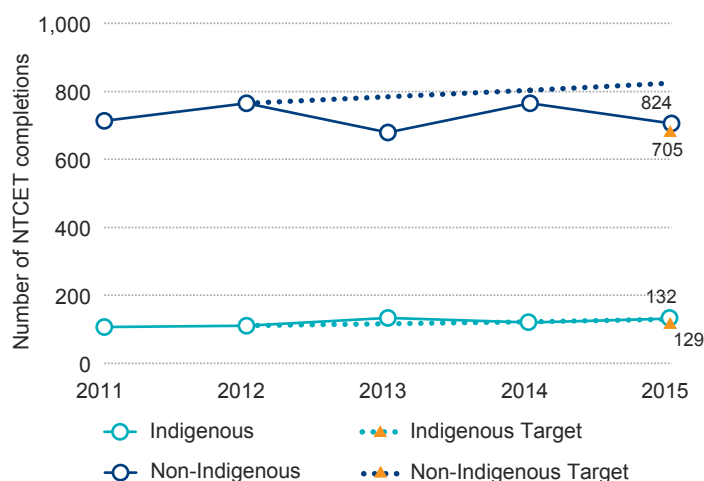


The department recognises the specific needs of students in the middle years of schooling, and through implementation of the *Work Like the Best*: Middle Years Teaching and Learning Strategy 2016–2018 is providing targeted support to improve learning outcomes. This includes delivering training to literacy and numeracy leaders in the middle years of schooling to enhance their ability to work with other teachers to improve literacy and numeracy outcomes for middle years students.

GOVERNMENT EDUCATION — SECONDARY OUTCOMES

In 2015, 705 non-Indigenous government school students attained an NTCET which was 119 completions less than the 2015 target of 824. For the same period, 132 Indigenous government school students attained an NTCET which was three more completions than the 2015 target of 129.

**Figure 15: Systemic Targets by 2015 –
Senior Secondary Certificate of Education
and Training (NTCET)**



Source: DoE and 2015–16 Budget Paper No. 3

OUR PEOPLE



WORKFORCE PROFILE

As at June 2016, the number of paid full-time equivalent employees (FTE) was 4142, a decrease of three FTE (or 0.07 per cent) compared to the previous financial year.

Table 25: Workforce at a Glance

Employees	2011–12	2012–13	2013–14	2014–15	2015–16
Full-time equivalent (FTE) ¹	4 647	4 536	4 289	4 145	4 142
Part-time ²	11.4%	12.1%	13.9%	12.1%	11.9%
Ongoing (permanent)	68.7%	74.4%	73.3%	68.7%	65.9%
Fixed period (temporary/contract)	31.3%	25.6%	26.7%	31.3%	34.1%
Average age (years)	43.6	43.8	44.2	44.6	44.6
Female	77.4%	78.1%	76.9%	76.9%	76.6%
Male	22.6%	21.9%	23.1%	23.1%	23.4%

Source: Personnel Information and Payroll System (PIPS) Pay 26 2011–12; 2012–13; 2013–14; 2014–15 and Pay 27 2015–16

Notes: 1. FTE refers to paid full-time equivalent which includes all active and inactive paid employees and excludes staff employed directly by school councils.

2. The percentage of part-time employees was based on employee headcount.

More than half the department's staff are classified as teachers. Of the 4142 full-time equivalent employees, 45.4 per cent are classified as classroom teachers and 12.6 per cent as senior teachers. There are 47 teachers in the department who have attained the accreditation of Highly Accomplished and Lead Teachers.

Table 26: Staff by Classification

Classification	2011–12 FTE	2012–13 FTE	2013–14 FTE	2014–15 FTE	2015–16 FTE
Administrative Officer 1	2.7	4.7	1.9	1.7	0.7
Administrative Officer 2	365.9	362.2	352.6	320.2	312.3
Administrative Officer 3	174.6	169.7	151.6	147.3	150.0
Administrative Officer 4	335.8	331.4	331.7	301.6	320.6
Administrative Officer 5	125.0	119.9	116.4	114.6	135.1
Administrative Officer 6	106.6	99.0	102.9	117.9	115.2
Administrative Officer 7	66.0	57.9	64.1	62.5	71.9
Assistant Teacher	163.4	167.3	165.7	153.0	157.9
Classroom Teacher	2 044.0	2 015.7	1 938.6	1 878.6	1 857.2
Executive Officer 2	-	-	-	1.0	2.0
Executive Contract Officer 1	17.1	14.5	11.0	9.0	11.9
Executive Contract Officer 2	21.0	22.0	16.0	16.9	13.0
Executive Contract Officer 3	8.5	5.0	4.0	5.0	6.0
Executive Contract Officer 4	4.0	4.0	3.0	3.0	2.0
Executive Contract Officer 6	1.0	1.0	1.0	1.0	1.0
Executive Contract Principal Level 2	62.5	52.9	54.2	51.0	56.9
Executive Contract Principal Level 3	23.5	18.0	17.0	15.5	16.0
Executive Contract Principal Level 4	11.0	10.4	10.5	11.0	11.0
Executive Contract Principal Level 5	3.0	2.0	3.5	3.5	3.5
Executive Principal Level 2	-	13.0	11.0	12.0	9.0
Executive Principal Level 3	-	3.0	2.0	4.0	-
Executive Principal Level 5	-	1.0	-	0.6	2.0

Classification	2011–12 FTE	2012–13 FTE	2013–14 FTE	2014–15 FTE	2015–16 FTE
Graduate Trainee	2.0	2.0	7.0	5.0	3.0
Indigenous Trainee Teacher 1	10.0	20.8	9.7	4.0	-
Indigenous Trainee Teacher 2	4.0	3.0	6.0	4.0	2.0
Indigenous Trainee Teacher 3	6.0	4.0	0.2	8.0	2.0
NTPS Adult Apprenticeship AQ3S Level A	9.0	-	2.0	0.8	1.0
NTPS Apprenticeship AQF3 Level A	5.8	9.0	4.6	5.0	3.7
Physical 2	50.3	62.7	68.3	61.7	59.2
Physical 3	25.3	19.1	18.5	20.8	19.4
Physical 4	22.7	19.4	13.3	13.3	14.5
Principal Level 1	5.1	5.0	5.5	5.0	5.4
Professional 1	-	-	-	1.0	1.0
Professional 2	4.0	5.3	3.0	3.0	2.0
Professional 3	42.4	46.7	39.6	38.8	35.8
School Based Apprentice	-	-	1.6	2.6	1.4
Senior College Administrator 2	6.8	5.5	5.0	4.0	5.0
Senior College Administrator 5	2.0	2.0	1.6	2.0	2.0
Senior College Teacher	32.0	32.6	29.7	30.4	22.5
Senior Administrative Officer 1	59.6	47.7	52.1	60.8	74.1
Senior Administrative Officer 2	36.0	34.5	30.0	30.3	36.1
Senior Professional Officer 1	14.3	12.3	1.9	4.0	5.0
Senior Teacher 1	421.2	395.9	340.4	324.4	307.8
Senior Teacher 2	63.6	50.3	48.0	52.8	62.7
Senior Teacher 3	108.6	104.6	102.3	104.8	92.4
Senior Teacher 4	59.3	56.7	54.9	52.3	54.7
Senior Teacher 5	3.0	1.0	2.5	2.0	3.0
Senior Teacher 6	2.0	3.0	3.0	3.0	2.5
Specialist Teacher 1	-	23.0	4.0	1.0	-
Specialist Teacher 2	21.7	10.0	3.0	-	-
Teaching Principal 1	50.5	55.0	53.1	54.1	51.8
Teaching Principal 2	13.5	16.4	16.5	13.0	14.4
Technical 2	2.0	1.0	1.0	1.0	1.0
Technical 3	2.0	2.0	2.0	1.8	2.0
Total	4 647.1	4 536.1	4 289.1	4 145.3	4 142.3

Source: PIPS Pay 26 2011–12; 2012–13; 2013–14; 2014–15 and Pay 27 2015–16

SCHOOL-BASED EMPLOYEES

As at June 2016, the number of paid full-time equivalent school-based employees (FTE) was 3593, an increase of 49 FTE (or 1.4 percent) compared to June the previous year.

In 2015–16, all schools operated with a global school budget making local decisions about their workforce to suit their unique context. An overall decrease in student enrolments in 2015 contributed to the decline in school-based staffing levels.

Table 27: School-Based Workforce at a Glance

School-Based Employees (FTE)	2011–12	2012–13	2013–14	2014–15	2015–16
All School-Based Employees					
Full-time equivalent	3 846	3 848	3 721	3 544	3 593
Part-time employees ¹	12.9%	13.7%	15.6%	12.1%	12.8%
Ongoing (permanent)	69.3%	75.0%	68.8%	66.9%	63.9%
Fixed period (temporary/contract)	30.7%	25.0%	31.2%	33.1%	36.1%
Average age (years)	43.6	43.9	44.3	44.6	44.6
Female	77.4%	77.7%	77.8%	76.7%	76.6%
Male	22.6%	22.3%	22.2%	23.3%	23.4%
Classroom Teachers²					
Full-time equivalent	2 044	2 043	1 968	1 880	1 865
Part-time employees	9.9%	10.7%	10.8%	11.1%	10.5%
Ongoing (permanent)	74.0%	84.3%	75.6%	65.4%	61.1%
Fixed period (temporary/contract)	26.0%	15.7%	24.1%	34.6%	38.9%
Average age (years)	42.1	42.5	42.9	43.1	43.2
Female	77.2%	78.1%	78.9%	76.9%	76.8%
Male	22.8%	21.9%	21.1%	23.1%	23.2%
Classroom Teachers by classification					
CT1	170	144	155	154	201
CT2	142	147	105	128	111
CT3	77	121	114	102	109
CT4	120	65	104	95	122
CT5	119	136	79	107	91
CT6	142	71	82	62	68
CT7	82	141	96	55	49
CT8	65	71	114	84	69
CT9	1 110	1 102	1 068	1 062	1 021
SCT 1	2	1	0	3	1
SCT 2	3	2	1	0	0
SCT 3	0	0	1	0	1
SCT 4	0	1	0	1	1
SCT 5	1	1	1	1	1
SCT 6	1	0	0	1	0
SCT 7	1	1	1	0	0
SCT 8	2	1	2	1	1
SCT 9	26	27	25	23	18
SPT1	23	23	4	1	0
SPT2	11	10	3	0	0

Source: PIPS Pay 26 2011–12; 2012–13; 2013–14; 2014–15 and Pay 27 2015–16

Notes: 1. The percentage of part-time employees was based on employee headcount.

2. Classroom teacher classification includes Classroom Teacher (CT), Senior College Teachers (SCT) and Specialist Teacher (SPT).

RETENTION OF EMPLOYEES

Retention figures represent the proportion of employees who remained in the department at Week 8, Term 2 in the reporting year, compared to Week 8, Term 2 in the previous year.

For 2015–16, the overall year-to-year retention rate increased 2.9 percentage points from 81.9 per cent to 84.8 per cent. This includes school-based staff retention rate of 84.8 per cent, an increase of 3.1 percentage points, and a non-school-based staff retention rate increase from 82.0 per cent to 85.1 per cent compared with the previous year (refer to Table 28).

The department undertakes a range of initiatives to retain staff. Some of these include:

- promoting a workplace environment that is inclusive and fosters respect for other cultures;
- promoting a workplace culture that recognises and acknowledges good performance; and
- developing a strong focus on workplace health and safety.

Table 28: Retention of Employees

	2011–12	2012–13	2013–14	2014–15	2015–16
All employees	84.5%	83.7%	82.2%	81.9%	84.8%
Non-school based	78.7%	79.3%	80.3%	82.0%	85.1%
School based	85.6%	84.4%	82.6%	81.7%	84.8%

Source: PIPS Term 2 week 8 2012, 2013, 2014, 2015 and 2016

Table 29: Retention of Employees Output Budget Paper No.3 Deliverables

	2011–12 actual	2012–13 actual	2013–14 actual	2014–15 actual	2015–16 estimate	2015–16 actual
Quantity						
Retention rate of teaching staff year to year within their school ¹	67.6%	68.9%	66.6%	65.5%	≥66%	69.6%

Sources: DoE and 2011–12; 2012–13; 2013–14; 2014–15 and 2015–16 Budget Paper No 3

Note: 1. Reflects the annual change in the number of staff who remained in the school as at week 8, Term 2.

2. The 2015–16 estimate figure reflects planned figure from Budget Paper No.3.

EQUITY AND DIVERSITY

The department values the diversity of its workforce and is committed to the principle of equal employment opportunity and creating inclusive work environments where people are valued for their diverse cultures, experiences, skills, knowledge and capabilities to provide culturally inclusive and responsive services.

The department has developed and commenced implementation of an Indigenous Employment and Workforce Strategy aimed at ensuring we have a workforce that better reflects the diversity of our community and provides opportunities for the recruitment, retention and development of Indigenous employees.

As at June 2016, the department had 547 Indigenous employees, an increase of 13 Indigenous employees compared to the previous year. The proportion of Indigenous employees in the department's workforce remained the same at 12.4 per cent. However, on average over the last five years, the proportion of the department's Indigenous employees is about 4 per cent higher than the overall Northern Territory Public Sector rate.

It is likely that these figures are understated as they rely on staff self-identifying their equal opportunity status in the payroll system. School council employees are not included in these figures however there is a high rate of Indigenous employment by school councils, particularly in remote schools.

Table 30: Proportion of Indigenous Employees

	2011–12	2012–13	2013–14	2014–15	2015–16
Indigenous	612	589	626	534	547
Non-Indigenous	4 252	4 117	3 924	3 775	3 865
% Indigenous in DoE	12.6%	12.5%	13.8%	12.4%	12.4%
% Indigenous in NTPS	8.4%	8.4%	8.7%	9.1%	10%

Source: PIPS Term 2 week 8 2012, 2013, 2014, 2015 and 2016 (headcount)

Note: 1. Nominating equal opportunity status continues to be voluntary for all staff.

In June 2016, the department had 39 employees who had identified as having a disability, one employee less than the previous year. The proportion of employees with disability in the department's workforce remained the same at 0.9 per cent.

It is likely that these figures are understated as they rely on staff self-identifying their equal opportunity status in the payroll system. The percentage of employees self-identifying their disability status was 33.2 per cent.

Table 31: Number of Employees with a Disability

	2011–12	2012–13	2013–14	2014–15	2015–16
Employee with Disability	71	60	55	40	39
% Employee with Disability in DoE	1.5%	1.3%	1.2%	0.9%	0.9%
% Employee with Disability in the NTPS	1.2%	1.2%	1.1%	1.0%	1.0%

Source: PIPS Term 2 week 8 2012, 2013, 2014, 2015 and 2016 (headcount)

Note: 1. Nominating equal opportunity status continues to be voluntary for all staff.

In June 2016, the department had 208 employees from a non-English speaking background, an increase of 12 employees compared to the previous year. The proportion of employees from a non-English speaking background in the department's workforce increased from 4.5 per cent to 4.7 per cent compared to previous year.

It is likely that these figures are understated as they rely on staff self-identifying their equal opportunity status in the payroll system. The percentage of employees self-identifying their non-English speaking background status was 71.3 per cent.

Table 32: Employees from a Non-English Speaking Background

	2011–12	2012–13	2013–14	2014–15	2015–16
Employees from non-English speaking background (headcount)	171	179	219	196	208
% DoE Employees from non-English speaking background	3.5%	3.8%	4.8%	4.5%	4.7%

Source: PIPS Term 2 week 8 2012, 2013, 2014, 2015 and 2016

Note: 1. Nominating equal opportunity status continues to be voluntary for all staff.

INDIGENOUS STAFF PROFILE

In the Northern Territory Government, the Department of Education is the second largest employer and employs the largest number of Indigenous people. The Northern Territory Government's *Indigenous Employment and Career Development Strategy* set the department's

Indigenous employment target as 23.1 per cent by 2020. This includes a 10 per cent target for Indigenous participation in the senior management/ executive levels (Senior Administration Officer 1 and above) over the same period.

EARLY CHILDHOOD INDIGENOUS WORKFORCE DEVELOPMENT

It is recognised that a child's family is the single largest predictor of their social, emotional and educational success in later life. Those who have supportive and meaningful employment are more likely to be active contributors to their communities.

Early Childhood Education and Care, a finalist of the 2016 Chief Minister's Awards for Excellence in the Public Sector, aims to improve attraction, recruitment and retention of the local Indigenous early childhood workforce through the Child and Family Centres and Families as First Teachers program and offers career opportunities through professional qualifications and continuous development.

The ongoing commitment to the employment and training of the local Indigenous workforce builds social capital in communities in the Northern Territory. Staff identify positively with the programs as they are part of the delivery of high quality early childhood services for their communities.

The Department of Education has also increased local Indigenous workforce participation by employing Indigenous people to deliver programs such as Strong Little Ears in partnership with the Department of Health and to assist with conducting research for the Australian Research Council data linkage project.



Indigenous educators delivering Families as First Teachers Program to children in Alekarenge

In June 2016, of the 547 Indigenous employees in the department, 76.7 per cent were female. The most common classification of Indigenous employees was Assistant Teachers with 230 employees, representing 42 per cent of all Indigenous employees. Assistant Teachers work in school-based roles supporting student learning in the classroom and provide a valuable link for students between formal education and local culture.

Table 33: Indigenous Employees by Classification (head count)

Classification	2013–14			2014–15			2015–16		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Administrative Officer 1	0	0	0	1	0	1	0	0	0
Administrative Officer 2	40	5	45	32	4	36	23	7	30
Administrative Officer 3	18	4	22	14	2	16	11	4	15
Administrative Officer 4	79	19	98	72	19	91	74	20	94
Administrative Officer 5	5	0	5	4	0	4	12	3	15
Administrative Officer 6	10	3	13	11	1	12	12	1	13
Administrative Officer 7	2	3	5	2	3	5	2	3	5
Assistant Teacher	246	38	284	195	32	227	202	28	230
Classroom Teacher	70	14	84	63	13	76	66	8	74
Executive Contract Officer 1	0	1	1	0	0	0	0	0	0
Executive Contract Principal Level 3	0	1	1	0	1	1	0	1	1
Executive Principal Level 2	2	0	2	0	0	0	0	0	0
Indigenous Cadet Support	6	0	6	0	0	0	0	0	0
Indigenous Trainee Teacher 1	11	3	14	4	1	5	0	0	0
Indigenous Trainee Teacher 2	6	0	6	4	0	4	2	0	2
Indigenous Trainee Teacher 3	0	0	0	8	0	8	2	0	2
NTPS Adult Apprenticeship AQ3S Level A	1	0	1	0	0	0	1	0	1
Physical 2	14	25	39	7	15	22	5	18	23
Physical 3	0	0	0	1	0	1	1	0	1
Principal Level 1	0	0	0	1	0	1	1	0	1
Professional 3	1	0	1	2	0	2	2	0	2
School Based Apprentice	0	1	1	0	1	1	0	0	0
School College Teacher	1	0	1	0	0	0	0	0	0
Senior Administrative Officer 1	4	2	6	3	2	5	4	2	6
Senior Administrative Officer 2	3	3	6	0	1	1	0	2	2
Senior Professional Officer 1	0	0	0	1	0	1	2	0	2
Senior Teacher 1	14	1	15	9	0	9	14	1	15
Senior Teacher 2	0	0	0	0	0	0	2	0	2
Senior Teacher 3	2	2	4	3	0	3	4	0	4
Senior Teacher 4	3	0	3	3	0	3	1	0	1
Teaching Principal 1	2	1	3	2	1	3	1	2	3
Teaching Principal 2	2	0	2	1	0	1	3	0	3
Total	542	126	668	443	96	539	447	100	547

Source: PIPS Term 2 week 8 2014, 2015 and 2016

DOUBLE TRIBUTE TO EXEMPLARY TEACHER

Kate Axten was named the Northern Territory Young Indigenous Educator and the Young Achiever of the Year at the 2016 Northern Territory Young Achiever Awards. Kate is a committed young educator who first joined the Centralian Middle School as a graduate teacher in 2014 with plans to extend her knowledge by undertaking a Masters degree in Education.

Kate is passionate about helping students achieve positive outcomes and contributing to her local community, having coached the local and school basketball teams, playing for and assisting to coach the Yirara girls' soccer team and participating in the Classic Wallabies Indigenous Exchange tour in South Africa.



Kate has used her award to promote the importance of Indigenous leadership in education and to provide inspiration to others in her community.

Kate Axten at Northern Territory Young Achiever Awards

WORK HEALTH AND SAFETY

The department aspires to creating safe learning and work environments and is committed to continually improving health, safety and wellbeing for employees, students, volunteers, visitors and contractors.

The department's commitment complies with the *Northern Territory Work Health and Safety (Uniform National Legislation) Act* and Employment Instruction 11.

A range of key initiatives to support employees to understand their responsibilities and meet compliance requirements were advanced in 2015–16, including:

- Work Health and Safety Advisory Committee approved a workplace health and safety action plan, resulting in a review of the current Work Health and Safety Management System;

- increased reporting of incidents through the Online Incident Reporting system;
- provision of training and inductions to assist workers to understand their work health and safety obligations to maintain safe learning and work environments; and
- expanded influenza vaccination program for staff in all urban, regional and remote centres in preparation for the influenza season.

There was an increase of 82 incidents reported by employees as at June 30, 2016 compared to the same period last year. This may be due to the department promoting the online incident reporting system and encouraging employees to report all incidents including incidents not resulting in an injury to address any possible risk of injury.

Table 34: Reported Work Health and Safety Incidents

Incidents	June 2012	June 2013	June 2014	June 2015	June 2016
Number of employee reported incidents	287	322	322	363	445
Percentage of employees ¹	5%	6%	6%	8.3%	9.6%

Source: Department of Education Online Reporting System

Notes: 1. Percentage of employees is calculated as a proportion of head count

WORKERS COMPENSATION

The department continued to work in partnership with the Department of Corporate and Information Services and the Territory Insurance Office in the ongoing rehabilitation of injured workers. Human Resources staff, in conjunction with managers, play a pivotal role in negotiating return to work

placements for an injured worker in either their nominal position or an alternative role.

Early return to work is considered crucial in a worker's overall recovery from a work related injury.

In 2015–16 there was a decrease in new claims lodged with 34 less claims lodged.

Table 35: Workers Compensation Claims, June 2012 to June 2016

Claims	June 2012	June 2013	June 2014	June 2015	June 2016
Total Costs ¹	\$3.673M	\$4.894M	\$5.544M	\$6.135M	\$5.858M
Cost attributed to finalising prior year claims	\$0.738M	\$0.638M	\$0.431M	\$1.888M	\$2.022M
New Claims	103	108	108	95	61
Claims (mental health factors)	20	9	20	13	11

Source: Department of Corporate and Information Services FIGTREE Incident Management System

Notes: 1. Includes costs attributed to finalising prior year claims.

EMPLOYEE RELATIONS

The department continued to ensure compliance with Northern Territory and national employment instruments throughout 2014–15.

The *Northern Territory Public Sector Teacher and Educator 2014–2017 Enterprise Agreement* and the *Northern Territory Public Sector 2014–2017 Enterprise Agreement* provide conditions of employment for these staff groups, including wages. Negotiations on the next agreements will commence in 2016–17.

The department continued to work with relevant unions on matters relating to the workforce through regular meetings and consultation.

Under the *Public Sector Employment and Management Act (PSEMA)*, Employment Instructions provide direction on human resource management matters. Performance against each instruction is provided in Table 36.

Table 36: Actions against the Public Sector Employment Instructions

Employment Instruction	Actions
Number 1 Filling vacancies Chief Executive must develop a procedure for the filling of vacancies	<ul style="list-style-type: none"> • The department requires that all selection panel chairpersons have completed Merit Selection Training in order to conduct recruitment panels. • Regular training opportunities were provided to staff to participate in Merit Selection Training. 348 corporate staff and 530 school-based staff have completed training since January 2015. • The Teacher and Educator Attraction and Recruitment Strategy 2016–2017 was enacted from 1 June 2016 providing strategic direction to the recruitment, development and retention of teachers. • An interstate Recruitment Roadshow is planned for July and October 2016 to market the Department of Education as an employer of choice to graduates and established professionals.
Number 2 Probation Chief Executive must develop a probation procedure	<ul style="list-style-type: none"> • Probation procedures are available for teaching and non-teaching staff. • The initial period of probation for new teachers is twelve months. For experienced teachers, with at least five years of successful practice, the probation period may be completed in a period of six 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	<ul style="list-style-type: none"> • The principles of natural justice are applied to dealings with employees and employment policies and procedures reflect these principles. • As part of the orientation process, employees are made aware of the principles of natural justice.
Number 4 Employee performance management and development systems Chief Executive must develop and implement an employee performance management and development procedure	<ul style="list-style-type: none"> • The department's performance management policy, guidelines and performance frameworks inform the performance development and management process. The Capability and Leadership Framework is used to frame performance discussions for non-teaching employees. The teacher and principal frameworks are underpinned by professional standards for teachers and principals developed by the Australian Institute for Teaching and School Leadership. Information and supporting documentation on the performance management and development process is accessible to all staff. • Performance agreements include learning and development needs of staff. • In 2015–16, 1.1 per cent of the department's annual employee budget was used for formal learning and development activities. • In 2015–16, continued revision of processes and systems occurred to support teachers, assistant teachers, principals, non-educator and corporate staff performance development processes.
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	<ul style="list-style-type: none"> • Human Resource Services provides advice and support to managers in determining when it may be appropriate for a staff member to be requested to attend a medical examination. • In 2015–16, 14 employees undertook a medical examination for a range of matters, including assessment for medical retirement, fitness for duty and to inform employee inability matters.

Employment Instruction	Actions
Number 6 Employee performance and inability Chief Executive may develop employee performance and inability procedures	<ul style="list-style-type: none"> • Policy on inability to discharge duties and guidance on unsatisfactory performance are accessible by all staff. • Five employees commenced assessment for inability under the PSEMA in 2015–16, of which one matter was finalised and four are ongoing.
Number 7 Discipline Chief Executive may develop discipline procedures	<ul style="list-style-type: none"> • The department has a policy on inappropriate workplace behaviours, including disciplinary processes where required. These are accessible to all staff. • In individual matters, the provisions of the PSEMA and Employment Instruction 7 are provided to employees to ensure understanding of the process. • Twenty discipline processes were commenced with staff in 2015–16. Seven staff were formally cautioned, of which two were directed to attend training or counselling and one was transferred. Eight matters resulted in other action in accordance with the PSEMA Act. No matters resulted in termination of employment and five matters are ongoing.
Number 8 Internal agency complaints and section 59 grievance reviews Chief Executive must develop an internal employee grievance handling policy and procedure	<ul style="list-style-type: none"> • The department has policy and procedures in place for handling employee complaints and these are accessible by all staff. • As part of the orientation process, employees are made aware of their rights to seek review of decisions affecting them. • In 2015–16, 16 grievances were lodged with the department for internal review of which 16 were resolved and twelve are ongoing.
Number 9 Employment Records Chief Executive is responsible for keeping employees' records of employment	<ul style="list-style-type: none"> • Employee personnel files are maintained by the Department of Corporate and Information Services. • Employment records held by the department are maintained in accordance with the Northern Territory Government General Administrative Records Management Schedule.
Number 10 Equality of employment opportunity programs Chief Executive must develop an Equality of Employment Opportunity Program integrated with corporate, strategic and other agency planning processes	<ul style="list-style-type: none"> • As part of the orientation process, employees are made aware of the department's equal employment policies and programs. • Equality of employment opportunity principles are built into relevant policies and procedures, and the department's values. On 1 June 2016 the department implemented a Special Measures plan (approved by the Commissioner for Public Employment), giving priority consideration to Aboriginal and Torres Strait Islander applicants for all advertised vacancies. • Cross-cultural training programs are available to all staff, including on-line through the employee orientation program. • The department has finalised the <i>Indigenous Employment and Workforce Strategy 2015–2020</i>, which is aligned to the whole of government <i>Indigenous Employment and Career Development Strategy</i>. The strategy aims to create opportunities for recruiting, developing and retaining Indigenous employees and having a workforce that reflects the wider community.

Employment Instruction	Actions
<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>	<ul style="list-style-type: none"> • A Work Health and Safety Management System supports the strategic, tactical and operational activities in the department. A range of policies and procedures provide guidance to staff on workplace health and safety matters. • Key elements of the Work Health and Safety Management System are: <ul style="list-style-type: none"> - communication, consultation and employee involvement; - induction and training; - injury reporting and investigation; - emergency management; - hazard and risk management; and - health and wellbeing. • Workplace health and safety matters are addressed as part of orientation. • All schools and corporate workplaces are required to have appropriate plans in place to manage work health and safety matters specific to the school environment.
<p>Number 12</p> <p>Code of conduct</p> <p>Chief Executive Officer may issue an agency-specific code of conduct</p>	<ul style="list-style-type: none"> • As part of the orientation process, employees are made aware of the Code of Conduct and the department's values in the Strategic Plan. • Performance and conduct principles are reflected in relevant policies and procedures.
<p>Number 13</p> <p>Appropriate workplace behaviour</p> <p>Chief Executive must develop and implement an agency policy and procedure to foster appropriate workplace behaviour and a culture of respect, and to deal effectively with inappropriate workplace behaviour and bullying.</p>	<ul style="list-style-type: none"> • Values underpin the department's culture and behaviours — professionalism, respect, innovation, diversity and excellence. • Policy and procedures are in place for dealing with inappropriate workplace behaviour, including bullying and are accessible to all staff. • Direct support is offered to provide advice on matters associated with appropriate workplace behaviours.
<p>Number 14</p> <p>Redeployment and Redundancy Procedures</p>	<ul style="list-style-type: none"> • The department continued to support nine formal redeployees, five of which were newly declared. • There were three voluntary redundancies processed.
<p>Number 15</p> <p>Special Measures</p>	<ul style="list-style-type: none"> • The department adopted a Special Measures Plan on 1 June 2016 which provided Aboriginal and Torres Strait Islander (ATSI) people with priority consideration. • Special measures were applied to positions across the agency. This included school-based positions (excluding fixed term vacancies for teachers on the Teacher Recruitment System) in all government schools, including independent public schools. • The implementation of the department's Special Measures Plan has been supported through the provision of training by the Office of the Commissioner for Public Employment and an online training package. • Since May 2016, 88 corporate and 132 school-based staff have completed Special Measures Training.

The department has seen many great achievements of its staff and teams throughout 2015–16. Some of these are highlighted below.

EDUCATION EXCELLENCE ACKNOWLEDGED

The 2015 Chief Minister Awards for Excellence in the Public Sector recognised the hard work and dedication of staff across the department with the department receiving a total of five awards. Individual Chief Minister medals were awarded to Selena Uiho for her contribution to the implementation of the Indigenous Education Strategy and Direct Instruction; and Bryan Hughes and Daryll Kinnane for their efforts during Cyclone Lam. The awards also paid a fitting tribute to the late Jill Tudor, one of our exemplary Principals who also received a Chief Minister's medal



Department of Education staff from the School Autonomy team and independent public schools accepting the Chief Ministers Award for Excellence in Public Sector

in recognition for her dedication and service to teaching in the Territory.

The final accolade for Education was awarded to independent public schools for *Strengthening Government and Public Administration*. A great reflection of the work in developing what is a key initiative of the education reform agenda.

HONOURING SERVICE

Former Clyde Fenton Primary School teacher, Sally Mackander won the 2015 Arthur Hamilton Award for Outstanding Contribution to Aboriginal and Torres Strait Islander Education. Sally is a highly respected school teacher who has worked tirelessly to improve the educational outcomes of her students, implementing relevant and meaningful teaching strategies and fostering strong relationships with families and the wider community. Her ability to support students to engage in schooling by strengthening relationships with their families is commendable.

Sally Mackander with her award



TERRITORY TEACHER COLLECTS NATIONAL LITERATURE AWARD

Author and Ampilatwatja School teacher Irena Kobald is the recipient of a national literature award. The Children's Book Council of Australia named her book *My Two Blankets* as the 2015 Book of the Year Award winner in the Picture Book category.

In the book, Irena Kobald describes the experience of Cartwheel, a young girl who migrates to a new country to escape her war-ravaged nation, only to face the challenges of adapting to 'a place which has new ways of speaking, living and being.'

Irena developed the storyline over several years before publishing it in March 2014. The book was launched in Alice Springs and has since been translated into German, French, Italian, Slovene, Chinese and Korean. The book was also nominated for the Kirkus Prize in the United States, where it was launched on 1 September 2015.

Irena Kobald with her book



ICENTRE SYSTEM CLAIMS AWARD

The department's Information Technology and Information Services team received the award for the ICT/Telecommunications category of the Australian Institute of Project Management's, Project Management Achievement Awards.

The honour was bestowed for the development of the Services Information and Intelligence Centre (iCentre) in conjunction with service providers. The iCentre system was created in only six months and also collected an award in the Government category of the SAINT iAwards in June 2015.

Using iCentre, teachers and department staff are able to quickly understand why a technical problem is occurring, its scope and its potential effects. As a major benefit, issues can easily be reported and tracked using a ticketing system. Problem reporting and resolution is simplified and streamlined, and high quality information is organised to make it an easy to use self-help resource. The architecture of iCentre also allows it to be supplemented as departmental services and technologies evolve.



Information Technology and Information Services team staff and service providers with awards

CORPORATE GOVERNANCE



CORPORATE GOVERNANCE

The department is committed to the principles and practice of good governance. Good governance is the high-level processes and behaviours that ensure the department, in achieving its goals and objectives, complies with relevant legislation and meets community expectations of accountability and transparency.

The corporate governance structure informs how decisions are made and facilitates appropriate control and delegation while maintaining accountability and responsibility within and outside the department.

Corporate Governance encompasses the principles of:

- **Quality Leadership** — authority and clear direction provide effective, efficient and appropriate services to the community and the government.
- **Transparency** — ensures the effective, efficient and appropriate use of public resources.
- **Accountability** — involve stakeholders in decisions that affect them, and being open and transparent about the department's performance.
- **Integrity** — informing, advising and assisting the government objectively, impartially and with integrity.
- **Commitment** — responsive to the changing needs of the community and the government.

In addition to the Northern Territory Public Sector administration management principles, the department is governed by five strategic principles:

- Education is a vehicle that will drive social and economic advancement for the Territory.
- Resourcing decisions are based on effective, evidence based practices and ensures high expectations are maintained and student outcomes are improved.
- Service quality and efficiency is enhanced through contemporary, flexible and innovative delivery models.
- Decisions are best made and resources have most impact closest to the point of service delivery in schools.
- Autonomy is balanced by consistent and system-wide effort and accountability.

Through good corporate governance, the department aims to:

- ensure employees understand their roles, responsibilities and accountability to achieving the department's strategic outcomes;

- continually improve performance and manage risk;
- ensure the legal, ethical and public service obligations are met; and
- enhance individual, stakeholder and public confidence in the department's ability to be responsive and work collaboratively.

DELEGATIONS

The Chief Executive is responsible for strategic leadership and management of the department and may delegate powers or functions to other employees under the *Financial Management Act*, the *Public Sector Employment and Management Act*, the *Contracts Act* and the *Procurement Act 1995*. The Chief Executive has established the following delegations:

- financial delegations;
- human resource delegations; and
- procurement and contract delegations.

These delegations were reviewed and updated as appropriate during 2015–16 to reflect amendments to Ministerial directions and changes to delegation levels and authorised positions.

PERFORMANCE AND ACCOUNTABILITY

ACCOUNTABILITY AND PERFORMANCE IMPROVEMENT FRAMEWORK

The department's Accountability and Performance Improvement Framework provides a system of accountability for the whole department including schools.

The department has reviewed and updated the Accountability and Performance Improvement Framework to improve the planning, performance monitoring and reporting processes that support coordinated delivery of improved student outcomes across the Northern Territory.

The Accountability and Performance Improvement Framework aims to ensure:

- there are consistent tools and processes that support planning, monitoring and reporting across the department;
- systems are aligned across all levels of the department to meet the department's strategic directions; and
- accountability is attributed across the department.

STRATEGIC AND BUSINESS PLANNING

As part of the department's three-year strategic planning activities, consultation and strategic risk assessment workshops were conducted with senior staff to inform the development of the 2016–2018 Strategic Plan including key actions and performance measures.

The department's strategic plan links our vision to key goals and strategies which are translated into actions through directorate and regional plans; into division, branch and business unit plans, into school plans; and then into individual staff performance plans. All plans are reviewed annually to identify key actions and deliverables aligned to the department's strategic plan. School councils and boards guide the development of school plans and monitor and review progress against the plan.

PERFORMANCE AND ACCOUNTABILITY MONITORING AND REPORTING

School reviews are undertaken at least every four years in government schools and at least every two years in independent public schools to assess the school's performance and identify areas of improvement.

The department monitors and reports its performance against the strategic goals each quarter through the Executive Board and the Audit and Risk Committee. The department also provides an overview of progress against the strategic plan six-monthly on its website and detailed assessment of progress in its annual report. Schools also report annually to the community on the services provided and student outcomes.

Figure 16: Performance Improvement Cycle



CORPORATE GOVERNANCE FRAMEWORK

The corporate governance structure informs how decisions are made and facilitates appropriate delegation of accountability and responsibility within and outside the department.

Independent advisory boards and councils have been established under Acts of Parliament to support the Minister for Education and the Chief Executive.

The Chief Executive may establish boards and committees to oversee and support the department's strategic agenda and provide advice and/or make decisions relating to the department's business.

The Chief Executive is supported by the Senior Management Team which provides strategic advice on key initiatives for the agency.

The department's Executive Board is responsible for delivering the strategic direction of the agency through decision-making and policy setting.

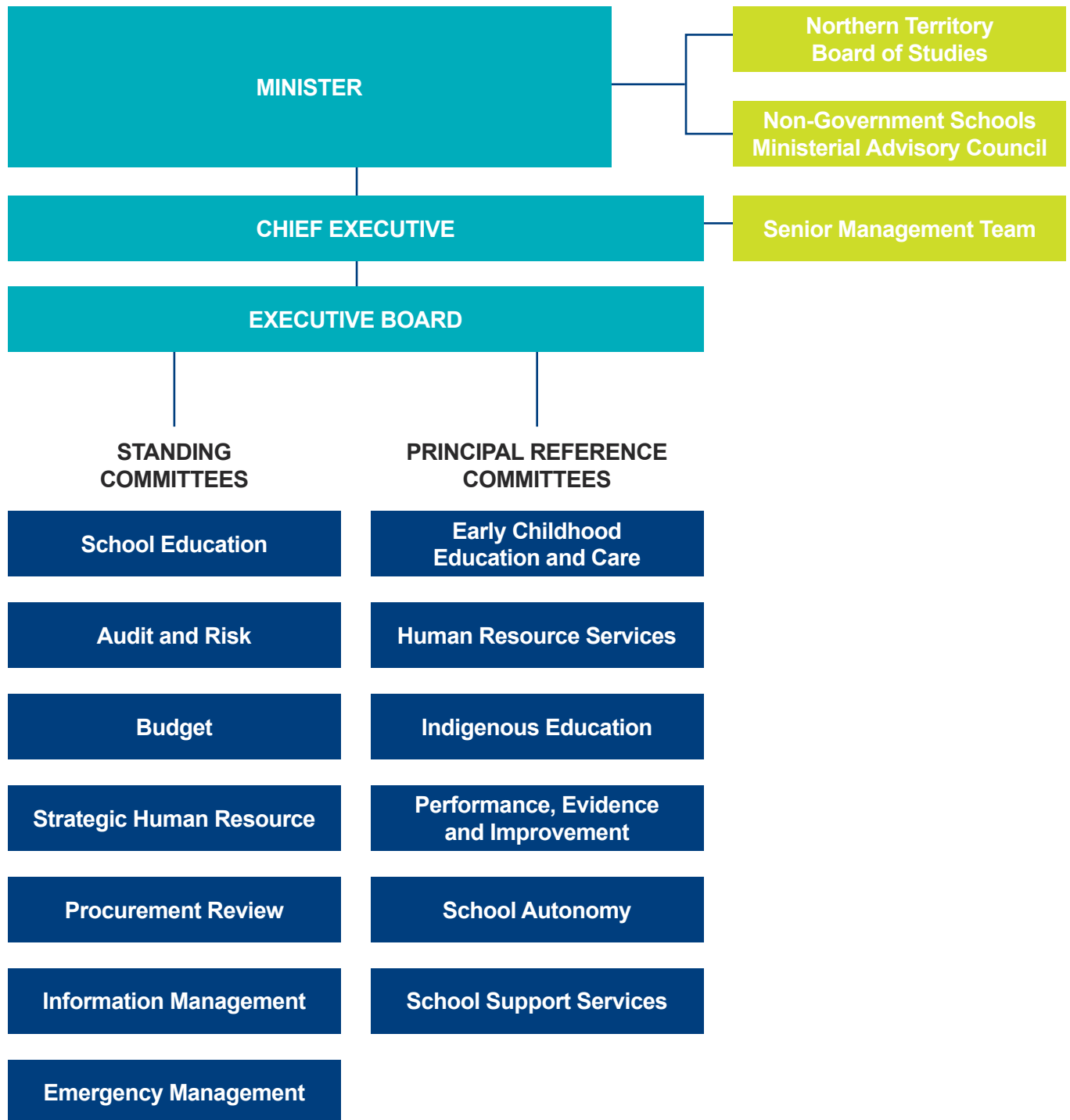
Strategic initiatives and policies to deliver on key educational outcomes are referred to the Executive Board which is advised by standing committees on specific areas of accountability.

There are a number of boards and committees established within the department that provide advice on policy and program development. Although they inform decision-making, they are not authoritative bodies.

Advisory Boards typically have members with specialist knowledge and expertise, and provide an avenue for feedback and advice between the department and key stakeholders.

Principal Reference Committees enable a school perspective to be provided, informing departmental policy and direction of key services and systems of the department. Input and feedback from committee members is used to frame advice provided to the Chief Executive and Executive Board.

Figure 17: Corporate Structure as at 30 June 2016



SENIOR MANAGEMENT TEAM AS AT 30 JUNE 2016

The Senior Management Team is responsible for overseeing the department's strategic agenda and implementation of government initiatives and directions. It also provides a forum for the department's senior executives to monitor key deliverables and exchange knowledge and information about the agency's operations. The Senior Management Team is made up of:

KEN DAVIES CHIEF EXECUTIVE

Ken commenced as Chief Executive of the Department of Education on 2 April 2013. Prior to this Ken has held senior roles in Northern Territory Government including Chief Executive of the Department of Lands, Planning and Environment, and the Department of Housing, Local Government and Regional Services, and Deputy Chief Executive of the Department of the Chief Minister.



Ken has a strong understanding of the challenges and opportunities for education in the Territory gained through his extensive education background. Beginning his career in the Northern Territory as a teacher at Papunya in 1978, he then became a school principal in Alice Springs and Katherine and regional superintendent in Tennant Creek. In 1999, he moved from Central Australia to Darwin, taking a position in the Department of the Chief Minister and was soon appointed General Manager Indigenous Education in the Department of Education.

Ken has degrees in education and public sector management.

Ken is committed to improving the educational outcomes for all Territory students and has been instrumental in overseeing key initiatives to drive the improvement agenda.

MARION GUPPY DEPUTY CHIEF EXECUTIVE, SCHOOL EDUCATION

Marion has worked in Education for over 25 years. She first began her career in Victoria before moving to the Northern Territory where she has worked in both regional and remote schools across the Territory including; Karguru School, Alpurrurulam School, Tennant Creek High School and Katherine High School.



Marion was the founding principal of Casuarina Street Primary School in Katherine before moving to Darwin where she became the principal of Dripstone High School (now known as Dripstone Middle School) and then Darwin High School. Marion worked as the department's Regional Director Darwin, Executive Director Schools North and then the Executive Director Secondary Education.

In mid-2015, Marion commenced in the role of Deputy Chief Executive for School Education.

Marion has degrees and post graduate qualifications from Melbourne's La Trobe University and Charles Darwin University. She is a member of the South Australian Certificate of Education Board and other prominent community groups and government bodies.

Marion enjoys helping schools to improve their services and working on system-wide initiatives. She strongly believes in enabling schools and their students to achieve excellence.

CATHERINE WEBER DEPUTY CHIEF EXECUTIVE, ORGANISATIONAL SERVICES

Catherine joined the department as Deputy Chief Executive in April 2013. Prior to taking up this role, Catherine had held a number of senior positions in the Northern Territory Government. This included Deputy Chief Executive in the Department of Housing, Local Government and Regional Services, Office of the Commissioner for Public Employment and 17 years in Northern Territory Treasury. At the executive level since 1998, Catherine held positions in Treasury's public finance, strategic policy, financial management and intergovernmental areas.



Catherine has a Masters of Public Policy and a Bachelor of Economics, and is a Member of the Australian Human Resources Institute.

DR KEVIN GILLAN EXECUTIVE DIRECTOR, EDUCATION PARTNERSHIPS

Kevin was a former District Director and principal in various regions throughout Western Australia before joining the department in 2006. In the Territory, Kevin has previously been General Manager of Schools (Palmerston and Rural), Executive Director Schools North and Head of School Education and Training Operations. He has a long-term research interest in Indigenous education, in which he completed his PhD and believes that successful schools are those that have a real focus on optimising relationships at all levels throughout the school community and have an unrelenting focus on quality pedagogy.



ANTHONY ROBERTS **EXECUTIVE DIRECTOR SCHOOLS NORTH**

Anthony is currently the Acting Executive Director Schools North. Previous roles with the Department of Education have included General Manager Human Resources, Regional Director - Darwin Region and Acting Executive Director - Darwin / Katherine Directorate. He is currently the President of the Australian Council for Educational Leaders NT and has been a member of the National Australian Council for Educational Leaders Board for the past 5 years. Prior to this, Anthony worked as a Senior Principal in a number of Primary and Secondary Schools in Queensland across both urban and remote settings. He has a passion for education and has a professional interest in Indigenous education and School Improvement.

ARTHUR TOWNSEND **EXECUTIVE DIRECTOR** **SCHOOLS SOUTH**

Arthur commenced as the Executive Director Schools South in March 2015. Prior to this Arthur held positions at the senior executive level for Victorian, Australian and New South Wales governments including Executive Director Schools and Regional Director Schools (Victoria), State Manager NSW/ACT and as State Manager NT (Australian Government). While working for the NSW Government, Arthur held the positions of Director of Distance and Rural Education, Regional Director Teaching and Learning and District Superintendent Schools.

The major focus of his work has been on improving rural and Indigenous education outcomes. A former principal and teacher of economics and commerce, Arthur has a Masters of Education (Honours), a Bachelor of Economics and is completing his PhD studies focusing on education in rural and remote areas.

JASMIN ALDENHOVEN **EXECUTIVE DIRECTOR** **CORPORATE SERVICES**

Jasmin Aldenhoven joined the Department of Education in September 2014 as Chief Financial Officer and Executive Director Corporate Services.

Jasmin has worked for the Northern Territory Public Sector in executive roles for eight years, commencing as the Chief Financial Officer for the former Department of Planning and Infrastructure

and its government business divisions in August 2007, now the Department of Lands, Planning and the Environment and the Department of Transport. In September 2012, she commenced as Executive Director Business Services and led a division that provided shared corporate services to both agencies.

Jasmin is a Chartered Accountant, Graduate of the Australian Institute of Company Directors, Certified Internal Auditor and holds a Bachelor of Business majoring in accounting.

Jasmin has taken family leave from March 2016 and only the Chief Financial Officer component of her role has been backfilled.

TONY CONSIDINE **GENERAL MANAGER, INDIGENOUS** **EDUCATION REVIEW IMPLEMENTATION**

Tony has worked in education for 29 years. He began his career in Queensland working in a range of schools including 10 years in remote schools in Cape York and the Torres Strait. Tony has worked in the Northern Territory for the last nine years, as Principal of Taminmin College and in senior positions including Director Vocational Education and Training in Schools, General Manager Pathways, and General Manager Participation, Pathways and Engagement.

Tony has received national recognition by leading Thursday Island State High School to win The Australian Australia's Best School competition and was named in The Bulletin as one of the top 10 educators in the 2005 Australia's Smart 100.

Tony holds a Bachelor of Education (Secondary Education) and is a graduate of the Strategic Leaders program.

ANNA KING **GENERAL MANAGER** **STRATEGIC SERVICES**

Since the late 1970s Anna has lived in the Northern Territory, raising a family and working in remote towns across the top end before moving to Darwin at the end of 1999. Since leaving the secondary school classroom, Anna has worked in central office roles across early childhood policy and regulations, disability, wellbeing and strategic services. Anna authored the original Accountability Performance Improvement Framework, developed the Northern Territory-wide Early Childhood Workforce Plan and has worked collaboratively to produce a range of other reviews and strategies for the department over the years.

Anna's main work interests lie in the development of strategic policy, systems and frameworks that enable organisations to deliver high quality services and achieve improvement goals. Anna has a Graduate Diploma Education (Secondary) and a Graduate Diploma Organisational Leadership and Change Management, and a Masters in Business Administration.

SHAUN O'BRIEN **ACTING CHIEF FINANCIAL OFFICER**

Shaun first joined with the Department in 2010 in the role of Director Corporate Accounting, a senior role in the finance team, and performed the CFO role on a number of occasions. After short time away from late 2014 Shaun has recently recommenced with the Department, and will be acting in the role of CFO for a period before returning to the role of Director Corporate Accounting. Prior to working for the department Shaun worked with Local Government for 15 years in senior finance roles and privately as a senior finance consultant to Local Government, he

also worked at Northern Territory Treasury and in the South Australian Auditor-General's Department.

Shaun holds a Bachelor of Arts in Accounting and is a Fellow of CPA Australia (FCPA).

SHANE DEXTER **DIRECTOR,** **OFFICE OF THE CHIEF EXECUTIVE**

Shane commenced with the Department of Education in 2008 as a policy officer. Since that time he has worked in various areas throughout the department including Human Resources, Legal Services, Early Childhood Policy and Regulation and School Operations. He commenced in his current position as Director of the Office of the Chief Executive in July 2013. Prior to joining the department, Shane was a practicing solicitor with a Darwin law firm. He holds undergraduate degrees in business and law, and post-graduate qualifications in legal practice and public sector management.

SENIOR MANAGEMENT TEAM VISITS

The Senior Management Team has travelled to different regions throughout 2015–16 as an initiative by senior members of the department to get on the ground in schools across the Northern Territory. Visits have included Palmerston, Tennant Creek, Katherine, West Arnhem, Nhulunbuy, Alice Springs and Darwin. Travelling in small groups, members of the Senior Management Team have visited many of the schools in the different regions and have had the opportunity to sit down with principals and senior staff in schools and discuss the programs and strategies in place to achieve the best possible outcomes for students. Classroom visits have also been a part of these visits, with members of the team taking the opportunity to hear first-hand what is happening in schools.

The Senior Management Team visits have been well received by principals and school communities, as they provide a platform for healthy exchange of ideas between the senior staff and school-based employees.

Former Ross Park Primary School student Catherine Weber, Deputy Chief Executive Organisational Services, visited the school during a recent visit to Alice Springs.

Catherine was greeted and escorted by the newly elected Year 6 members of the Student Representative Council. The students and Catherine were thrilled to see her name on the Honour Board, recognised as an outstanding student in 1972.

Catherine was very impressed with the improvements to the school and the way the students conducted themselves during her visit.



***Catherine Weber with students
from Ross Park Primary School***

EXECUTIVE BOARD AND STANDING COMMITTEES

Executive Board sets the strategic direction for the department and ensures the effective delivery of education services. Several internal standing committees contribute to good governance and effective leadership in key strategic and operational areas. A member of the Executive Board is also a member of each standing committee.

EXECUTIVE BOARD	
PURPOSE Primary responsibility for strategic leadership and management of the Department of Education rests with the Chief Executive who is supported in this by the Executive Board. The Executive Board is the key strategic planning and decision making body for the agency. It determines strategic directions, key performance indicators and policies at the highest level, oversees departmental operations, monitors performance and manages outcomes.	Membership as at 30 June 2016 Ken Davies , Chief Executive (Chair) Marion Guppy , Deputy Chief Executive School Education Catherine Weber , Deputy Chief Executive Organisational Services Kevin Gillan , Executive Director Education Partnerships Anthony Roberts , Acting Executive Director Schools North Arthur Townsend , Executive Director Schools South Vicki Baylis , Executive Director School Support Services Shaun O'Brien , Acting Chief Financial Officer Johanna Stieber , Acting General Manager Human Resource Services Anna King , General Manager Strategic Services Susan Bowden , General Manager Early Childhood Education and Care Leanne Taylor , Senior Director Planning and Infrastructure Tony Considine , General Manager Indigenous Education Review Implementation Satpinder Daroch , Chief Information Officer Shane Dexter , Director Office of the Chief Executive Hayley Green , Director Corporate Communications Joanne Newcastle , Indigenous Employment and Workforce Co-ordinator Brenton Toy , Senior Policy Officer, Indigenous Education
PROTOCOL Regional directors attend each Executive Board meeting on a rotating basis. Observers, including school principals, are invited to attend and participate in Executive Board meetings. In addition, staff or external stakeholders may be invited to address the board on particular issues.	
MEETINGS The board met 12 times in 2015–16.	
2015–16 achievements <ul style="list-style-type: none"> Established new <i>Education Act</i> and approved updated related policies Established a further seven independent public schools (13 in total) Approved DoE Strategic Plan 2016–2018 <i>Growing Success Together</i> and monitored agency performance against the plan Monitored Risk and Audit Committee outcomes Monitored implementation of <i>A Share in the Future</i> - Indigenous Education Strategy Established Transition Support Unit Established new NT Distance Education Centre at Bullocky Point education precinct to replace NT Open Education Centre Established the Senai NT English Language Centre in Timor-Leste as part of the <i>NT International Education and Training Strategy 2014–2024</i> Endorsed the <i>Work Like the Best: Middle Years Schooling Strategy 2016–2018</i>. Approved various new and updated policies Monitored implementation in schools of Progressive Achievement Test (reading and mathematics), NAPLAN and NTCET outcomes. Monitored findings of 2015 School Survey of parent, student and teacher satisfaction Monitored monthly finance reports, procurement, and media and communications forecasts Monitored principal and school reviews Approved the <i>Indigenous Employment and Workforce Strategy</i> Monitored planning and infrastructure works Monitored the Department of Education's hosting of Education Council and Australian Education Senior Officials Committee in 2016 Endorsed the Council of Australian Governments bilateral plan and terms of reference for the Joint Australian and Northern Territory Government School Attendance Steering Committee 	

SCHOOL EDUCATION COMMITTEE

PURPOSE

The School Education Committee provides guidance and direction on matters of importance in the delivery of school education and is a mechanism for strengthening the strategic and operational alignment between corporate business areas, schools, regions and directorates.

The committee may approve operational policies that impact on school management and education delivery in the Northern Territory. It may also endorse policies for referral to Executive Board.

MEETINGS

The committee met 11 times in 2015–16.

MEMBERSHIP

Marion Guppy	Deputy Chief Executive School Education (Chair)
Arthur Townsend	Executive Director Schools South
Anthony Roberts	Acting Executive Director Schools North
Vicki Baylis	Executive Director School Support Services
Aderyn Chatterton	Regional Director Darwin
Laurie Andrew	Regional Director Katherine
Sue Beynon	Acting Regional Director Arnhem
Bryan Hughes	Regional Director Palmerston and Rural
Sasha Robinson	Regional Director Alice Springs
Bill Armstrong	Regional Director Barkly
Tony Considine	General Manager Indigenous Education Review Implementation
Susan Bowden	General Manager Early Childhood Education and Care

The introduction of the revised *Education Act* has required a large number of the department's policies to be reviewed to ensure departmental practice aligns with the new Act. Significant policy work progressed through the committee included:

- attendance and participation policy and associated guidelines;
- criminal history checks for mature age students guidelines;
- emergency management: school preparedness policy and associated guidelines;
- enrolment policy and associated guidelines; and
- school representative body constitutions guidelines.

In summary, the committee:

- approved four policies, nine guidelines and one other strategic activity;
- endorsed four policies, eleven guidelines and five other strategic activities; and
- provided oversight and direction in relation to school finances.

AUDIT AND RISK COMMITTEE

PURPOSE

The Audit and Risk Committee provides strategic advice to the Chief Executive and Executive Board on emerging strategic risks, as well as strategic advice on financial accountability, compliance and risk management controls of the department.

To achieve this, the committee:

- Oversees and reviews the internal audit function and external audit process.
- Serves as an independent and objective party in the review of the department's annual report.
- Monitors the effectiveness of the internal control structure associated with the department's activities.
- Reviews the appropriateness of and compliance with the policies and procedures established by management to enable compliance with relevant legislation and policies of the northern territory government and the department.
- Provides feedback on risk assessments and suggested mitigation strategies during the development of new major projects and programs.

MEETINGS

The committee met three times in 2015–16 with a fourth meeting scheduled for late June 2016 deferred to and held in early July 2016 for operational reasons.

MEMBERSHIP

John Cossons	External Member (Chair)
Peter Plummer	External Member
Catherine Weber	Deputy Chief Executive Organisational Services
Marion Guppy	Deputy Chief Executive School Education
Anna King	General Manager Strategic Services

OBSERVERS

Shaun O'Brien	Acting Chief Financial Officer
Sanja Hill	Director Risk Management and Audit

The committee is a high functioning committee and one of the key drivers of improvement of the department's risk maturity and its accountability and performance monitoring.

The key activities and achievements in 2015–16 were:

- An update of the committee's Terms of Reference to further clarify statements around authority, current membership and responsibilities, as well as to align with best practice (as set out in the Australian National Audit Office Better Practice Guide on Public Sector Audit Committees issued in March 2015).
- A self-assessment of the committee's effectiveness in meeting its responsibilities from the Terms of Reference and of whether the committee's contribution to the governance of the department is in line with good practice. This exercise resulted in an improvement plan and its implementation has led to the development of the committee's annual work plan and additional reporting related to reputational risk items and assurance over legislative compliance.
- Advice on an improved, risk-based approach to corporate performance reporting.
- Review and/or endorsement of a number of revised and/or newly developed corporate governance frameworks such as the Risk Management Framework, Corporate Governance Framework and Fraud Control Framework.
- Approval of a risk-based Strategic Internal audit Plan for 2016–2018.
- Quarterly monitoring of progress of actions agreed as part of implementation of 2015 and 2016 internal audit work plans.

BUDGET COMMITTEE

PURPOSE

The Budget Committee advises and decides on effective resource allocation, controls and measures to prevent budget deficits.

MEETINGS

The committee met 10 times in 2015–16.

MEMBERSHIP

Ken Davies	Chief Executive (Chair)
Catherine Weber	Deputy Chief Executive Organisational Services
Marion Guppy	Deputy Chief Executive School Education
Kevin Gillan	Executive Director Education Partnerships
Anna King	General Manager Strategic Services

In addition to the membership, the following advisory officers attend meetings:

Shaun O'Brien	Acting Chief Financial Officer
Sophia Tutton	Director Corporate Accounting
Kosta Boubaris	Director Budget Development and Management
Vicki Fitirikkos	Manager Budget Service

The Committee managed the allocation of budgets for schools, corporate and school support services to provide the most efficient educational outcomes with the funds available. The committee monitored resource consumption against budgets on a monthly basis and initiated action to respond when expenditure was not tracking to the budget. The committee considered requests for funding during the year and made decisions on allocation of resources, including Commonwealth funding programs.

STRATEGIC HUMAN RESOURCE COMMITTEE

PURPOSE

The Strategic Human Resources Committee oversees the strategic human resource planning and management for the department.

The committee monitors the implementation and progress of workforce strategies and initiatives, including the Strategic Workforce Plan, Indigenous Employment and Workforce Plan, including Special Measures, and staffing associated with the Indigenous Education Review Implementation. The committee continues to review workforce data and provide an approval function for corporate staffing, central funding, special remote study leave, and leave requests of 12 months and requests to unattached employees from their current positions.

MEETINGS

The committee met 32 times in 2015–16.

MEMBERSHIP

Catherine Weber	Deputy Chief Executive Organisational Services
Marion Guppy	Deputy Chief Executive School Education
Johanna Stieber	Acting General Manager Human Resources
Anthony Roberts	Executive Director Schools North
Arthur Townsend	Executive Director Schools South
Vicki Baylis	Executive Director School Support Services
Shaun O'Brien	Acting Chief Financial Officer
Tracy McIntyre	Acting Director Workforce Operations

PROCUREMENT REVIEW COMMITTEE

PURPOSE

The Procurement Review Committee monitors and oversees procurement planning and activities for the department.

MEETINGS

The committee met 12 times and had 19 out-of-session requests in 2015–16.

MEMBERSHIP

Catherine Weber	Deputy Chief Executive Organisational Services (Chair)
Vicki Baylis	Executive Director School Support Services
Shaun O'Brien	Acting Chief Financial Officer
Johanna Stieber	Acting General Manager HR Services

In addition to the membership, the following advisory officer is invited to attend meetings:

Carol Sexton	Senior Lawyer
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The committee is a key element of the department's corporate governance framework and provides independent review of the processes used by the department to ensure compliance with the NT Government Procurement Policy Framework and associated processes.

INFORMATION MANAGEMENT COMMITTEE

PURPOSE

The Information Management Committee provides advice on information management and information technology and investment recommendations for the Executive Board and the Chief Executive. The committee ensures information management activities align with the department's strategic directions and priorities.

The committee also reviews and prioritises major information management and information technology projects and monitors their progress against agreed features, budgets and schedules. It reviews emerging technologies and their potential to enhance the department's business capabilities, and monitors compliance with information technology risk management, records management, and security and privacy policies.

MEETINGS

The committee met 6 times in 2015–16.

MEMBERSHIP

Susan Bowden	General Manager Early Childhood Education and Care (Chair)
Catherine Weber	Deputy Chief Executive Organisational Services
Vicki Baylis	Executive Director School Support Services
Shaun O'Brien	Acting Chief Financial Officer
Sasha Robinson	Regional Director Alice Spring
Aderyn Chatterton	Regional Director Darwin
Satpinder Daroch	Chief Information Officer
Johanna Stieber	Acting General Manager Human Resource Services
Anna King	General Manager Strategic Services
Doug Cooke	Senior Director ICT Policy and Governance (Department of Corporate and Information Services)
Helene Delahunty	Director Information Technology Services (Secretariat)

The committee supported the strategic information communications and technology (ICT) direction of the department by endorsing and monitoring projects to enhance services to schools and improve efficiencies within the department. The committee:

- re-developed and endorsed new Terms of Reference to make the committee more strategic focused;
- developed a new ICT governance model aligned to the Treasurer's Directions – ICT series;
- monitored project delivery of Student Management Administration Generation 2 System software to all government primary schools;
- monitored project delivery of Budget Planner Tool for Schools;
- oversaw the re-development of Learning Links; and
- oversaw the re-development of Schools Central Records Centre.

EMERGENCY MANAGEMENT COMMITTEE

PURPOSE

The Emergency Management Committee reviews risks, and reviews and promotes preparedness for major emergency events, in accordance with the Northern Territory All Hazards Emergency Management Arrangements. The department has the lead responsibility in government for public cyclone shelters. The Chief Executive is a member of the Territory Emergency Management Committee.

MEETINGS

The committee met 5 times in 2015–16.

MEMBERSHIP

Catherine Weber	Deputy Chief Executive Organisational Services (Chair)
Ken Lehmann	Assistant Director Infrastructure Operations (Shelter Group Leader)
Leanne Taylor	Senior Director Planning and Infrastructure (Deputy Group Leader)
Marion Guppy	Deputy Chief Executive School Education
Anthony Roberts	Acting Executive Director Schools North
Arthur Townsend	Executive Director Schools South
Vicki Baylis	Executive Director School Support Services
Shaun O'Brien	Acting Chief Financial Officer
Satpinder Daroch	Chief Information Officer
Johanna Stieber	Acting General Manager Human Resource Services
Hayley Green	Director Corporate Communications
Ron Greaves	Director Schools Operations North
Richard Hunt	Director School Operations South
Shane Dexter	Director Office of the Chief Executive
Sanja Hill	Director Risk Management and Audit

The key activities and achievements of the Emergency Management Committee in 2015–16 were:

- Continued to oversee preparedness of designated emergency public shelters and to provide advice and guidance on proposed new emergency shelters to be constructed as multi-purpose facilities on school sites. While no emergency shelters were activated during the 2015–16 cyclone season, the Emergency Management Committee oversaw the ongoing training and support to ensure that resources were in place and the physical infrastructure was ready to activate the emergency shelter plan upon request by the Territory Emergency Management Committee. The Emergency Management Committee completed a review of the emergency shelter plans and preparedness for seasonal and catastrophic events during 2015–16.
- On 20 February 2015, Tropical Cyclone Lam swept through the north Arnhem Land communities of Galiwinku, Milingimbi, Gapuwiyak, and Ramingining and surrounding outstations and homelands causing severe damage to a number of schools. During 2015–16, the committee contributed to the ongoing recovery and re-building plan including two new projects for Ramingining and Milingimbi to replace significant buildings with new contemporary education infrastructure.
- In December 2015, a state of emergency was declared for Daly River community in Northern Territory. The evacuation of all 434 residents was coordinated by the Territory Emergency Management Committee with input across all departments. The Emergency Management Committee contributed to the preparedness and response effort and coordinated holiday education programs for the children residing in the evacuation centre.

- In June 2016, wild weather including a freak hail storm impacted on schools across Alice Springs. A recovery project was overseen by the committee, while alternative arrangements were put in place to ensure business continuity for the schools. The Alice Springs regional staff including schools placed a significant role in the whole of government recovery efforts and worked tirelessly to restore schools to normal operations as much as possible by the start of the school week.
- Continued to provide input and guidance into the ongoing professionalism of the Northern Territory's management of emergencies including input to the Emergency Management Training Unit's strategic plan and course development. In the future, it is expected that training for the emergency shelter group will be facilitated by the Emergency Management Training Unit.
- Endorsed a review of security in schools and will oversee the implementation of key recommendations in 2016–17.

ADVISORY BOARDS, COUNCILS AND COMMITTEES

Independent advisory boards, councils and committees have been established under Acts of Parliament to support the Minister for Education. They report directly to the Minister. In addition, there are other committees established within the department that provide advice on policy and program development, as well as informing decision making.

NORTHERN TERRITORY BOARD OF STUDIES

PURPOSE

The Northern Territory Board of Studies is an independent authority that provides advice on curriculum, assessment, reporting and certification for all Northern Territory schools to the Minister for Education and the Chief Executive of the department. The board also works with other authorities on education matters, issues certificates of educational attainment and maintains records on student achievement.

The new *Education Act* and Education Regulations commenced on 1 January 2016. While the majority of provisions commenced on 1 January 2016, there was a transitional period to allow for some changes to take effect at a later date. The Northern Territory Board of Studies fell into that category with its changed membership set to be in place by 1 July 2016.

MEETINGS

The board met four times in 2015–16.

MEMBERSHIP

Ralph Wiese	Independent Chairperson
Gail Barker	Association of Independent Schools of the Northern Territory representative
Susan Bowden	Department of Education representative
Geoffrey Carey	Northern Territory Catholic Education Office, Diocese of Darwin
Anne Donnelly	Teacher representative
Professor Peter Kelly	Post school education representative
Mr Paul Mathews	Secondary principal representative
Graham Mauger	Government school parent member
Stephen Pelizzo	Australian Education Union representative
Hugh Roberts	Employer representative
Pauline Schober	Indigenous representative
Gail Smith	Primary principal representative
Heather Thompson	Unions NT representative
Wendy Troe	Remote schools parent member
Vacant	Non-government school parent member
Vacant	Employer representative

The board continued to monitor the development and implementation of the Australian Curriculum in the Northern Territory and provided responses to the Australian Curriculum, Assessment and Reporting Authority. The board considered other matters that impact on Territory education; the Northern Territory Certificate of Education and Training, and vocational education and training. Policies were developed including the board approved policy - *Changing the Conversation: A Blueprint for Languages Education in Northern Territory Schools* and this is available for use in all Northern Territory schools. The student award ceremonies showcased the excellent achievements of students, their teachers and their schools.

NON-GOVERNMENT SCHOOLS MINISTERIAL ADVISORY COUNCIL

PURPOSE

The Non-Government Schools Ministerial Advisory Council was established under Section 19 of the *Education Act* in 2002 to provide policy advice to the Minister for Education on the registration, regulation and standards of non-government schools.

MEETINGS

The Council met five times in 2015–16.

MEMBERSHIP

Vicki Stokes	Independent Chair
Gail Barker	Association of Independent Schools of the Northern Territory
Greg O'Mullane	Northern Territory Catholic Education Office, Diocese of Darwin
Neil Leek	Lutheran Schools Association of South Australia, Northern Territory and Western Australia
Debra Twartz	Northern Territory Christian Schools Association
Dr Kevin Gillan	Department of Education
Anna King	Department of Education

The Non-Government Schools Ministerial Advisory Council provides strategic cross-sectorial advice to inform development and implementation of legislation, programs and initiatives that relate to the non-government schools sector.

In 2015–16, the council continued its role of providing formal advice across a wide range of issues impacting on the sector, including:

- implementation of the new *Education Act*;
- review of Indigenous boarding school funding;
- support the development of cross sectoral policies and initiatives at the Territory and Australian Government levels;
- the establishment of the Department of Education Transition Support Unit; and
- development of sustainable funding models for the non-government sector in the Territory.

PRINCIPAL REFERENCE COMMITTEES

PURPOSE

To enable principals to provide a school perspective, informing departmental policy and direction of key services and systems of the department.

MEETINGS

Principal Reference Committees are expected to meet at least once a term, however, the committees may determine more regular meetings are required to provide advice on key issues impacting on schools. Respective business unit managers lead meetings and provide secretariat support. Input and feedback from committee members is used to frame advice provided to the Chief Executive and Executive Board.

PRINCIPAL REFERENCE COMMITTEES MEMBERSHIP

EARLY CHILDHOOD EDUCATION AND CARE	
Kerry Hudson	Anula Primary School
Leah Crockford	Berry Springs Primary School
Irene Singleton	Bulman School
Brenda Jolley	Larapinta Primary School
Joe Hewitt	Nganmarriyanga School
Sue McAvoy	Ramingining School
Belinda Pearson	Sadadeen Primary
Jedda Trueman	Timber Creek School
Michele Cody	Wagaman Primary

PERFORMANCE, EVIDENCE AND IMPROVEMENT	
Sandy Cartwright	Alawa Primary School
Philip Hearnden	Baniyala School
Paul Van Holsteyn	Bradshaw Primary School
John Cleary	Casuarina Street Primary School
Rob Presswell	Driver Primary School
Edward Duffill	Harts Range School
Jen Coad	Katherine School of the Air
Daniel Murtas	Katherine South Primary School
Sabina Smith	Nhulunbuy High School
Jill Hazeldine	Rosebery Middle School
Simon Cotton	Shepherdson College

HUMAN RESOURCE SERVICES	
Belinda Pearson	Alice Springs School of the Air
Paul Nyhuis	Bakewell Primary School
Eddie Fabijan	Centralian Middle School
Peter Swan	Dripstone Middle School
Max Agnew	Lajamanu School
Bernie Bree	Stuart Park Primary

SCHOOL AUTONOMY	
Julie Permezel	Arlparra School
Paul Matthews	Casuarina Senior College
Trevor Read	Darwin High School
Daniel Murtas	Katherine South Primary School
Deb Williams	Laramba School
Anne Tonkin	Leanyer Primary School
Miranda Watt	Maningrida School
Lorraine Hodgson	Nemarluk School
Sue Healy	Palmerston Senior College
Karen Blanchfield	Ross Park Primary School
Liz Veel	Sanderson Middle School
Sharon Reeves	Woodroffe Primary School

INDIGENOUS EDUCATION	
Julie Permezel	Arlparra School
Rebekah Sadowski	Gray Primary School
Esther Djayhgurrnga	Gunbalanya School
Sue Trimble	Gunbalanya School
Miranda Watt	Maningrida School
Sabina Smith	Nhulunbuy High School
Marcia Harvey	Northern Territory Open Education Centre
Sue Healy	Palmerston Senior College
Kathryn Leo	Urapunga School

SCHOOL SUPPORT SERVICES	
Wendy Haynes	Acacia Hill School
Paul van Holsteyn	Bradshaw Primary School
Caroline Edwards	Henbury School
Marg Chamberlain	Kintore Street School
Sue Beynon	Nhulunbuy Primary School
Sarah May	Nightcliff Middle School
Gail Smith,	Rosebery Primary School
Miriam McDonald	Taminmin College
Anthony Fahey	Tennant Creek Primary School

LEGISLATIVE FRAMEWORK

The department works within a comprehensive legislative framework of Northern Territory and Federal Acts of Parliament.

The Department of Education, on behalf of the Minister for Education, is responsible for the administration of several Acts and subordinate legislation. They are:

EDUCATION ACT

Provides for the availability of education in the Northern Territory and in particular to provide for the access of all children and young persons to education programs appropriate to their individual needs and abilities, and for related purposes.

REGULATIONS

Education Regulations

EDUCATION AND CARE SERVICES (NATIONAL UNIFORM LEGISLATION) ACT

Provides for a national law to regulate education and care services for children, including long day care, family day care, preschool and outside school hours care services.

REGULATIONS

Education and Care Services National Regulations

HIGHER EDUCATION ACT

Provides for approvals and accreditations for providing higher education in the Northern Territory.

REGULATIONS

Higher Education Regulations

TEACHER REGISTRATION (NORTHERN TERRITORY) ACT

Provides for the registration of teachers and the regulation of the teaching profession and for related purposes.

REGULATIONS

Teacher Registration (Northern Territory) Regulations

In addition, there is further legislation, regulations and by-laws which the department is obligated to comply with.

COMPLIANCE WITH INFORMATION ACT

The department operates in accordance with the requirements of the Northern Territory *Information Act* to ensure government and personal information is appropriately managed with due regard to the Information Privacy Principles.

INFORMATION ACCESS AND CORRECTION

Policies and procedures set out the manner in which accessing information and facilitating requests to correct government records and personal information are managed by the department under the *Information Act*.

The following table shows the number of applications formally accepted in 2015–16, in line with the access and correction provisions of the *Information Act*.

Table 37: New Applications under the *Information Act*

Application Type	2011–12	2012–13	2013–14	2014–15	2015–16
Access government information	5	6	7	13	10
Access personal information	17	25	18	11	12
Correct personal information	-	-	-	-	-
Internal review	3	3	2	11	3

Source: DoE

Notes: 1. All applications lodged in the reporting period are counted.

2. Applications may be dealt with and finalised over several reporting periods but only counted in the reporting period in which they were accepted.

3. Applications that requested both government and personal information were counted as government information access requests.

PRIVACY

The Information Privacy Principles contained within the NT *Information Act* outline what public sector organisations must adhere to when collecting and handling personal information. The privacy statement is available on the department's website.

In 2015–16, the department did not receive any privacy complaints. The department has delivered a number of awareness sessions on the use and disclosure of personal information under the NT *Information Act*, including a presentation at the Teacher Orientation Program.

RECORDS AND ARCHIVES MANAGEMENT

In 2015–16 the department continued to drive and expand the use of electronic records management using the Northern Territory Government's HP RM8 (TRIM) system. A project to improve the compliance of records management in schools is underway, through the use of SharePoint technology which will be integrated with TRIM. Training on the use and benefits of TRIM including a records management component is being delivered by the Records Management team to staff across the department.

RISK MANAGEMENT

RISK MANAGEMENT FRAMEWORK

Risk is defined within the department as the effect of uncertainty on objectives. The department is committed to the management of risk as an integral part of its culture and operations, focusing on strategies to minimise risks to the department's vision and business objectives. Strategic oversight of the department's risk management processes is provided by the Audit and Risk Committee.

The department's risk management framework was updated in 2015–16 to reflect risk management practices currently in place and to clarify risk management roles and responsibilities across the department. The purpose of the risk management framework is to set a common approach and responsibilities for all staff to manage and report risk in a structured and consistent manner, as well as to improve the risk culture where the process of managing risk is seen as essential and valuable.

As part of the update, a new strategic risk assessment approach was developed and was endorsed by the Audit and Risk Committee in December 2015. The new approach requires strategic risk assessments to be conducted through the lens of the following five strategic risks/risk categories:

- over-commitment in terms of desired outcomes and associated timeframes;
- ineffective strategies identified to achieve desired outcomes;
- ineffective implementation of identified strategies;
- failure to engage stakeholders to participate in the implementation of strategies; and
- failure to build effective partnerships that enable achievement of desired outcomes.

In April 2016, the Executive Board approved a new performance reporting template which identifies and monitors the five strategic risks to implementation of the strategic plan rather than reporting risks on individual key actions. As requested by the Audit and Risk Committee, strategic risks are examined for key departmental initiatives, which has resulted in risk information (i.e. sources of risk and mitigation strategies) being reported across all strategic goals as opposed to a siloed approach where risks are presented by goal.

In addition to the strategic risk assessment, risks at the business unit, business process and project level are also continuously assessed. Standing committees ensure effective management of risks associated with emergency management, work health and safety, information technology, human resources, financial management and procurement. From time to time other committees and working groups are established to provide oversight of specific projects, strategies and initiatives, work that includes the identification and management of risk. Policies and guidelines and procedures are also in place to further ensure effective management of risks in the delivery of educational services and corporate support to schools.

Figure 18: Levels of risk assessment conducted within the department

STRATEGIC RISK ASSESSMENTS	OPERATIONAL RISK ASSESSMENTS	PROJECT RISK ASSESSMENTS
OBJECTIVES	OBJECTIVES	OBJECTIVES
Strategic Plan	Business Plans	Project Plans
RISKS	RISKS	RISKS
Strategic Risk Register	Operational Risk Register	Project Risk Register
MITIGATION	MITIGATION	MITIGATION
Strategic Risk Register and Action Plans	Operational Risk Register and Action Plans	Project Risk Register and Action Plans

ETHICAL ORGANISATIONAL CULTURE

To further ensure effective management of risk and promote an ethical organisational culture, the department implements the following control mechanisms:

- **Code of Conduct** — Staff are provided with training in relation to their responsibility to act in accordance with the Northern Territory Government Code of Conduct through induction training and regular agency wide communication.

- **Departmental values** — The department's values, as stated in the Strategic Plan, further underpin its organisational culture and behaviour. They guide employees to deliver quality services to Territorians and to achieve their best performance at work. In particular, the 'professionalism' value states:

We are an organisation with a strong performance agenda that expects the highest standards of ethical practice and transparency. Staff work with integrity and accountability to deliver high quality services and advice.

- **Conflict of Interest Policy** — The department is committed to ensuring all staff perform their duties in the best interest of the public and must be seen as being open, accountable and their actions defensible when dealing with conflict of interest situations.

All employees are responsible for disclosing actual, potential and perceived conflicts of interest including financial or other interest held by them. As a minimum, all Executive Contract Officers, Executive Contract Principals, employees involved in management of procurement process, tenders and contracts or in a position where their decisions could be influenced by an external party, must complete an annual disclosure of interests declaration form declaring that they either have or do not have private interests and other associations that may give rise to a conflict of interest. The Risk Management and Audit division makes recommendations to the Chief Executive for consideration and approval of employee agreed action to manage or eliminate the conflict of interest and these are recorded in the department's Conflict of Interest Register.

- **Gifts and Benefits Policy** — The Code of Conduct under the *Public Sector Employment and Management Act*, outlines specific principles to guide all NTPS employees in deciding whether to accept gifts or benefits. The department has developed clear guidelines to assist employees in deciding whether to accept gifts or benefits and the subsequent declaration of any gift or benefit offered, regardless of acceptance or refusal. Additional information for school-based employees is also provided with regard to receiving gifts from parents, guardians, carers or students. In 2015–16, there were 28 gifts and benefits declared by departmental staff and recorded in the department's gifts and benefits register.

AUDITS AND REVIEWS

INTERNAL AUDITS AND REVIEWS

A number of internal audits and reviews were undertaken in 2015–16, with finalised reports presented to the Audit and Risk Committee, as part of implementation of 2013–2015 and 2016–2018 Internal Audit Plans.

Table 38: Internal Audits and Reviews

Internal Audit / Review	Progress / Outcome
Six-Monthly Official Travel Internal Audits	<p>The Department of the Chief Minister issued a Memorandum to Chief Executive Officers of most Government agencies, including the Department of Education, that all agencies were required to conduct six-monthly routine official travel audits. The department has incorporated six-monthly travel internal audits into the 2016–2018 Internal Audit Plan.</p> <p>The objective of the audit for the period July to December 2015 was to determine compliance of official travel in accordance with the requirements of the department's Official Duty Travel Policy and the Northern Territory Government Air Travel Policy. The audit identified only minimal instances of non-compliance and a rolling communications strategy has been put in place to educate and advise users of policy requirements.</p> <p>The audit for the period January to June 2016 was in progress as at 30 June 2016.</p> <p>The 2015 internal audit of selected financial expenditure processes also included official travel in the scope, with the resulting report issued in September 2015 reflecting on possible process improvements.</p>
Recurring Student Enrolment and Attendance Data Internal Audits	<p>Recurring internal audits of student enrolment and attendance data are included in the 2016–2018 Internal Audit Plan and are conducted in Terms 1, 2 and 3 with a different set of schools sampled during each audit. The objectives of each audit are to assess quality of selected student enrolment and attendance information held at each school, based on the level of compliance with relevant policies and procedures.</p> <p>The Term 1 2016 audit report provided feedback on data quality issues noted at sampled schools and identified a number of associated system and process improvements. The Term 2 2016 audit was in progress as at 30 June 2016.</p>
Services for Students with Special Needs Internal Audit	<p>The audit is being conducted as part of 2016–2018 Internal Audit Plan implementation. The objective of the audit is to assess the efficiency and effectiveness of processes related to the provision of services to students with special needs in Northern Territory Government schools. The audit was in progress as at 30 June 2016.</p>
Data Reform Project Pre-Implementation Review	<p>The review is being conducted as part of 2016–2018 Internal Audit Plan implementation. The objective of the review is to confirm progress of the project against the approved project plan and project objectives. The audit was in progress as at 30 June 2016.</p>
Selected Financial Management Processes Internal Audit	<p>The audit is being conducted as part of 2016–2018 Internal Audit Plan implementation. The objective of the audit is to determine compliance of selected financial management processes against relevant policies and procedures, with the following processes under assessment:</p> <ul style="list-style-type: none"> • corporate credit cards; • entertainment and hospitality; and • fuel expenditure. <p>The audit was in progress as at 30 June 2016.</p> <p>The 2015 internal audit of selected financial expenditure processes also included the above sub-processes in the scope, with the resulting report issued in September 2015 reflecting on possible process improvements.</p>

EXTERNAL AUDITS

AUDITOR-GENERAL AUDITS

Four audits were conducted by the Auditor-General's Office and finalised in the reporting period.

Table 39: External Audits and Reviews

External Audit / Review	Progress / Outcome
2014–15 Agency End of Year Review	<p>The objective of the audit was to review the adequacy of selected aspects of the end of financial year reporting and controls over accounting and material financial transactions and balances. No significant matters were identified during the audit.</p> <p>The results of the audit were published in the Auditor-General's August 2015 Report to the Legislative Assembly.</p>
Fuel Card Data Analysis	<p>The Auditor-General's Office undertook an analysis of the department's fuel card transactions for the period of 1 August 2014 to 31 January 2015. The review identified instances of missing or incorrect odometer readings and a number of unusual transactions, however, no anomalies were found during the review as a result of fraudulent behaviour by an employee (i.e. their intent to deceive).</p> <p>Satisfactory explanations were provided for the vast majority of unusual transactions confirming that no breach of conditions of vehicle or fuel card use had occurred. One instance was identified where fuel had been purchased interstate and the employee has since repaid the amount in full.</p> <p>The department has taken action to address the issues raised in the report and continues to monitor fuel card transactions regularly and address anomalies as soon as they arise.</p> <p>The results of the data analysis were published in the Auditor-General's August 2015 Report to the Legislative Assembly.</p>
2015–16 Agency Compliance Audit	<p>The audit examined selected systems in use by the department as required in particular by Treasurer's Direction Part 3, Section 1 and Procurement Directions, which outline the responsibilities of Accountable Officers, with the objective of obtaining reasonable assurance that those selected requirements were being achieved. Only one issue was identified during the audit and the department continues to reinforce with staff members the importance of complying with the process to which the finding relates.</p> <p>The results of the audit were published in the Auditor-General's June 2016 Report to the Legislative Assembly.</p>
Official Travel Compliance Audit	<p>The Auditor-General's Office undertook an audit of official travel for the period 1 July 2015 to 31 December 2015. The audit identified several matters with the most significant relating to a small number of instances where travel was approved after the bookings had been made or after travel had taken place. A continuous communications strategy has since been developed and implemented to provide users with timely advice to increase awareness of procedures and to maximise compliance.</p> <p>The results of the audit were published in the Auditor-General's June 2016 Report to the Legislative Assembly.</p>

SCHOOLS' END OF FINANCIAL YEAR / EXTERNAL AUDITS

A school financial year is based on a calendar year and runs from January to December. The Education Regulations require schools to be audited on an annual basis by a member of the Institute of Chartered Accountants, Institute of Public Accountants or CPA Australia. The audit report is a reasonable assurance engagement where the auditor provides an opinion about whether the financial statements present a true and fair view, and are in accordance with accounting standards and legislation. Audit management letters, issued in addition to the audit report, identify issues not required to be disclosed in the audit report but which represent the auditors' concerns and suggestions noted during the audit.

In 2015, a total of 116 schools were audited. Audit qualifications related primarily to cash receipting and audit management letters identified some consistent errors mainly with payroll, inadequate procurement

controls and minor GST recording issues. The summarised results of the audits were presented by the Finance division to the department's Audit and Risk Committee in July 2016.

INSURANCE

In accordance with Treasurer's Direction M2.1 Insurance Arrangements, the following information provides an overview of the department's insurance arrangements and details the key mitigation strategies and processes for each insurable risk category identified in the Treasurer's Direction.

In accordance with Northern Territory Government policy, the department self-insures for risk exposures under the categories of workers compensation, property and assets, public liability and indemnities.

Mitigation strategies in relation to the insurance risk categories identified in Treasurer's Direction M2.1 are detailed below.

Table 40: Insurable Risk and Mitigation Strategies

Insurable Risk Category	Mitigation Strategies
Workers Compensation	<ul style="list-style-type: none"> • Early intervention strategies. • Health and wellbeing strategies including employee assistance services. • Suite of work health and safety policies including hazard management, emergency management, incident reporting, induction. and training and communication and consultation, including health and safety committees
Property and Assets	<ul style="list-style-type: none"> • Northern Territory Government construction contracts ensure contractors and service providers have appropriate levels of skill and insurance in place. • Capital works and minor new works are managed by the Department of Infrastructure. • A repairs and maintenance program is in place for property and asset management and is implemented by both the Department of Infrastructure and schools.
Public Liability	<ul style="list-style-type: none"> • Processes and procedures are in place to regulate use of Northern Territory Government school assets by the broader community. • Policy governing extension of insurance arrangements to schools has been reviewed in conjunction with the move to global school budgets and increasing school autonomy.
Indemnities	<ul style="list-style-type: none"> • Risk assessment is conducted for each new agreement, legal review and policies and processes for recording, monitoring and reporting.

The total cost for self-insurance claims and number of claims for vehicles and buildings are detailed below. During 2015–16 there were 153 insurance claims lodged by schools for:

- building, plumbing and electrical repairs;
- vandalism; and
- pruning and tree removal.

Table 41: Claims — Self-Insured Risks

Self-Insured Risk	2011–12	2012–13	2013–14	2014–15	2015–16
Property and Assets — Vehicles					
Total Value of Claims	\$155 000	\$80 000	\$3 000	\$8 100	\$9 900
Number of Claims	5	4	2	5	4
Average Cost of Claims	\$31 000	\$20 000	\$1 500	\$1 620	\$2 475
Property and Assets — Buildings (annual claims by schools)					
Total Value of Claims	\$9.7M	\$9.0M	\$10.2M	\$8.9M	\$8.1M
Number of Claims	98	95	97	146	153
Average Cost of Claims	\$99 000	\$96 000	\$105 000	\$61 000	\$53 000

SUSTAINABILITY

The department is committed to supporting environmental, social and economic sustainability.

ENVIRONMENTAL SUSTAINABILITY

The department provides education and training opportunities to promote and enhance sustainable practices including delivery of the Australian Curriculum Studies of Society and Environment, which provides students with environment awareness skills. Students learn how to care for the environment through an action based approach to environmental education for sustainability and schools promote learning through incorporation of environmental initiatives in their everyday operations.

The department also contributes to environmental sustainability by considering energy efficiency and environmental threats and impacts in all major infrastructure projects. The department's infrastructure program is delivered through efficient and sustainable project management in partnership with the Department of Infrastructure.

In 2015–16 the department continued:

- to reduce and recycle, which included the use of recycling bins in offices to enable recycling of paper, cardboard and plastic;
- energy efficiency measures such as automated switch-off for lighting and airconditioning systems outside of core business hours;

- to promote and facilitate information and participation in events to support a sustainable environment such as Earth Hour and Ride to Work and School Day;
- ongoing print and document management solutions to deliver greater productivity while reducing waste, including defaulting printers to double-sided printing, encouraging staff to use online viewing and distribution of documents through the use of Microsoft SharePoint and the transition to electronic records management to replace hard copy;
- to purchase energy efficient electrical and white goods to replace unserviceable goods;
- increased use of iPads and other electronic devices by employees to replace paper; and
- to maintain a range of online resources and fact sheets in relation to energy efficiency measures.

Specific programs and initiatives that schools are engaged with include:

- Kitchen Garden Classroom Program – 38 schools across the Northern Territory are engaged in this program in which students learn how to grow, harvest, prepare and share fresh, organic, seasonal food.

- Eco-Schools Program — 20 schools across the Northern Territory are engaged in this program led by the Keep Australia Beautiful National Association. Students and the school community learn about environmental sustainability through school run projects which include themes such as biodiversity, energy and climate and, litter and waste. The program also promotes continual improvement in the environmental management of the school.
- Edugrow Awards – annual awards to encourage schools across the Arnhem region to establish healthy food gardens and use them as a foundation for learning activities.
- Vocational education and training in schools – students are engaged across the Northern Territory in the following programs:
 - Conservation and Land Management
 - training about protecting the natural environment while managing the impact of the man-made environment.

- Maritime Operations – training includes protecting the environment and operating vessels in pristine marine areas, and follows strict environmental policies.
- Tourism – training is based on eco-tourism on land and the maritime environment.
- Rural Operations, AgriFoods and Agriculture – training covers environmentally sustainable practices for rural industries.

The department is developing policies, guidelines and tools for schools to assess alternative energy providers offering services such as power purchase agreements, roof top solar installation and battery storage installation.

RIDE TO SCHOOL DAY

Ross Park Primary School students were enthusiastic participants in National Ride2School Day, the annual event encouraging children to walk, cycle, skate and scoot to school.

The Alice Springs schoolchildren were promoting children's health, and confidence in safely negotiating challenging road environments.

Ross Park was one of 18 schools across the Territory taking part in National Ride2School Day

Ross Park students participating in Ride2School Day



SUPPORTING SUSTAINABILITY

Borroloola School students perform water assessments using a water quality monitor donated by McArthur River Mine which is located approximately 65km from Borroloola School.

The instrument enables senior students to join the mine's environmental scientists in examining the condition of the McArthur River. Students are trained to use the water quality monitor to test water purity indicators including temperature, dissolved oxygen, conductivity, pH and salinity.

The school is also working with the mine to provide career options in horticulture, using the school nursery project, and fabrication through the Trade Training Centre.

These strong partnerships and initiatives are supporting environmental, social and economic sustainability and helping students invest in their future by providing them with skills that are transferable anywhere.

Borroloola School students performing water assessment



KITCHEN GARDEN CLASSES

Renowned chef and author Stephanie Alexander visited Driver Primary School to give Northern Territory educators practical skills and knowledge as they learn to integrate a kitchen garden program into their school or centre.

The program is increasingly popular in Territory schools, with 38 schools participating in the program where students plant, harvest and cook their own produce. The program is building invaluable knowledge and understanding of food and of the integral role it plays in the physical and social wellbeing of students. Classes cover much of the Australian Curriculum, from science and health to digital technology and business enterprise.

The training day incorporated hands-on, skills-based instruction in the kitchen and garden learning spaces, giving educators everything they need to confidently deliver food education to their students. This one-day professional development workshop introduced educators, school staff, parents and community members from 17 schools across the Territory to food education, with a strong focus on providing children with a healthy attitude towards food. Many families have also planted vegetables and fruit trees in their backyards to continue the learning in their homes.



Driver Primary School students preparing a meal

SOCIAL SUSTAINABILITY

The department is committed to making a positive social contribution and provides various forms of support and creates opportunities to engage with the community. This includes supporting the use of school facilities by community groups and organisations outside of normal school hours such as the Sanderson Neighbourhood Activity Centre established at Sanderson Middle School. The Sanderson Neighbourhood Activity Centre facilitates a range of activities and is a whole-of-community initiative for engaging young people, older Territorians and the broader community.

In 2015, as part of *A Share in the Future* — Indigenous Education Strategy 2015–2024, guidelines to implement a Community Engagement Charter were developed to support remote and very remote schools to strengthen learning outcomes for students through effective partnerships between principals, teachers, students, families and the community. The guidelines provide a model to support all partners to develop effective local strategies and identify actions to engage their communities in creating meaningful partnerships. The guidelines ensure school staff and their community engage in a series of meetings to develop common understandings and ways of interaction with regard to five key elements:

- Communication — effective communication forms the foundation in developing and maintaining partnerships and schools have a responsibility to help families understand the language of learning.
- Partnerships to learn — cultivate a holistic learning environment for students through effective contributions from the school, home and community.
- Community collaboration — develop strong school and community partnerships to enable the school to become an effective central community hub.
- Decision making — utilise open and authentic consultation to ensure that decisions reflect local community needs.
- Participation — family and community participation in student learning is acknowledged and valued.

During 2015–16, the department provided funding to a combination of private and community based organisations, students, and government and non-government schools to assist in the educational outcomes of Northern Territory students. This included:

- \$6.9 million in Back to School grants to parents and families;
- \$6.6 million in Vocational Education and Training in Schools grants to schools and training providers;
- \$6 million in Early Childhood Education and Care subsidies to long day care and family day care services; and
- \$1.7 million to 19 community based education organisations.

Staff across the department also supported various charitable and non-government organisations throughout 2015–16 including by holding morning teas to help raise funds for cancer research, prevention and support services; participating in Jeans for Genes Day to raise funds for childhood cancer, epilepsy, birth defects and genetic diseases research, treatment and prevention; and participating in National Bandanna Day to raise funds to support young Territorians living with cancer.

The department is committed to the health, safety, welfare and wellbeing of all staff. The department offered activities and initiatives such as the Influenza Vaccination Program providing flu vaccinations to staff and the Employee Assistance Program providing access to all staff and their families to counselling services. Further information in relation to work health and safety initiatives is provided in Our People section of the report.

NEIGHBOURHOOD ACTIVITY CENTRE

The neighbourhood Activity Centre at Sanderson Middle School is a whole-of-community initiative for engaging young people, older Territorians and the broader community. A Neighbourhood Activity Centre Coordinator in collaboration with Sanderson Middle School principal, Sanderson School Council, youth workers and non-government organisation facilitate a range of activities for young people.

The centre offers intergenerational and culturally diverse activities to encourage greater social cohesion and engagement between young people, senior Territorians and the broader multicultural community. The centre utilises existing Sanderson Middle School facilities to provide a safe and positive learning environment for community engagement activities for young people after school. Senior Territorians provide support and mentoring to young people, enabling them to pass on their experience and skills.



Children playing bubble soccer after school at the Sanderson Neighbourhood Activity Centre.

ECONOMIC SUSTAINABILITY

The department continued to implement the *Northern Territory International Education and Training Strategy 2014–2024* to build and strengthen productive education partnerships and collaboration locally, regionally and internationally that contribute to the economic and social development of the Northern Territory. This included:

- establishment of the SenaiNT English Language Centre, located in the Sentru Formasaun Profisional Training School, Becora, Dili, Timor-Leste;
- signing of a five-year Framework for Collaboration between the department and the Anhui Provincial Education Department;
- agreement by Hanban (central Chinese Ministry of Education) to fund the salary and travel for four Chinese language teachers each year for the next 5 years from Anhui Normal University to teach Chinese languages in Northern Territory schools;
- establishment of a four-year scholarship for a student from Shiyu University and Xi'an University of Science and Technology to study Chemical Engineering at the North Australia Gas and Oil Centre at CDU commencing in 2017;
- development of an integrated marketing and communications plan with a strong digital presence including the launch of the StudyNT website, international student handbook, e-newsletter and student testimonial videos, as well as marketing collateral for use by Northern Territory Government officials and providers when recruiting overseas students; and

- provision of support to government schools to identify and develop relationships with overseas schools —seven formal sister school arrangements between government schools and overseas schools were established.

The department developed the *Remote Workforce Plan 2016–2018* which builds on department wide strategies to attract, develop and retain the department's workforce to specifically meet the needs of the remote and very remote schools and support local economic development. This includes the unique capabilities required in remote Northern

COMMUNICATION

Timely and targeted communications are important to ensure our staff and stakeholders are well informed of education initiatives as well as an opportunity to celebrate our success. Internal communications include messages from the department's executive team about key initiatives, and a regular electronic newsletter from the Chief Executive to all staff. Achievements and good news are posted on the department's intranet, where it can be accessed as required, and is also summarised in a weekly e-newsletter issued to all staff.

School principals are kept informed through the Principals' Weekly Update, a weekly electronic newsletter distributed to all government and non-government school principals to deliver relevant school management information including items to include in school newsletters. School principals are also kept abreast of strategic direction and important initiatives and issues through quarterly principal business days held in each region.

Information on the department's activities, strategic direction, policies, projects and achievements is available online at the department's website for external audiences. The department's website is also a tool for feedback and comments from the community. Feedback in the form of compliments, complaints, and suggestions is viewed as an opportunity for the department to better understand the quality of services it provides to schools and the public. In addition, parents can utilise Electronic Student Profile pages to view their child's enrolment history, attendance records, assessments, achievements, certificates, awards and samples of their work.

Territory locations where staff may face complex challenges not found in urban schools, and activities to attract and develop the Indigenous workforce in these locations.

The department is developing an Attraction and Recruitment Strategy which is a key initiative under the *Remote Workforce Plan 2016–2018*, that focuses on Indigenous employment and remote workforce needs and a structured employment and professional development framework for remote Indigenous assistant teachers.

Most Northern Territory government schools have their own websites, which are administered and managed by the school, including information on school events, policies, procedures and student achievements.

Media outlets are used to inform the public about changes to policies and new initiatives. Communication with external organisations and parents is also achieved through a number of websites and events. These include the *My School* website and the Australian Curriculum, Assessment and Reporting Authority's NAPLAN website. The department also respond to direct media enquiries as promptly and accurately as possible.

Information regarding progress against national partnerships is provided online through Australian Government websites. Displays at career expos, the Northern Territory Trade Expo and Northern Territory show circuit provide stakeholders with an opportunity for face-to-face connection with the department.

In 2015–16 major communications programs were developed for the Reform of Education Act 2015, *Great Start Great Future* – Northern Territory Early Years Strategic Plan 2016–2020, *A Share in the Future* – Indigenous Education Strategy 2015–2024, the *Work Like the Best* – Middle Years Teaching and Learning Strategy 2016–2018 and the Boosting our Economy – Education Works package.

ALAWA LAUDED FOR LAND CARE LESSONS

Alawa Primary School won the Junior Landcare Team Award at the gala presentation of the 2015 NT Landcare Awards on 11 November 2015.

Junior Landcare encourages young people to learn about sustainability and play a role in ensuring the safe future of their environment.

The award was received for the successful promotion of Landcare principles and philosophies to young people up to 18 years old, and acknowledged the success of the school's diverse environmental projects.

The emphasis is on the effective management of resources and the school's students are exposed to a variety of learning climates through initiatives as varied as the Stephanie Alexander Kitchen Garden program, the maintenance of food and native plant gardens, and the installation of a frog pond. The emphasis is on the effective management of resources

Alawa Primary School was commended on the focus the school has placed on sustainability and hands-on science since 2004, with particular reference to the kitchen garden program.



Alawa Primary School Principal and teachers with their award photograph and trophy

TEACHER HEROES EXCELLENCE AWARD

Joan Ocampo an inspiring teacher at Henbury School collected the Teacher Heroes Excellence Award after coordinating the 2015 Kids Teaching Kids Day. Science teacher and kitchen garden coordinator, Joan's massive effort in bringing together more than 100 students from six guest schools to participate in activities and student-led workshops during the day, saw her as one of only seven teachers recognised nationally by the Kids Teaching Kids organisation.

Kids Teaching Kids is an education model that uses local environmental issues as a theme for learning with the aim of inspiring future environmental leaders. Joan's work in leading her students to educate their peers, teachers and community members about the natural environment and a more sustainable future, was a carefully considered process. It started at the beginning of the school year, and ended in a day that boosted the morale and self-esteem of all the students involved, particularly the special needs students of Henbury School.

Joan Ocampo with her Teacher Heroes Excellence Award



FINANCIAL REPORT



FINANCIAL STATEMENT OVERVIEW

For the Year Ended 30 June 2016

CONTEXT

The Department of Education has a vision that young Territorians are confident and capable global citizens. This will be achieved through the implementation of the department's strategic plan, Growing Success Together, that is focused on providing quality education services and supported by the effective use of resources, reflected financially through the department's annual financial statements. In 2015–16, \$895.5 million or 97 per cent of the department's total expenditure of \$927.2 million related to the delivery of front line services to government and non-government education.

One of the department's strategic principles is that decisions are best made, and resources have the most impact, closest to the point of service delivery. The introduction of global school budgets in 2015 was a significant reform in supporting the vision and strategic direction of the department. Under global school budgets, Northern Territory Government schools receive an annual one-line budget. Schools now have total visibility over their budgets, including for their workforce costs.

Under global school budgets, \$388.1 million of the department's budget was put under the direct control of schools in 2016, an increase from \$371.4 million in 2015. The flexibility afforded to schools under the global school budget initiative to make decisions and manage resources at the local level has enabled many schools to achieve a budget surplus, totalling \$12 million in 2015, which they carried forward into 2016 to continue pursuit of the school's objectives.

The funding and reporting cycle of the department is on a financial year basis, from 1 July to 30 June. This cycle contrasts to schools that operate on a calendar year basis, from 1 January to 31 December. The challenges presented to the department and schools in managing the same budgets on a financial year and calendar year respectively are being met in partnership, with the department achieving a balanced budget position for 2015–16 while including expenditure and budgets managed by schools with growing confidence from two separate school years.

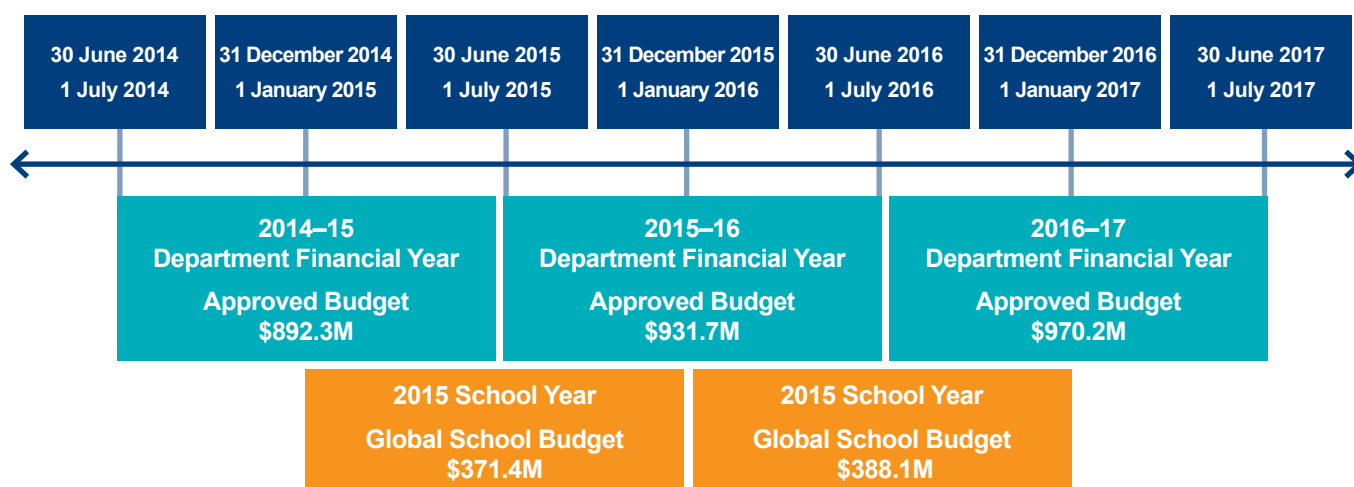
Figure 19 provides a snapshot of the departmental and global school budgeting by financial and school calendar years.

The 2015–16 financial report for the Department of Education comprises four financial statements:

- Comprehensive Operating Statement
- Balance Sheet
- Statement of Changes in Equity
- Cash Flow Statement

These financial statements have been prepared, in accordance with the requirements of the *Financial Management Act* and related Treasurer's Directions, and the Australian Accounting Standards, on an accrual basis and provide information in respect of the financial operations and position, changes in equity and cash flow of the department for the year.

Figure 19: Department and school reporting cycles



HIGHLIGHTS

The department ended the 2015–16 financial year in an improved financial position compared to the final approved budget with the following highlights:

- The department, in accordance with Financial Management Principles, managed its total expenses for the year within 1 per cent of its final approved budget.
- The department achieved a balanced budget position within \$0.5 million of its approved budget, largely attributed to stronger and improved financial management practices. The department reported an operating deficit of \$39.5 million at the end of June 2016, compared to the revised approved budgeted deficit of \$40 million.
- Global school budgets introduced in January 2015, provided direct resources for schools to manage themselves. Within the pool totalling \$447.1 million, \$388.1 million was allocated directly to schools to manage and \$59 million managed centrally, equating to 46 per cent of the agency's total budget. Growing confidence in schools with respect to managing global school budgets contributed to a strong financial outcome reflected in the department's final position.

The net assets and equity position increased by \$46.9 million from the previous year. This is largely the result of an upward revaluation of land and buildings of \$114.8 million, completed assets transferred from the Department of Infrastructure and a reduction in liabilities. Offset by a transfer of \$41.8 million to the Department of Infrastructure of government schools Students First funding for use on capital projects and an operating deficit of \$39.5 million for the financial year.

OPERATING INCOME

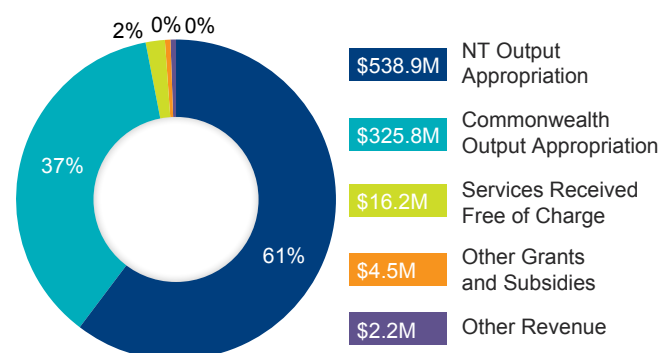
The department receives revenue from two main sources; the Northern Territory Government appropriation accounting for 60.7 per cent of total income and Commonwealth Government appropriation and grant funding representing 36.7 per cent of total income. The funding mix may change between years depending on the agreements in place. Other sources of income amounted to 2.6 per cent of total income.

Total operating income for 2015–16 was \$887.6 million, an increase of \$10 million over 2014–15. An increase in Commonwealth funding contributed to the improved revenue position led by increases in Students First funding.

Operating income comprised output appropriation of \$538.9 million or 60.7 per cent from the Northern Territory Government, Commonwealth appropriation of \$325.8 million or 36.7 per cent, and income other from grants and subsidies totalling \$4.5 million. In addition, there was notional income of \$16.2 million or 1.8 per cent, to recognise the value of corporate services provided free of charge by the Department of Corporate and Information Services and other minor sources of income totalling \$2.2 million. Figure 20 shows the composition of the department's total operating income.

This revenue funds the activities (outputs) of the department, including the provision of government and non-government education, and corporate and governance costs.

Figure 20: Composition of Operating Income for 2015–16



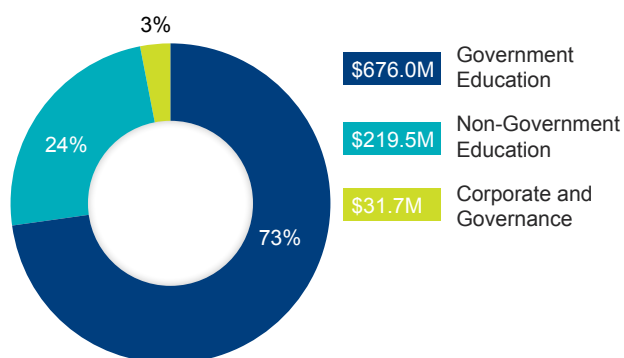
OPERATING EXPENSES

The department's operating expenditure for the year was \$927.2 million, and were within 0.5 per cent of the approved budget of \$931.7 million. Total operating expenses increased by \$37.5 million from \$889.7 million in 2014–15. The majority of expenditure relates to employee expenses and grant payments to government and non-government schools and the early childhood sector.

Employee expenses accounted for 48 per cent of total expenditure in 2015–16 and includes expenditure for corporate and school based Northern Territory Public Service employees.

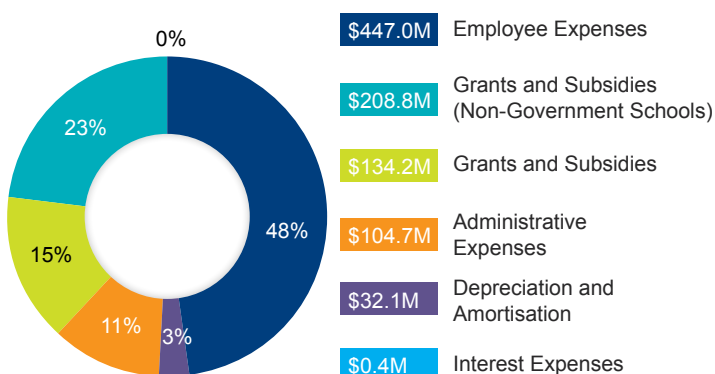
Grant and subsidy expenses for 2015–16 were \$343 million, accounting for 37 per cent of the department's total expenditure.

Figure 21: Expenditure by Output Group for 2015–16



The majority of grant funding is paid to non-government schools totalling \$208.8 million or 60.9 per cent of total grant payments, including \$155.5 million Students First funding passed on from the Commonwealth. Total direct grant funds to government schools totalled \$95.5 million or 27.8 percent of total grant expenditure and includes the cash component of global school budgets. The remaining grant expenditure is for other grants, including funding to long day care and family day care services and Back to School payments for families.

Figure 22: Operating Expenses for 2015–16



Expenditure by category and trends is summarised in Table 42 below. There was an overall increase in expenditure of \$37.5 million or 4.2 per cent compared to 2014–15. Variances within expense categories are attributed to:

- Employee expenses increased by \$4.2 million in 2015–16, mainly for enterprise agreement wage and salary increases offset by decreased worker's compensation costs compared to 2014–15.
- Purchases of goods and services (including property management expenses) decreased by \$8.5 million in 2015–16, a 14.4 per cent decrease, largely related to the one-off purchase of teacher laptops (in government schools) and school computer replacements (in government and non-government schools) in 2014–15, and continued efficiencies in travel and vehicle usage in the department.
- Repairs and maintenance expenses increased by \$1.1 million in 2015–16 relating to repairs and maintenance programs in schools, including works under the Boosting Our Economy package.
- Other administrative expenses decreased by \$2.4 million in 2015–16, as a result of the one-off repayment in 2014–15 to the Commonwealth Government for the discontinued Community Development Employment Program.
- Grants and subsidies increased by \$43.8 million in 2015–16, mainly resulting from increases in Students First grant payments to non-government schools of \$19.6 million from the Commonwealth; capital grant funding of \$10 million provided to non-government schools as part of the Boosting Our Economy package, and other grant payments to government schools and other organisations.

Table 42: Expenditure Trend

	2014–15 Actuals \$M	2015–16 Actuals \$M	Variance \$M	Variance %
Operating Expenses				
Employee Expenses	442.8	447.0	4.2	0.9
Purchases of Goods and Services ¹	59.0	50.5	(8.5)	(14.4)
Repairs and Maintenance	36.8	37.9	1.1	3.0
Depreciation and Amortisation	32.8	32.1	(0.7)	(2.1)
Other Administrative Expenses	19.1	16.7	(2.4)	(12.6)
Grants and Subsidies – Current	299.0	331.9	32.9	11.0
Grants and Subsidies – Capital ²	0.2	11.1	10.9	5 450
Total	889.7	927.2	37.5	4.2

¹ Includes Property Management expenses.

² Includes \$10M to non-government schools for the Boosting our Economy package.

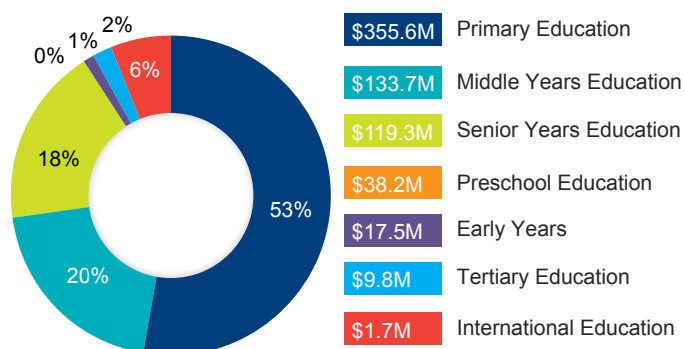
ANALYSIS OF EXPENDITURE BY OUTPUT GROUP

A comprehensive operating statement by Output Group showing income and expenditure of the department is at Note 3 to the financial statements.

GOVERNMENT EDUCATION

Funding for government education totalled \$675.9 million or 73 per cent of the department's expenditure in the 2015–16 financial year.

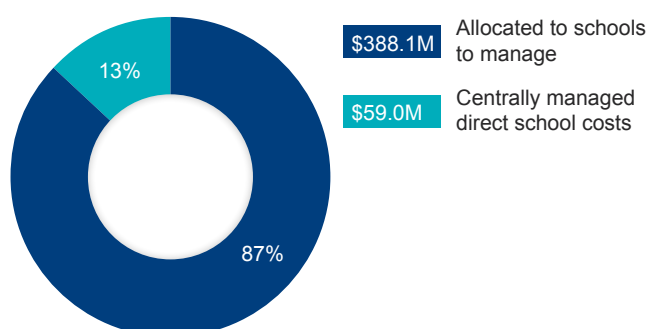
Figure 23: Expenditure by Output for 2015–16



The total school budget pool for the 2016 calendar year increased by \$19 million or 4.4 per cent over 2015 to \$447.1 million. Of this pool, \$388.1 million was allocated directly to schools to manage themselves.

The remaining \$59 million was managed centrally by the department for direct school costs including school principal salaries, remote incentive allowances, study leave, parental leave and workers compensation.

Figure 24: Global School Budgets for 2015–16



NON-GOVERNMENT EDUCATION

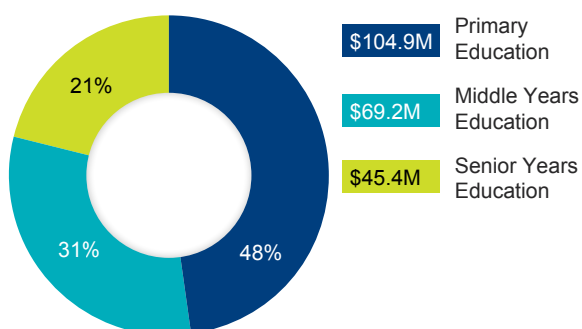
Non-government schools receive funding through various programs from the department. Expenditure of the department relating to non-government schools represented 24 per cent or \$219.5 million

of total departmental expenditure in the 2015–16 financial year.

This expenditure takes the form of:

- Commonwealth Government Students First funding passed onto non-government schools;
- Operational funding provided by the Northern Territory Government on a per capita basis;
- Capital subsidy scheme payments for approved projects, which assist the non-government schools sector with repayments on capital loans raised for infrastructure;

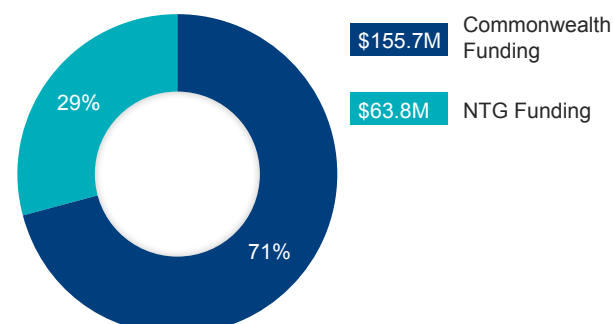
Figure 25: Non-Government School Expenditure for 2015–16



- Isolated Students Education Allowance payments to boarding schools which provide assistance for homework supervision, recreation and the social development of boarding students;
- Supplementary subsidy payments to boarding schools to assist in costs incurred in their initial establishment phase; and
- Funding to non-government schools for upgrades to facilities as part of the Boosting Our Economy package.

Figure 25 provides a breakdown of the department's non-government schools expenditure by stages of schooling. In addition, Figure 26 provides total expenditure by funding source for non-government schools.

Figure 26: Non-Government School Expenditure by Source for 2015–16



CORPORATE AND GOVERNANCE

Corporate and governance costs of \$31.7 million incurred in the 2015–16 financial year comprise the provision of regional and central office functions including finance, human resources, information technology services, planning and infrastructure, legal, risk management, strategic services and communications. These costs continue to represent low corporate overhead of 3 per cent of the total expenditure for the agency, when compared to other government agencies, while 97 per cent of costs were focused on education services.

BALANCE SHEET

The Balance Sheet provides information on the department's financial position, showing the department's asset holdings (what is owned) against liabilities (what is owed). A positive balance in the Balance Sheet indicates that the department owns sufficient assets to meet any debts it owes as a result of its operations. The difference (net equity) represents the net worth of the agency after liabilities are taken into account.

Table 43: Balance Sheet Trend

	2014–15 Actuals \$M	2015–16 Actuals \$M	Variance \$M	Variance %
Financial Position				
Total Assets	1 141.3	1 177.9	36.6	3.2
Total Liabilities	79.6	69.3	(10.3)	(12.9)
Net Equity	1 061.7	1 108.6	46.9	4.4

The department's assets increased by \$36.6 million during 2015–16 with overall equity increasing by \$46.9 million.

The largest component of the department's assets is property, plant and equipment, representing \$1 104.1 million of the total asset balance of \$1 177.9 million. In 2015–16 the department revalued land and buildings in accordance with a rolling revaluation plan. This resulted in an increase of \$111.1 million in building values and an increase of \$3.7 million in land values. The department's land portfolio, which is primarily the land on which government schools are located, is 10 per cent of the department's property, plant and equipment assets with buildings representing 89 per cent of total assets.

In 2015–16 a number of capital and minor new works infrastructure projects were completed. The value of infrastructure projects completed during the year, and transferred from Department of Infrastructure to the department, was \$14 million, primarily comprising of refurbishments and upgrades to government schools and additions to trade training centres.

The reduction in liabilities of \$10.3 million is attributed to a decrease in accrued expenses and payables outstanding at 30 June 2016.

CASH FLOW STATEMENT

The cash flow statement summarises the movement in the department's cash holdings over the year. Cash in the bank of \$67.5 million at the end of 2015–16, was \$66.6 million lower than the previous year. The decreased 2015–16 cash balance primarily resulted from the transfer of \$51.5 million to the Department of Infrastructure relating to government schools projects from Students First funding of \$41.8 million, \$9.1 million for the Nhulunbuy boarding facility and \$0.6 million for the Kalkaringi child care centre. The remaining \$15.1 million related to the net movement from operating activities during 2015–16.

The cash held will be utilised in future years to meet obligations of the department under externally funded programs.

Table 44: Cash Flow Statement Summary

	2014–15 Actuals \$M	2015–16 Actuals \$M	Variance \$M	Variance %
Cash Flow				
Cash at beginning of year	111.4	134.1	22.7	20.4
Cash received	882.1	889.9	7.8	0.9
Less cash spent	(859.4)	(956.5)	(97.1)	11.3
Cash at End of Reporting Period	134.1	67.5	(66.6)	(49.7)

CERTIFICATION OF THE FINANCIAL STATEMENTS

We certify that the attached financial statements for the agency have been prepared from proper accounts and records in accordance with the prescribed format, the *Financial Management Act* 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 2016 and the financial position on that date.

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



Ken Davies
Chief Executive



Shaun O'Brien
A/Chief Financial Officer

31 August 2016

31 August 2016

COMPREHENSIVE OPERATING STATEMENT

For the year ended 30 June 2016

	Note	2016 \$000	2015 \$000
INCOME			
Taxation revenue		-	-
Grants and subsidies revenue			
Current		4 525	7 320
Capital		-	641
Appropriation			
Output		538 935	546 359
Commonwealth		325 773	299 799
Sales of goods and services		1 483	1 562
Goods and services received free of charge ¹	4	16 173	15 297
Loss on disposal of assets	5	-	-
Other income		731	6 657
TOTAL INCOME	3	887 620	877 635
EXPENSES			
Employee expenses	6	446 982	442 812
Administrative expenses			
Purchases of goods and services	7	46 161	54 762
Repairs and maintenance		37 940	36 806
Property management		4 298	4 249
Depreciation and amortisation	8	32 126	32 795
Services received free of charge ¹		16 173	15 297
Other administrative expenses		165	3 570
Grants and subsidies expenses			
Current		331 900	298 973
Capital		11 067	150
Finance Expenses			
Interest expenses		347	285
TOTAL EXPENSES	3	927 159	889 699
NET SURPLUS/(DEFICIT)		(39 539)	(12 064)
OTHER COMPREHENSIVE INCOME			
Items that will not be reclassified to net surplus/deficit			
Asset revaluation reserve	17	115 062	(1 402)
Transfers from reserves		-	(183)
TOTAL OTHER COMPREHENSIVE INCOME		115 062	(1 585)
COMPREHENSIVE RESULT	3	75 523	(13 649)

¹ Includes Department of Corporate and Information Services service charges.

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

BALANCE SHEET

As at 30 June 2016

	Note	2016 \$'000	2015 \$'000
ASSETS			
Current Assets			
Cash and deposits	9	67 507	134 097
Receivables	10	2 916	5 052
Loans and advances	19	2 000	2 000
Prepayments		1 403	1 266
Total Current Assets		73 826	142 415
Non-Current Assets			
Loans and advances	19	-	2 000
Property, plant and equipment	11	1 104 066	996 866
Total Non-Current Assets		1 104 066	998 866
TOTAL ASSETS		1 177 892	1 141 281
LIABILITIES			
Current Liabilities			
Payables	14	6 379	16 877
Borrowings and advances	15	104	92
Provisions	16	46 092	47 928
Other liabilities		100	-
Total Current Liabilities		52 675	64 897
Non-Current Liabilities			
Borrowings and advances	15	8 074	7 259
Provisions	16	8 566	7 467
Total Non-Current Liabilities		16 640	14 726
TOTAL LIABILITIES		69 315	79 623
NET ASSETS		1 108 577	1 061 658
EQUITY			
Capital		1 253 679	1 282 284
Asset revaluation reserve	17	194 933	79 871
Accumulated funds		(340 035)	(300 497)
TOTAL EQUITY		1 108 577	1 061 658

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

STATEMENT OF CHANGES IN EQUITY

For the year ended 30 June 2015

	Note	Equity at 1 July	Comprehensive result	Transactions with owners in their capacity as owners	Equity at 30 June
		\$000	\$000	\$000	\$000
2015–16					
Accumulated Funds		(300 497)	(39 539)	-	(340 035)
Transfers from reserves		-	-	-	-
		(300 497)	(39 539)	-	(340 035)
Reserves					
Asset revaluation reserve	17	79 871	115 062	-	194 933
Capital – Transactions with Owners		1 282 284	-	-	1 282 284
Equity injections					
Capital appropriation		-	-	933	933
Equity transfers in		-	-	20 584	20 584
Other equity injections		-	-	1 403	1 403
Specific purpose payments		-	-	-	-
Equity withdrawals					
Capital withdrawal		-	-	(51 525)	(51 525)
Equity transfers out		-	-	-	-
		1 282 284	-	(28 605)	1 253 679
Total Equity at End of Financial Year		1 061 658	75 523	(28 605)	1 108 577
2014–15					
Accumulated Funds		(288 249)	(12 065)	-	(300 314)
Transfers from reserves		-	(183)	-	(183)
		(288 249)	(12 248)	-	(300 497)
Reserves					
Asset revaluation reserve	17	81 273	(1 402)	-	79 871
Capital – Transactions with Owners		1 256 887	-	-	1 256 887
Equity injections					
Capital appropriation		-	-	1 053	1 053
Equity transfers in		-	-	30 198	30 198
Other equity injections		-	-	231	231
Specific purpose payments		-	-	-	-
Equity withdrawals					
Capital withdrawal		-	-	(1 539)	(1 539)
Equity transfers out		-	-	(4 546)	(4 546)
		1 256 887	-	25 397	1 282 284
Total Equity at End of Financial Year		1 049 911	(13 650)	25 397	1 061 658

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

CASH FLOW STATEMENT

For the year ended 30 June 2016

	Note	2016 \$000	2015 \$000
CASH FLOWS FROM OPERATING ACTIVITIES			
Operating Receipts			
Grants and subsidies received			
Current		4 525	7 320
Capital		-	641
Appropriation			
Output		538 935	546 359
Commonwealth		325 773	299 799
Receipts from sales of goods and services		16 307	24 689
Total Operating Receipts		885 540	878 808
Operating Payments			
Payments to employees		457 951	438 747
Payments for goods and services		100 254	112 624
Grants and subsidies paid			
Current		331 900	298 973
Capital		11 067	150
Interest paid		347	285
Total Operating Payments		901 519	850 779
Net Cash From/(Used in) Operating Activities	18	(15 979)	28 029
CASH FLOWS FROM INVESTING ACTIVITIES			
Investing Receipts			
Proceeds from asset sales	5	-	-
Repayment of advances		2 000	2 000
Total Investing Receipts		2 000	2 000
Investing Payments			
Purchases of assets		3 315	1 015
Advances and investing payments		-	6 000
Total Investing Payments		3 315	7 015
Net Cash From/(Used in) Investing Activities		(1 315)	(5 015)
CASH FLOWS FROM FINANCING ACTIVITIES			
Financing Receipts			
Equity injections			
Capital appropriation		933	1 053
Commonwealth appropriation		-	-
Other equity injections		1 403	231
Total Financing Receipts		2 336	1 284
Financing Payments			
Finance lease payments		107	44
Equity withdrawals		51 525	1 539
Total Financing Payments		51 632	1 583
Net Cash From/(Used in) Financing Activities		(49 296)	(299)
Net increase/(decrease) in cash held		(66 590)	22 715
Cash at beginning of financial year		134 097	111 382
CASH AT END OF FINANCIAL YEAR	9	67 507	134 097

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

NOTES TO THE FINANCIAL STATEMENTS

NOTE

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1. OBJECTIVES AND FUNDING

The role of the Department of Education is to improve the educational outcomes, safety and wellbeing of Territory children from their early years through to senior years. Additional information in relation to the agency and its principal activities may be found in earlier sections of this report.

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

- Government Education;
- Non-Government Education; and
- Corporate and Governance.

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

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* and related Treasurer's Directions. The *Financial Management Act* requires the agency to prepare financial statements for the year ended 30 June based on the form determined by the Treasurer. The form of agency financial statements is to include:

- a Certification of the Financial Statements;
- a Comprehensive Operating Statement;
- a Balance Sheet;
- a Statement of Changes in Equity;
- a Cash Flow Statement; and
- 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 agency 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 agency 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.

The following new and revised accounting standards and interpretations were effective for the first time in 2015–16:

AASB 1048 Interpretation of Standards

This reflects amended versions of Interpretations arising in relation to amendments to AASB 9 Financial Instruments and consequential amendments arising from the issuance of AASB 15 Revenue from Contracts with Customers. The standard does not impact the financial statements.

AASB 2013-9 Amendments to Australian Accounting Standards [Part C Financial Instruments]

Part C of this Standard amends AASB 9 Financial Instruments to add Chapter 6 Hedge accounting and makes consequential amendments to AASB 9 and numerous other Standards. The standard does not impact the financial statements.

AASB 2014-8 Amendments to Australian Accounting Standards arising from AASB 9

This Standard makes amendments to AASB 9 Financial Instruments (December 2009) and AASB 9 Financial Instruments (December 2010). These amendments arise from the issuance of AASB 9 Financial Instruments in December 2014. The standard does not impact the financial statements.

AASB 2015-3 Amendments to Australian Accounting Standards arising from the withdrawal of AASB 1031 Materiality

The standard completes the withdrawal of references to AASB 1031 in all Australian Accounting Standards and Interpretations, allowing the standard to effectively be withdrawn. The standard does not impact the financial statements.

AASB 2015-4 Amendments to Australian Accounting Standards – Financial Reporting Requirements for Australian Groups with a Foreign Parent

Amendments are made to AASB 128 Investments in Associates and Joint ventures to require the ultimate Australian entity to apply the equity method in accounting for interests in associates and joint ventures, if either the entity or the group is a reporting entity, or both the entity and group are reporting entities. The standard does not impact the financial statements.

AASB 2014-1 Amendments to Australian Accounting Standards (Part E - Financial Instruments)

Part E of this Standard defers the application date of AASB 9 Financial Instruments to annual reporting periods beginning on or after 1 January 2018. The standard does not impact the financial statements.

2. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C) AUSTRALIAN ACCOUNTING STANDARDS AND INTERPRETATIONS

The following standards and interpretations are likely to have an insignificant impact on the financial statements for future reporting periods, but the exact impact is yet to be determined:

Standard/Interpretation	Effective for annual reporting periods beginning on or after
AASB 9 Financial Instruments (December 2014), AASB 2014-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)	1 January 2018
AASB 15 Revenue from Contracts with Customers, AASB 2014-5 Amendments to Australian Accounting Standards arising from AASB 15	1 January 2018
AASB 1056 Superannuation Entities	1 July 2016
AASB 14 Regulatory Deferral Accounts	1 January 2016
AASB 1057 Application of Accounting Standards	1 January 2016
AASB 2014-1 Amendments to Australian Accounting Standards [Part D Consequential arising from AASB 14 Regulatory Deferral Accounts]	1 January 2016
AASB 2014-3 Amendments to Australian Accounting Standards - Accounting for Acquisitions of Interests in Joint Operations [AASB 1 and AASB 11]	1 January 2016
AASB 2014-16 Amendments to Australian Accounting Standards - Agriculture: Bearer Plants [AASB 101, 116, 117, 123, 136, 140 and 141]	1 January 2016
AASB 2015-5 Amendments to Australian Accounting Standards - Investment Entities: Applying the Consolidation Exception [AASB 10, 12 and 128]	1 January 2016
AASB 2015-9 Amendments to Australian Accounting Standards - Scope and Application Paragraphs [AASB 8, 133 and 1057]	1 January 2016
AASB 2015-10 Amendments to Australian Accounting Standards - Effective Date of Amendments to AASB 10 and AASB 128	1 January 2016
AASB 2016-1 Amendments to Australian Accounting Standards-Recognition of Deferred Tax Assets for Unrealised Losses [AASB 112]	1 January 2017

C) AUSTRALIAN ACCOUNTING STANDARDS AND INTERPRETATIONS (CONTINUED)

The following standards and interpretations are expected to have a potential impact on the financial statements for future reporting periods:

Standard/Interpretation	Effective for annual reporting periods beginning on or after	Impact on financial statements
AASB 2015-6 Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities [AASB 10, 124 and 1049]	1 July 2016	New note disclosure to include remuneration of Key Management Personnel (KMP) and related party transactions.
2016-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107	1 January 2017	New disclosure on the reconciliation of the changes in liabilities arising from financing activities.
AASB 16 Leases	1 January 2019	Reclassification of operating leases greater than 12 months to finance lease reporting requirements.
AASB 9 Financial Instruments	1 January 2018	Simplified requirements for classification and measurement of financial assets, a new hedging accounting model and a revised impairment loss model to recognise impairment losses earlier as opposed to only when incurred.
AASB 15 Revenue from Contracts with Customers	1 January 2018	Requires an entity to recognise revenue when the entity satisfies a performance obligation by transferring a promised good or service to a customer.
AASB 2014-1 Amendments to Australian Accounting Standards [Part E Financial Instruments]	1 January 2018	Amends various AAS's to reflect the deferral of the mandatory application date of AASB 9.
AASB 2014-4 Amendments to Australian Accounting Standards - Clarification of Acceptable Methods of Depreciation and Amortisation [AASB 116 and AASB 138]	1 January 2016	Provides additional guidance on how the depreciation or amortisation of property, plant and equipment and intangible assets should be calculated and clarifies that the use of revenue-based methods to calculate the depreciation of an asset is not appropriate.
AASB 2014-5 Amendments to Australian Accounting Standards arising from AASB 15	1 January 2017	Amends the measurement of trade receivables and the recognition of dividends.
AASB 2014-7 Amendments to Australian Accounting Standards arising from AASB 9	1 January 2018	Amends various AAS's to reflect the changes as a result of AASB 9.
AASB 2014-9 Amendments to Australian Accounting Standards - Equity Method in Separate Financial Statements [AASB 1, 127 and 128]	1 January 2016	Allows an entity to account for investments in subsidiaries, joint ventures and associates in its separate financial statement at cost or using the equity method.
AASB 2015-1 Amendments to Australian Accounting Standards - Annual Improvements to Australian Accounting Standards 2012-14 Cycle [AASB 1, 2, 3, 5, 7, 11, 110, 119, 121, 133, 134, 137 and 140]	1 January 2016	The amendments include AASB 5 change in methods of disposal; AASB 7 Servicing contracts and applicability of the amendments to AASB 7 to condensed interim financial statements; AASB 119 Discount rate: regional market issue and AASB 134 Disclosure of information 'elsewhere in the interim financial report.'

D) REPORTING ENTITY

The financial statements cover the Department as an individual reporting entity. The Department of Education ("the Department") is a Northern Territory department established under the *Interpretation Act Administrative Arrangements Order*.

The principal place of business of the Department is 55-59 Mitchell Street, Darwin.

E) AGENCY AND TERRITORY ITEMS

The financial statements of the agency include income, expenses, assets, liabilities and equity over which the agency has control (Agency items). Certain items, while managed by the agency, are controlled and recorded by the Territory rather than the agency (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 agencies 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 agencies as well as certain Territory liabilities that are not practical or effective to assign to individual agencies 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 agency's financial statements. However, as the agency is accountable for certain Territory items managed on behalf of Government, these items have been separately disclosed in Note 24 – Schedule of Administered Territory Items.

F) COMPARATIVES

Where necessary, comparative information for the 2014–15 financial year has been reclassified to provide consistency with current year disclosures.

G) 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.

H) CHANGES IN ACCOUNTING POLICIES

There have been no changes to accounting policies adopted in 2015–16 as a result of management decisions.

I) ACCOUNTING JUDGMENTS AND ESTIMATES

The preparation of the financial report requires the making of judgments 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 judgments 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.

Judgments and estimates that have significant effects on the financial statements are disclosed in the relevant notes to the financial statements. Notes that include significant judgments and estimates are:

- Employee Benefits – Note 2(V) and Note 16: Non-current liabilities in respect of employee benefits are measured as the present value of estimated future cash outflows based on the appropriate Government bond rate, estimates of future salary and wage levels and employee periods of service.
- Property, Plant and Equipment – Note 2(R): The fair value of land, building, infrastructure and property, plant and equipment are determined on significant assumptions of the exit price and risks in the perspective market participant, using the best information available.

- Contingent Liabilities – Note 21: The present value of material quantifiable contingent liabilities are calculated using a discount rate based on the published 10-year Government bond rate.
- Allowance for Impairment Losses – Note 2(P), Note 2(S), Note 10: Receivables and Note 19: Financial Instruments. The allowance represents debts that are likely to be uncollectable and are considered doubtful. Debtors are grouped according to their aging profile and history of previous financial difficulties.
- Depreciation and Amortisation – Note 2(M), Note 8: Depreciation and Amortisation, Note 11: Property, Plant and Equipment, and Note 12: Heritage and Cultural Assets.

J) 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 Tax 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.

K) INCOME RECOGNITION

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.

GRANTS AND OTHER CONTRIBUTIONS

Grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the agency obtains control over the assets comprising the contributions. Control is normally obtained upon receipt.

Contributions are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

APPROPRIATION

Output appropriation is the operating payment to each agency for the outputs they provide and is calculated as the net cost of agency outputs after taking into account funding from agency income. It does not include any allowance for major non-cash costs such as depreciation. 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 on passed to the relevant agencies as Commonwealth appropriation.

Revenue in respect of appropriations is recognised in the period in which the agency gains control of the funds.

SALE OF GOODS

Revenue from the sale of goods is recognised (net of returns, discounts and allowances) when:

- the significant risks and rewards of ownership of the goods have transferred to the buyer;
- the agency retains neither continuing managerial involvement to the degree usually associated with ownership nor effective control over the goods sold;
- the amount of revenue can be reliably measured;
- it is probable that the economic benefits associated with the transaction will flow to the agency; and
- the costs incurred or to be incurred in respect of the transaction can be measured reliably.

RENDERING OF SERVICES

Revenue from rendering services is recognised by reference to the stage of completion of the contract. The revenue is recognised when:

- the amount of revenue, stage of completion and transaction costs incurred can be reliably measured; and
- it is probable that the economic benefits associated with the transaction will flow to the entity.

INTEREST REVENUE

Interest revenue is recognised as it accrues, taking into account the effective yield on the financial asset.

GOODS AND SERVICES RECEIVED FREE OF CHARGE

Goods and services received free of charge are recognised as revenue when a fair value can be reliably determined and the resource would have been purchased if it had not been donated. Use of the resource is recognised as an expense.

DISPOSAL OF ASSETS

A gain or loss on disposal of assets is included as a gain or loss on the date control of the asset passes to the buyer, usually when an unconditional contract of sale is signed. The gain or loss on disposal is calculated as the difference between the carrying amount of the asset at the time of disposal and the net proceeds on disposal. Refer also to Note 5.

CONTRIBUTIONS OF ASSETS

Contributions of assets and contributions to assist in the acquisition of assets, being non reciprocal transfers, are recognised, unless otherwise determined by Government, as gains when the agency obtains control of the asset or contribution. Contributions are recognised at the fair value received or receivable.

ADMINISTERED INCOME

The Department collects taxes, fines and regulatory fees on behalf of the Territory. The Department does not gain control over assets arising from these collections, consequently no income is recognised in the Departments financial statements. Accordingly, these amounts are disclosed as income in Note 24 Administered Territory Items.

L) REPAIRS AND MAINTENANCE EXPENSE

Funding is received for repairs and maintenance works associated with agency assets as part of output revenue. Costs associated with repairs and maintenance works on agency assets are expensed as incurred.

M) DEPRECIATION AND AMORTISATION EXPENSE

Items of property, plant and equipment, including buildings but excluding land, have limited useful lives and are depreciated or amortised 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.

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

	2016	2015
Leased Land	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 hardware	3-6 years	3-6 years
Computer software	2-5 years	2-5 years
Transport equipment	2-5 years	2-5 years

Assets are depreciated or amortised from the date of acquisition or from the time an asset is completed and held ready for use.

N) INTEREST EXPENSE

Interest expenses include interest and finance lease charges. Interest expenses are expensed in the period in which they are incurred.

O) CASH AND DEPOSITS

For the purposes of the Balance Sheet and the Cash Flow Statement, cash includes cash on hand, cash at bank and cash equivalents. Cash equivalents are highly liquid short-term investments that are readily convertible to cash.

P) RECEIVABLES

Receivables include accounts receivable and other receivables and are recognised at fair value less any allowance for impairment losses.

The allowance for impairment losses represents the amount of receivables the agency estimates are likely to be uncollectible and are considered doubtful. Analyses of the age of the receivables that are past due as at the reporting date are disclosed in an aging schedule under credit risk in Note 19 Financial Instruments. Reconciliation of changes in the allowance accounts is also presented.

Accounts receivable are generally settled within 30 days.

Q) PREPAYMENTS

Prepayments represent payments in advance of receipt of goods and services or that part of expenditure made in one accounting period covering a term extending beyond that period.

R) PROPERTY, PLANT AND EQUIPMENT ACQUISITIONS

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.

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 agency in future years. Where these costs represent separate components of a complex asset, they are accounted for as separate assets and are separately depreciated over their expected useful lives.

CONSTRUCTION (WORK IN PROGRESS)

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

S) 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; and
- buildings.

Fair value is the amount for which an asset could be exchanged, or liability settled, between knowledgeable, willing parties in an arms-length transaction.

Plant and equipment are stated at historical cost less depreciation, which is deemed to equate to fair value.

IMPAIRMENT OF ASSETS

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

Non-current physical and intangible agency assets are assessed for indicators of impairment on an annual basis. If an indicator of impairment exists, the agency determines the asset's recoverable amount. The asset's recoverable amount is determined as the higher of the asset's depreciated 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. Where an impairment loss is subsequently reversed, the carrying amount of the asset is increased to the revised estimate of its recoverable amount. 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 17 provides additional information in relation to the asset revaluation surplus.

T) LEASED ASSETS

Leases under which the agency assumes substantially all the risks and rewards of ownership of an asset are classified as finance leases. Other leases are classified as operating leases.

FINANCE LEASES

Finance leases are capitalised. A lease asset and lease liability equal to the lower of the fair value of the leased property and present value of the minimum lease payments, each determined at the inception of the lease, are recognised.

Lease payments are allocated between the principal component of the lease liability and the interest expense.

Long-term land lease assets on Aboriginal land are recognised on the balance sheet of the Northern Territory/Agency and amortised accordingly over the term of the lease arrangements. A corresponding liability is recognised under Borrowings.

OPERATING LEASES

Operating lease payments made at regular intervals throughout the term are expensed when the payments are due, except where an alternative basis is more representative of the pattern of benefits to be derived from the leased property. Lease incentives under an operating lease of a building or office space is recognised as an integral part of the consideration for the use of the leased asset. Lease incentives are to be recognised as a deduction of the lease expenses over the term of the lease.

U) PAYABLES

Liabilities for accounts payable and other amounts payable are carried at 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 agency. Accounts payable are normally settled within 30 days.

V) 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 wages and salaries, recreation leave and other employee benefit liabilities that fall due within twelve 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 twelve months of the reporting date are measured at present value, calculated using the Government long-term bond rate.

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, sick leave and other leave entitlements; and
- 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 as such no long service leave liability is recognised in agency financial statements.

SPECIAL REMOTE STUDY LEAVE

According to the Public Sector Employment and Management Determination 2 of 2003, 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 Northern Territory Public Sector.

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

The agency 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 2016 to reach 20 or 40 points by 30 June 2017;

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 2016.

W) SUPERANNUATION

Employees' superannuation entitlements are provided through the:

- Northern Territory Government and Public Authorities Superannuation Scheme (NTGPASS);
- Commonwealth Superannuation Scheme (CSS); or
- non-government employee-nominated schemes for those employees commencing on or after 10 August 1999.

The agency 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 as such are not recognised in agency financial statements.

X) CONTRIBUTIONS BY AND DISTRIBUTIONS TO GOVERNMENT

The agency may receive contributions from Government where the Government is acting as owner of the agency. Conversely, the agency may make distributions to Government. In accordance with the *Financial Management Act* 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 agency as adjustments to equity.

The Statement of Changes in Equity provides additional information in relation to contributions by, and distributions to, Government.

Y) COMMITMENTS

Disclosures in relation to capital and other commitments, including lease commitments are shown at Note 20.

Commitments are those contracted as at 30 June 2016 where the amount of the future commitment can be reliably measured.

Z) 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 agency becomes a party to the contractual provisions of the financial instrument. The agency's financial instruments include cash and deposits; receivables; advances; investments loan and placements; payables; advances received; borrowings and derivatives.

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.

CLASSIFICATION OF FINANCIAL INSTRUMENTS

AASB 7 Financial Instruments: Disclosures requires financial instruments to be classified and disclosed within specific categories depending on their nature and purpose.

Financial assets are classified into the following categories:

- financial assets at fair value through profit or loss;
- held-to-maturity investments;
- loans and receivables; and
- available-for-sale financial assets.

Financial liabilities are classified into the following categories:

- financial liabilities at fair value through profit or loss (FVTPL); and
- financial liabilities at amortised cost.

Financial liabilities at fair value through profit or loss include deposits held excluding statutory deposits, accounts payable and accrued expenses. Financial assets at fair value through profit or loss include short-term securities and bonds.

Financial instrument liabilities measured at amortised cost include all advances received, finance lease liabilities and borrowings. Amortised cost is calculated using the effective interest method.

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

Unobservable inputs are data, assumptions and judgments that are not available publicly, but are relevant to the characteristics of the assets/liabilities being valued. Such inputs include internal agency 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; and

Level 3 – inputs are unobservable.

3. COMPREHENSIVE OPERATING STATEMENT BY OUTPUT GROUP

	Note	Government Education		Non-Government Education		Corporate and Governance		Total	
		2016 \$000	2015 \$000	2016 \$000	2015 \$000	2016 \$000	2015 \$000	2016 \$000	2015 \$000
INCOME									
Grants and subsidies revenue									
Current		4 483	7 222	21	63	21	35	4 525	7 320
Capital		-	630	-	11	-	-	-	641
Appropriation									
Output		448 158	471 186	61 280	53 385	29 497	21 788	538 935	546 359
Commonwealth		170 107	163 500	155 666	136 173	-	126	325 773	299 799
Sales of goods and services		1 378	1 497	32	7	73	58	1 483	1 562
Goods and services received free of charge ¹	4	12 577	11 689	3 596	3 608	-	-	16 173	15 297
Loss on disposal of assets	5	-	-	-	-	-	-	-	-
Other income		659	125	1	10	71	6 522	731	6 657
TOTAL INCOME		637 362	655 849	220 596	193 257	29 662	28 529	887 620	877 635
EXPENSES									
Employee expenses	6	420 344	418 561	2 346	2 843	24 292	21 408	446 982	442 812
Administrative expenses									
Purchases of goods and services	7	35 748	42 135	4 433	6 380	5 980	6 247	46 161	54 762
Repairs and maintenance		37 656	36 758	74	27	210	21	37 940	36 806
Property management		3 740	3 733	13	14	545	502	4 298	4 249
Depreciation and amortisation	8	31 982	32 733	144	62	-	-	32 126	32 795
Services received free of charge ¹		12 577	11 689	3 596	3 608	-	-	16 173	15 297
Other administrative expenses		-	3 413	-	-	165	157	165	3 570
Grants and subsidies expenses									
Current		132 601	118 273	198 820	179 994	479	706	331 900	298 973
Capital		1 067	-	10 000	150	-	-	11 067	150
Finance expenses									
Interest expenses		227	285	120	-	-	-	347	285
TOTAL EXPENSES		675 942	667 580	219 546	193 078	31 671	29 041	927 159	889 699
NET SURPLUS/(DEFICIT)		(38 580)	(11 731)	1 050	179	(2 009)	(512)	(39 539)	(12 064)
OTHER COMPREHENSIVE INCOME									
Items that will not be reclassified to net surplus/deficit									
Asset revaluation reserve	17	115 062	(1 402)	-	-	-	-	115 062	(1 402)
Transfers from reserves		-	(183)	-	-	-	-	-	(183)
TOTAL OTHER COMPREHENSIVE INCOME		115 062	(1 585)	-	-	-	-	115 062	(1 585)
COMPREHENSIVE RESULT		76 482	(13 316)	1 050	179	(2009)	(512)	75 523	(13 649)

¹ Includes Department of Corporate and Information Services service charges.

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

	2016 \$000	2015 \$000
4. GOODS AND SERVICES RECEIVED FREE OF CHARGE		
Corporate and information services	13 646	14 177
Agency goods and services	2 527	1 120
	16 173	15 297
5. LOSS ON DISPOSAL OF ASSETS		
Net proceeds from the disposal of non-current assets	-	-
Less: Carrying value of non-current assets disposed	-	-
Loss on the disposal of non-current assets	-	-
6. EMPLOYEE EXPENSES		
Salaries and related expenses	380 078	374 491
Payroll tax	22 516	22 459
Fringe benefits tax	4 479	4 148
Superannuation expenses	35 095	34 560
Workers compensation	4 814	7 154
	446 982	442 812
7. PURCHASES OF GOODS AND SERVICES		
The net surplus/(deficit) has been arrived at after charging the following expenses:		
Goods and services expenses:		
Consultants ⁽¹⁾	1 602	1 299
Advertising ⁽²⁾	40	59
Marketing and promotion ⁽³⁾	847	534
Document production	1 622	1 602
Legal expenses ⁽⁴⁾	144	416
Recruitment ⁽⁵⁾	1 106	1 238
Training and study	2 232	1 660
Official duty fares	2 448	2 393
Travelling allowance	1 138	992
Information technology charges, hardware & software expenses	17 352	25 364
Motor vehicle expenses	6 085	6 274
Relocation expenses	1 576	1 656
Other goods and services	9 969	11 275
	46 161	54 762

(1) Includes marketing, promotion and IT consultants.

(2) Does not include recruitment, advertising or marketing and promotion advertising.

(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.

	2016 \$000	2015 \$000
8. DEPRECIATION AND AMORTISATION		
Buildings	30 960	31 523
Plant and equipment	313	565
Computer hardware	511	505
Land leases	199	174
Computer software	54	25
Transport equipment	89	3
Cultural assets	-	-
	32 126	32 795
9. CASH AND DEPOSITS		
Cash on hand	1	4
Cash at bank	67 506	134 093
	67 507	134 097
10. RECEIVABLES		
Current		
Accounts receivable	1300	1 654
Less: Allowance for impairment losses	(526)	(416)
	774	1 238
GST receivables	2 084	2 164
Other receivables	58	1 650
	2 142	3 814
Total Receivables	2 916	5 052

	2016 \$000	2015 \$000
11. PROPERTY, PLANT AND EQUIPMENT		
Land		
At fair value	108 471	101 393
Leased Land		
At capitalised cost	8 495	7 561
Less: Accumulated amortisation	(537)	(338)
	7 958	7 223
Buildings		
At fair value	1 756 871	1 648 843
Less: Accumulated depreciation	(774 854)	(763 346)
	982 017	885 497
Plant and Equipment		
At fair value	11 158	10 489
Less: Accumulated depreciation	(8 744)	(8 436)
	2 414	2 053
Computer Software		
At capitalised cost	369	77
Less: Accumulated depreciation	(111)	(58)
	258	19
Computer Hardware		
At capitalised cost	3 445	1 995
Less: Accumulated depreciation	(1 942)	(1 446)
	1 503	549
Transport Equipment		
At capitalised cost	1 379	3
Less: Accumulated depreciation	(89)	(3)
	1 290	-
Construction (WIP)		
At capitalised cost	155	132
	155	132
Total Property, Plant and Equipment	1 104 066	996 866

PROPERTY, PLANT AND EQUIPMENT VALUATIONS

The latest revaluations as at 30 June 2016 were independently conducted. The valuer was Colliers International. Refer to Note 13: Fair Value Measurement of Non-Financial Assets for additional disclosures. The revaluation was based on either market value or fair value which was assessed with reference to the asset's replacement cost less accumulated depreciation where there was no established, identifiable market for the asset.

IMPAIRMENT OF PROPERTY, PLANT AND EQUIPMENT

Agency property, plant and equipment assets were assessed for impairment as at 30 June 2016. No impairment adjustments were required as a result of this review.

11 PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

2016 Property, Plant and Equipment Reconciliations

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of 2015–16 is set out below:

	Land \$000	Leased Land \$000	Buildings \$000	Plant and Equipment \$000	Computer Software \$000	Computer Hardware \$000	Transport Equipment \$000	Construction (WIP) \$000	Total \$000
Carrying Amount as at 1 July 2015	101 393	7 223	885 497	2 053	19	549	-	132	996 866
Additions	3 389	934	-	178	293	1 465	1 379	23	7 661
Disposals	-	-	-	-	-	-	-	-	-
Depreciation/ amortisation	-	(199)	(30 960)	(313)	(54)	(511)	(89)	-	(32 126)
Additions/(disposals) from asset transfers	-	-	16 421	496	-	-	-	-	16 917
Revaluation increments/ (decrements)	3 689	-	111 059	-	-	-	-	-	114 748
Other adjustments	-	-	-	-	-	-	-	-	-
Carrying Amount as at 30 June 2016	108 471	7 958	982 017	2 414	258	1 503	1 290	155	1 104 066

2015 Property, Plant and Equipment Reconciliations

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of 2014–15 is set out below:

	Land \$000	Leased Land \$000	Buildings \$000	Plant and Equipment \$000	Computer Software \$000	Computer Hardware \$000	Transport Equipment \$000	Construction (WIP) \$000	Total \$000
Carrying Amount as at 1 July 2014	70 146	6 287	927 393	1 413	43	1 054	3	-	1 006 339
Additions	-	1 110	-	1 015	-	-	-	-	2 125
Disposals	-	-	-	-	-	-	-	-	-
Depreciation/ amortisation	-	(174)	(31 523)	(565)	(25)	(505)	(3)	-	(32 795)
Additions/(disposals) from asset transfers	(973)	-	23 432	195	-	-	-	132	22 786
Revaluation increments/ (decrements)	32 220	-	(33 622)	-	-	-	-	-	(1 402)
Other adjustments	-	-	(183)	(5)	-	-	-	-	(188)
Carrying Amount as at 30 June 2015	101 393	7 223	885 497	2 053	19	549	-	132	996 866

	2016 \$000	2015 \$000
12. HERITAGE AND CULTURAL ASSETS		
Carrying amount		
At valuation	-	12
Less: Accumulated depreciation	-	(12)
Written down value – 30 June	-	-
Reconciliation of movements		
Carrying amount at 1 July	-	-
Depreciation	-	-
Carrying amount as at 30 June	-	-

13. FAIR VALUE MEASUREMENT OF NON-FINANCIAL ASSETS

A) FAIR VALUE HIERARCHY

Fair values of non-financial assets categorised by levels of inputs used to compute fair value are:

	Level 1 \$000	Level 2 \$000	Level 3 \$000	Total Fair Value \$000
2015–16				
Asset Classes				
Land (Note 11)	-	-	108 471	108 471
Buildings (Note 11)	-	-	982 017	982 017
Plant & Equipment (Note 11)	-	-	2 414	2 414
Computer Software (Note 11)	-	-	258	258
Computer Hardware (Note 11)	-	-	1 503	1 503
Transport Equipment (Note 11)	-	-	1 290	1 290
Total	-	-	1 095 953	1 095 953
2014–15				
Asset Classes				
Land (Note 11)	-	-	101 393	101 393
Buildings (Note 11)	-	-	885 497	885 497
Plant & Equipment (Note 11)	-	-	2 053	2 053
Computer Software (Note 11)	-	-	19	19
Computer Hardware (Note 11)	-	-	549	549
Total	-	-	989 511	989 511

There were no transfers between Level 1 and Levels 2 or 3 during 2015–16.

B) VALUATION TECHNIQUES AND INPUTS

Valuation techniques used to measure fair value in 2015–16 are:

Asset Classes	Level 2 Techniques	Level 3 Techniques
Land	-	Highest and Best Use
Buildings	-	Cost Approach
Plant & Equipment	-	Cost Approach
Computer Software	-	Cost Approach
Computer Hardware	-	Cost Approach
Transport Equipment	-	Cost Approach

There were no changes in valuation techniques from 2014–15 to 2015–16.

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

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 alternate use on a “Highest and Best Use” basis.

Level 3 fair values for Equipment and Computer assets are constrained within Northern Territory Government policy requiring assets to be recorded initially at cost, the nature of these assets for the agency is such they are generally low value and have short life spans with little opportunity to revalue.

C) ADDITIONAL INFORMATION FOR LEVEL 3 FAIR VALUE MEASUREMENTS

(i) RECONCILIATION OF RECURRING LEVEL 3 FAIR VALUE MEASUREMENTS

	Land \$000	Buildings \$000	Plant and Equipment \$000	Computer Software \$000	Computer Hardware \$000	Transport Equipment \$000	Total \$000
2015–16							
Fair value as at 1 July 2015	101 393	885 497	2 053	19	549	-	989 511
Additions/transfers in	3 389	16 421	674	293	1 465	1 379	23 621
Disposals/transfers out	-	-	-	-	-	-	-
Transfers from Level 2	-	-	-	-	-	-	-
Transfers to Level 2	-	-	-	-	-	-	-
Depreciation/amortisation	-	(30 960)	(313)	(54)	(511)	(89)	(31 927)
Gains/losses recognised in net surplus/deficit	-	-	-	-	-	-	-
Gains/losses recognised in other comprehensive income	3 689	111 059	-	-	-	-	114 748
Fair value as at 30 June 2016	108 471	982 017	2 414	258	1 503	1 290	1 095 953

	Land \$000	Buildings \$000	Plant and Equipment \$000	Computer Software \$000	Computer Hardware \$000	Transport Equipment \$000	Total \$000
2014–15							
Fair value as at 1 July 2014	70 146	927 393	1 413	43	1 054	3	1 000 052
Additions/transfers in		30 601	1 210	-	-	-	31 811
Disposals/transfers out	(973)	(7 169)	-	-	-	-	(8 142)
Transfers from Level 2	-	-	-	-	-	-	-
Transfers to Level 2	-	-	-	-	-	-	-
Depreciation/amortisation	-	(31 523)	(565)	(24)	(505)	(3)	(32 620)
Gains/losses recognised in net surplus/deficit	-	-	(5)	-	-	-	(5)
Gains/losses recognised in other comprehensive income	32 220	(33 805)	-	-	-	-	(1 585)
Fair value as at 30 June 2015	101 393	885 497	2 053	19	549	-	989 511

(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 agency 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 Northern Territory Government policy requiring assets to be recorded initially at cost, the nature of these assets for the agency is such 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.

	2016 \$000	2015 \$000
14. PAYABLES		
Accounts payable	4 277	4 388
Accrued expenses	2 102	12 489
Other payables	-	-
Total Payables	6 379	16 877
15. BORROWINGS AND ADVANCES		
Current		
Finance lease liabilities	104	92
	104	92
Non-Current		
Finance lease liabilities	8 074	7 259
	8 074	7 259
Total Borrowings and Advances	8 178	7 351
16. PROVISIONS		
Current		
<i>Employee benefits</i>		
Recreation leave	27 727	27 350
Special remote study leave	7 078	8 259
Leave loading	3 636	3 453
Recreational leave fares	675	486
<i>Other current provisions</i>		
Employer super contribution	3 202	4 176
Fringe benefits tax	1 093	988
Payroll tax	2 681	3 216
Total Current	46 092	47 928
Non-Current		
<i>Employee benefits</i>		
Recreation leave	5 496	5 731
Special remote study leave	3 070	1 736
Total Non-Current	8 566	7 467
Total Provisions	54 658	55 395

The Agency employed 4 142 full time equivalent employees as at 30 June 2016
(4 145 full time equivalent employees as at 30 June 2015).

	2016 \$000	2015 \$000
17. RESERVES		
Asset Revaluation Surplus		
<i>(i) Nature and purpose of the asset revaluation surplus</i>		
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.		
<i>(ii) Movements in the asset revaluation surplus</i>		
Balance as at 1 July	79 871	81 273
Increment/(Decrement) – land	4 003	32 220
Increment/(Decrement) – buildings	111 059	(33 622)
Balance as at 30 June 2016	194 933	79 871

	2016 \$000	2015 \$000
18. NOTES TO THE CASH FLOW STATEMENT		
Reconciliation of Cash		
The total of agency 'Cash and deposits' of \$67 507 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)	(39 539)	(12 064)
Non-cash items:		
Depreciation and amortisation	32 126	32 795
R&M - Minor new works non cash	570	2 865
Loss on disposal of assets	-	-
Asset write-offs/write-downs	-	5
Changes in assets and liabilities:		
Decrease/(Increase) in receivables	2 136	(1 107)
Decrease/(Increase) in prepayments	(137)	560
(Decrease)/Increase in payables	(10 498)	1 877
(Decrease)/Increase in provision for employee benefits	667	2 457
(Decrease)/Increase in other provisions	(1 404)	641
(Decrease)/Increase in other Deferred Income	100	-
Net Cash from Operating Activities	(15 979)	28 029

Non-Cash Financing and Investing Activities

Finance Lease Transactions

During the financial year the agency acquired land with an aggregate fair value of \$0.934 million (\$1.1 million in 2015) by means of finance leases.

19. 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 instruments held by the agency include cash and deposits, receivables, payables and finance leases. The agency has limited exposure to financial risks as discussed below.

A) CATEGORISATION OF FINANCIAL INSTRUMENTS

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

	Fair Value through profit or loss						Total \$000
	Held for Trading \$000	Designated at Fair Value \$000	Held to maturity investments \$000	Financial assets - Loans and receivables \$000	Financial assets - available for sale \$000	Financial Liabilities - amortised cost \$000	
2015–16							
Financial Assets							
Cash and deposits	-	-	-	67 507	-	-	67 507
Loans and advances	-	-	-	2 000	-	-	2 000
Receivables							
Accounts receivable	-	-	-	774	-	-	774
Other receivables	-	-	-	58	-	-	58
Total Financial Assets	-	-	-	70 339	-	-	70 339
Financial Liabilities							
Payables	-	6 479	-	-	-	-	6 479
Finance lease liabilities	-	-	-	-	-	8 178	8 178
Financial Liabilities	-	6 479	-	-	-	8 178	14 657

19. FINANCIAL INSTRUMENTS (CONTINUED)

A) CATEGORISATION OF FINANCIAL INSTRUMENTS

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

	Fair Value through profit or loss						Total \$000
	Held for Trading \$000	Designated at Fair Value \$000	Held to maturity investments \$000	Financial assets - Loans and receivables \$000	Financial assets - available for sale \$000	Financial Liabilities - amortised cost \$000	
2014–15							
Financial Assets							
Cash and deposits	-	-	-	134 097	-	-	134 097
Loans and advances	-	-	-	4 000	-	-	4 000
Receivables							
Accounts receivable	-	-	-	1 238	-	-	1 238
Other receivables	-	-	-	1 650	-	-	1 650
Total Financial Assets	-	-	-	140 985	-	-	140 985
Financial Liabilities							
Payables	-	16 877	-	-	-	-	16 877
Finance lease liabilities	-	-	-	-	-	7 351	7 351
Financial Liabilities	-	16 877	-	-	-	7 351	24 228

B) CREDIT RISK

The agency has limited credit risk exposure (risk of default). In respect of any dealings with organisations external to Government, the agency 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 agency's maximum exposure to credit risk without taking account of the value of any collateral or other security obtained.

RECEIVABLES

Receivable balances are monitored on an ongoing basis to ensure that exposure to bad debts is not significant. A reconciliation and aging analysis of receivables is presented below.

Internal Receivables	Aging of Receivables \$000	Aging of Impaired Receivables \$000	Net Receivables \$000
2015–16			
Not overdue	-	-	-
Overdue for less than 30 days	-	-	-
Overdue for 30 to 60 days	-	-	-
Overdue for more than 60 days	-	-	-
Total	-	-	-
Reconciliation of the Allowance for Impairment Losses			
Opening		-	
Written off during the year		-	
Recovered during the year		-	
Increase/(Decrease) in allowance recognised in profit or loss		-	
Total		-	
2014–15			
Not overdue	-	-	-
Overdue for less than 30 days	-	-	-
Overdue for 30 to 60 days	-	-	-
Overdue for more than 60 days	-	-	-
Total	-	-	-
Reconciliation of the Allowance for Impairment Losses			
Opening		-	
Written off during the year		-	
Recovered during the year		-	
Increase/(Decrease) in allowance recognised in profit or loss		-	
Total		-	

External Receivables	Aging of Receivables \$000	Aging of Impaired Receivables \$000	Net Receivables \$000
2015–16			
Not overdue	176	-	176
Overdue for less than 30 days	399	31	368
Overdue for 30 to 60 days	7	-	7
Overdue for more than 60 days	718	495	223
Total	1 300	526	774
Reconciliation of the Allowance for Impairment Losses			
Opening		416	
Written off during the year		(56)	
Recovered during the year		-	
Increase/(Decrease) in allowance recognised in profit or loss		166	
Total		526	
2014–15			
Not overdue	1 093	118	975
Overdue for less than 30 days	101	-	101
Overdue for 30 to 60 days	67	-	67
Overdue for more than 60 days	393	298	95
Total	1 654	416	1 238
Reconciliation of the Allowance for Impairment Losses			
Opening		461	
Written off during the year		(96)	
Recovered during the year		-	
Increase/(Decrease) in allowance recognised in profit or loss		51	
Total		416	

C) LIQUIDITY RISK

Liquidity risk is the risk that the agency will not be able to meet its financial obligations as they fall due. The agency's approach to managing liquidity is to ensure that it will always have sufficient liquidity to meet its liabilities when they fall due.

The following tables detail the agency's remaining contractual maturity for its financial assets and liabilities.

	Variable Interest Rate			Fixed Interest Rate					
	Less than a Year	1 to 5 Years	More than 5 Years	Less than a Year	1 to 5 Years	More than 5 Years	Non-Interest Bearing	Total	Weighted Average
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	%
Assets									
Cash and deposits							67 507	67 507	
Loans and advances							2 000	2 000	
Receivables							832	832	
Total Financial Assets							70 339	70 339	
Liabilities									
Payables							6 479	6 479	
Finance lease liabilities							8 178	8 178	
Total Financial Liabilities							14 657	14 657	

2015 MATURITY ANALYSIS FOR FINANCIAL ASSETS AND LIABILITIES

	Variable Interest Rate			Fixed Interest Rate					
	Less than a Year	1 to 5 Years	More than 5 Years	Less than a Year	1 to 5 Years	More than 5 Years	Non-Interest Bearing	Total	Weighted Average
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	%
Assets									
Cash and deposits							134 097	134 097	
Loans and advances							4 000	4 000	
Receivables							2 888	2 888	
Total Financial Assets							140 985	140 985	
Liabilities									
Payables							16 877	16 877	
Finance lease liabilities							7 351	7 351	
Total Financial Liabilities							24 228	24 228	

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

The agency is not exposed to interest rate risk as agency financial assets and financial liabilities, with the exception of finance leases are non interest bearing. Finance lease arrangements are established on a fixed interest rate and as such do not expose the agency to interest rate risk.

(ii) PRICE RISK

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

(iii) CURRENCY RISK

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

E) NET FAIR VALUE

The fair value of financial instruments is estimated using various methods. These methods are classified into the following levels:

Level 1 – derived from quoted prices in active markets for identical assets or liabilities.

Level 2 – derived from inputs other than quoted prices that are observable directly or indirectly.

Level 3 – derived from inputs not based on observable market data.

2016	Total Carrying Amount \$000	Net Fair Value Level 1 \$000	Net Fair Value Level 2 \$000	Net Fair Value Level 3 \$000	Net Fair Value Total \$000
Financial Assets					
Cash and deposits	67 507	67 507	-	-	67 507
Loans and advances	2 000	2 000	-	-	2 000
Receivables	832	832	-	-	832
Total Financial Assets	70 339	70 339	-	-	70 339
Financial Liabilities					
Payables	6 479	6 479	-	-	6 479
Finance lease liabilities	8 178	8 178	-	-	8 178
Total Financial Liabilities	14 657	14 657	-	-	14 657

2015	Total Carrying Amount \$000	Net Fair Value Level 1 \$000	Net Fair Value Level 2 \$000	Net Fair Value Level 3 \$000	Net Fair Value Total \$000
Financial Assets					
Cash and deposits	134 097	134 097	-	-	134 097
Loans and advances	4 000	4 000	-	-	4 000
Receivables	2 888	2 888	-	-	2 888
Total Financial Assets	140 985	140 985	-	-	140 985
Financial Liabilities					
Payables	16 877	16 877	-	-	16 877
Finance lease liabilities	7 351	7 351	-	-	7 351
Total Financial Liabilities	24 228	24 228	-	-	24 228

	2016		2015	
	Internal \$000	External \$000	Internal \$000	External \$000
20. COMMITMENTS				
(i) Capital Expenditure Commitments				
Capital expenditure commitments primarily related to the construction of buildings. Capital expenditure commitments contracted for at balance date but not recognised as liabilities are payable as follows:				
Within one year	-	6 997	-	34 865
Later than one year and not later than five years	-	-	-	-
Later than five years	-	-	-	-
	-	6 997	-	34 865
(ii) Operating Lease Commitments				
The agency leases property under non-cancellable operating leases. Leases generally provide the agency with a right of renewal at which time all lease terms are renegotiated. The agency also leases items of plant and equipment under non-cancellable operating leases. Future operating lease commitments not recognised as liabilities are payable as follows:				
Within one year	3 823	-	2 937	-
Later than one year and not later than five years	5 953	-	4 137	-
Later than five years	-	-	-	-
	9 776	-	7 074	-
(iii) Other Expenditure Commitments				
Other non-cancellable expenditure commitments not recognised as liabilities are payable as follows:				
Within one year	4 624	36 575	4 710	58 075
Later than one year and not later than five years	9 247	70 040	-	91 861
Later than five years	-	7 953	-	9 445
	13 871	114 568	4 710	159 381

21. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

A) CONTINGENT LIABILITIES

The agency had no contingent liabilities as at 30 June 2016 or 30 June 2015.

B) CONTINGENT ASSETS

The agency had no contingent assets as at 30 June 2016 or 30 June 2015.

22. 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.

23. WRITE-OFFS, POSTPONEMENTS, WAIVERS, GIFTS AND EX GRATIA PAYMENTS

	Agency		Agency		Territory Items		Territory Items	
	2016 \$000	No. of Trans.	2015 \$000	No. of Trans.	2016 \$000	No. of Trans.	2015 \$000	No. of Trans.
Write-offs, Postponements and Waivers Under the Financial Management Act								
Represented by:								
<i>Amounts written off, postponed and waived by Delegates</i>								
Irrecoverable amounts payable to the Territory or an agency written off	43	30	20	27	-	-	-	-
Public property written off	-	-	5	1	-	-	-	-
Total Written Off, Postponed and Waived by Delegates	43	30	25	28	-	-	-	-
<i>Amounts written off, postponed and waived by the Treasurer</i>								
Irrecoverable amounts payable to the Territory or an agency written off	14	1	76	2	-	-	-	-
Total Written Off, Postponed and Waived by the Treasurer	14	1	76	2	-	-	-	-

24. SCHEDULE OF ADMINISTERED TERRITORY ITEMS

The following Territory items are managed by the agency on behalf of the Government and are recorded in the Central Holding Authority (refer Note 2(c)).

	2016 \$000	2015 \$000
TERRITORY INCOME AND EXPENSES		
Income		
Grants and subsidies revenue		
Capital	3 470	2 525
Fees from regulatory services	625	472
Total Income	4 095	2 997
Expenses		
Central Holding Authority income transferred	4 095	2 997
Total Expenses	4 095	2 997
Territory Income less Expenses	-	-
TERRITORY ASSETS AND LIABILITIES		
Assets		
Other receivables	-	1 650
Total Assets	-	1 650
Liabilities		
Central Holding Authority income payable	-	1 650
Total Liabilities	-	1 650
Net Assets	-	-

25. BUDGETARY INFORMATION

Comprehensive Operating Statement	2015–16 Actual \$000	2015–16 Original Budget \$000	Variance \$000	Note
INCOME				
Grants and subsidies revenue				
Current	4 525	304	4 221	1
Capital	-	-	-	
Appropriation				
Output	538 935	521 527	17 408	
Commonwealth	325 773	314 735	11 038	
Sales of goods and services	1 483	921	562	2
Goods and services received free of charge	16 173	16 395	(222)	
Other income	731	100	631	3
TOTAL INCOME	887 620	853 982	33 638	
EXPENSES				
Employee expenses	446 982	445 849	1 133	
Administrative expenses				
Purchases of goods and services	46 161	51 587	(5 426)	4
Repairs and maintenance	37 940	33 088	4 852	5
Property management	4 298	2 521	1 777	6
Depreciation and amortisation	32 126	33 078	(952)	
Services received free of charge ¹	16 173	16 395	(222)	
Other administrative expenses	165	-	165	7
Grants and subsidies expenses				
Current	331 900	310 255	21 645	
Capital	11 067	-	11 067	8
Finance expenses				
Interest expenses	347	-	347	9
TOTAL EXPENSES	927 159	892 773	34 386	
NET SURPLUS/(DEFICIT)	(39 539)	(38 791)	(748)	
OTHER COMPREHENSIVE INCOME				
Items that will not be reclassified to net surplus/deficit				
Asset revaluation reserve	115 062	-	115 062	10
Transfers from reserves	-	-	-	
TOTAL OTHER COMPREHENSIVE INCOME	115 062	-	115 062	
COMPREHENSIVE RESULT	75 523	(38 791)	114 314	

¹ Includes Department of Corporate and Information Services service charges.

Notes:

The following note descriptions relate to variances greater than 10 per cent, either individually, or where multiple related variances together are greater than 10 per cent.

1. Current grants received increased by \$4.2 million since the May 2015 Budget predominately relating to:
 - Commonwealth funding of \$2.2 million, relating to the Children and Schooling Program;
 - Commonwealth funding of \$1.3 million for the Provision of Education Services to Children in Immigration Detention in the Northern Territory; and
 - Funding for the Community Support Program of \$0.7 million.
2. Sales of goods and services increase of \$0.6 million included:
 - Return of unspent grant funding of \$0.3 million for the Families as First Teachers Program;
 - Funding of \$0.1 million for the Building a Bridge into Pre-School in Remote NT Communities program;
 - Funding of \$0.1 million from the Office of the Commissioner for Public Employment for the Disability Employment Program; and
 - Other revenue received from external organisations.
3. Increase in other income of \$0.6 million included:
 - Return of \$0.2 million from the Department of Infrastructure to refund Anula Primary School for its capital works contribution;
 - Receipt of \$0.4 million from the Centre of School Leadership relating to the recovery of grant overpayments; and
 - Funding of \$0.02 million from the Department of the Chief Minister for the Public Sector Excellence Awards.
4. Purchase of goods and services was underspent by \$5.4 million largely relating to the Trade Training Centres and the Northern Territory Remote Aboriginal Investment agreements due to anticipated income not being received for these programs and therefore expenditure not incurred.
5. Repairs and maintenance expenses increased by \$4.9 million over the original budget mainly relating to works under the Boosting Our Economy package.
6. The increase of \$1.8 million in Property Management expenses predominately related to unplanned expenditure.
7. Other administrative expenses are \$0.2 million greater than originally budgeted as a result of increased bad and doubtful debts expenses.
8. Capital grants and subsidies expenses increased by \$11 million over the original budget, predominately due to funding provided to non-government schools for upgrades to facilities as part of the Boosting Our Economy package.
9. The variance in interest expense occurred due to the budget for interest expense on land leases being included in purchases of goods and services.
10. The increase of \$115.1 million in the asset revaluation reserve predominately relates to the upward revaluation of government buildings of \$111.1 million and crown land of \$3.7 million.

	2015–16	2015–16		
	Actual	Original	Variance	
Balance Sheet	\$000	Budget	\$000	Note
\$000	\$000			
ASSETS				
Current assets				
Cash and deposits	67 507	96 427	(28 920)	1
Receivables	2 916	3 946	(1 030)	2
Loans and advances	2 000	2 000	-	
Prepayments	1 403	1 826	(423)	3
Total current assets	73 826	104 199	(30 373)	
Non-current assets				
Loans and advances	-	-	-	
Property, plant and equipment	1 104 066	968 463	135 603	4
Total non-current assets	1 104 066	968 463	135 603	
TOTAL ASSETS	1 177 892	1 072 662	105 230	
LIABILITIES				
Current liabilities				
Payables	6 379	15 000	(8 621)	
Borrowings and advances	104	32	72	5
Provisions	46 092	43 686	2 406	
Other liabilities	100	-	100	6
Total current liabilities	52 675	58 718	(6 043)	
Non-current liabilities				
Borrowings and advances	8 074	6 253	1 821	5
Provisions	8 566	8 610	(44)	
Total non-current liabilities	16 640	14 863	1 777	
TOTAL LIABILITIES	69 315	73 581	(4 266)	
NET ASSETS	1 108 577	999 081	109 496	
EQUITY				
Capital	1 253 679	1 269 342	(15 663)	
Reserves	194 933	81 273	113 660	7
Accumulated funds	(340 035)	(351 534)	11 499	
TOTAL EQUITY	1 108 577	999 081	109 496	

Notes:

The following note descriptions relate to variances greater than 10 per cent, either individually, or where multiple related variances together are greater than 10 per cent.

1. The decrease in cash and deposits of \$28.9 million is largely due to unbudgeted items affecting the cash position, significantly including equity transfers to the Department of Infrastructure of government schools Students First funding for use on capital projects.
2. The movement in receivables of \$1 million reflects a reduction in debts outstanding to the department through 2015–16.
3. The movement in prepayments of \$0.4 million largely reflects the movement of prepaid goods and services at the end of the financial year.
4. The increase in property, plant and equipment of \$135.6 million relates to:
 - Upward revaluation of government buildings of \$111.1 million and crown land of \$3.7 million;
 - Transfer of completed buildings of \$21.6 million from the Department of Infrastructure; and
 - Transfer of the Alice Springs Hub of \$3.1 million from the Department of Children and Families.
5. The increase in borrowings and advances million relates to additional finance leases being entered into over Aboriginal land.
6. The increase in other liabilities of \$0.1 million relates to unearned revenue taken up in 2015–16.
7. The movement in reserves of \$113.7 million predominately relates to the upward revaluation of government buildings of \$111.1 million and crown land of \$3.7 million.

	2015–16 Actual \$000	2015–16 Original Budget \$000	Variance \$000	Note
Cash Flow Statement				
CASH FLOWS FROM OPERATING ACTIVITIES				
Operating receipts				
Grants and subsidies received				
Current	4 525	304	4 221	1
Capital	-	-	-	
Appropriation				
Output	538 935	521 527	17 408	
Commonwealth	325 773	314 735	11 038	
Receipts from sales of goods and services	16 307	1 021	15 286	2
Total operating receipts	885 540	837 587	47 953	
Operating payments				
Payments to employees	457 951	445 849	12 102	
Payments for goods and services	100 254	87 196	13 058	3
Grants and subsidies paid				
Current	331 900	310 255	21 645	
Capital	11 067	-	11 067	4
Interest paid	347	-	347	5
Total operating payments	901 519	843 300	58 219	
Net cash from/(used in) operating activities	(15 979)	(5 713)	(10 266)	
CASH FLOWS FROM INVESTING ACTIVITIES				
Investing receipts				
Proceeds from asset sales	-	-	-	
Repayment of advances	2 000	2 000	-	
Total investing receipts	2 000	2 000	-	
Investing payments				
Purchases of assets	3 315	933	2 382	6
Advances and investing payments	-	-	-	
Total investing payments	3 315	933	2 382	
Net cash from/(used in) investing activities	(1 315)	1 067	(2 382)	
CASH FLOWS FROM FINANCING ACTIVITIES				
Financing receipts				
Equity injections				
Capital appropriation	933	933	-	
Commonwealth appropriation	-	-	-	
Other equity injections	1 403	-	1 403	7
Total financing receipts	2 336	933	1 403	
Financing payments				
Finance lease payments	107	-	107	
Equity withdrawals	51 525	15 560	35 965	8
Total financing payments	51 632	15 560	36 072	
Net cash from/(used in) financing activities	(49 296)	(14 627)	(34 669)	
Net increase/(decrease) in cash held	(66 590)	(19 273)	(47 317)	9
Cash at beginning of financial year	134 097	115 700	18 397	9
CASH AT END OF FINANCIAL YEAR	67 507	96 427	(28 920)	

Notes:

The following note descriptions relate to variances greater than 10 per cent, either individually, or where multiple related variances together are greater than 10 per cent.

1. Current grant receipts increased by \$4.2 million since the May 2014 Budget predominately relating to:
 - Commonwealth funding of \$2.2 million, relating to the Children and Schooling Program;
 - Commonwealth funding of \$1.3 million for the Provision of Education Services to Children in Immigration Detention in the Northern Territory; and
 - Funding for the Community Support Program of \$0.7 million.
2. Receipts from sales of goods and services are greater than originally budgeted, largely as a result of GST receipts from the Taxation Authority of \$12 million not included in the original budget.
3. Payments for goods and services are greater than originally budgeted, largely as a result of GST payments to the Taxation Authority of \$12.1 million not included in the original budget.
4. Capital grant payments increased by \$11 million over the original budget, predominately due to funding provided to non-government schools for upgrades to facilities as part of the Boosting Our Economy package.
5. The variance in interest expense occurred due to the budget for interest expense on land leases being included in purchases of goods and services.
6. Purchases of assets increased by \$2.4 million since the May 2015 Budget mainly due to the purchase of equipment under the Commonwealth's Trade Training centres agreements.
7. The increase in Equity Injections of \$1.4 million related to the transfer of funding from the Department of Infrastructure for the Trade Training Centres program.
8. The increase in equity withdrawals of \$36 million related to the transfer to the Department of Infrastructure of government schools Students First funding for use on capital projects
9. The decrease in cash of \$28.9 million largely reflects the 2015–16 operating and cash flow statement outcome.

	2015–16 Actual	2015–16 Original Budget	Variance	
Administered Territory Items	\$000	\$000	\$000	Note
TERRITORY INCOME AND EXPENSES				
Income				
Grants and subsidies revenue				
Capital	3 470	-	3 470	1
Fees from regulatory services	625	514	111	2
Total income	4 095	514	3 581	
Expenses				
Central Holding Authority income transferred	4 095	514	3 581	3
Total expenses	4 095	514	3 581	
Territory income less expenses	-	-	-	
TERRITORY ASSETS AND LIABILITIES				
Assets				
Other receivables	-	-	-	
Total assets	-	-	-	
Liabilities				
Central Holding Authority income payable	-	-	-	
Total liabilities	-	-	-	
Net assets	-	-	-	

Notes:

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

- Capital grants revenue increased by \$3.4 million since the May 2015 Budget due to:
 - Funding received for capital works at Angurugu School of \$1.7 million and Waruwi School of \$1.4 million; and
 - Minor New Works program of \$0.4 million funded from Leanyer Primary School.
- The increase of \$0.1 million in Fees from regulatory services relates to an increased Teacher Registration fees received.
- The increase of \$3.6 million for Central Holding Authority income transferred is largely a result of the capital grants income received and transferred to the Department of Infrastructure.

APPENDICES



APPENDIX 1: HOW TO CONTACT US

DIVISIONS / BUSINESS AREAS	LOCATION	PHONE	EMAIL
Department of Education	Level 10, Mitchell Centre 55-59 Mitchell Street DARWIN NT 0800 GPO Box 4821 DARWIN NT 0801	08 8999 5659	infocentre.det@nt.gov.au
Chief Executive	Level 14, Mitchell Centre DARWIN NT 0801	08 8999 5857	vicki.baylis@nt.gov.au
School Education	Level 14, Mitchell Centre DARWIN NT 0801	08 8999 5785	marion.guppy@nt.gov.au
Education Partnerships	Level 14, Mitchell Centre DARWIN NT 0801	08 8901 4997	kevin.gillan@nt.gov.au
Office of the Chief Executive	Level 14, Mitchell Centre DARWIN NT 0801	08 8999 5623	shane.dexter@nt.gov.au
Ministerial Liaison and Executive Services	Level 14, Mitchell Centre DARWIN NT 0801	08 8999 5762	DETMinisterialLiaison@nt.gov.au
Schools North (Darwin, Katherine, Arnhem, Palmerston and Rural regions)	Level 13, Mitchell Centre DARWIN NT 0801	08 8999 5609	anthony.roberts@nt.gov.au
Schools South (Alice Springs and Barkly regions)	Alice Springs Plaza 1 ALICE SPRINGS NT 0831	08 8951 1601	arthur.townsend@nt.gov.au
School Support Services	Level 11, Mitchell Centre DARWIN NT 0801	08 8944 9234	maree.garrigan@nt.gov.au
Strategic Services	Level 14, Mitchell Centre DARWIN NT 0801	08 8999 5712	anna.king@nt.gov.au
Finance	Level 12, Mitchell Centre DARWIN NT 0801	08 8901 4949	shaun.obrien@nt.gov.au
Human Resource Services	Level 10, Mitchell Centre DARWIN NT 0801	08 8999 5618	johanna.stieber@nt.gov.au
IT and Information Services	Level 12, Mitchell Centre DARWIN NT 0801	08 8999 5725	satpinder.daroch@nt.gov.au
Corporate Communications	Level 10, Mitchell Centre DARWIN NT 0801	08 8901 4968	icmm.det@nt.gov.au
Planning and Infrastructure	Level 12, Mitchell Centre DARWIN NT 0801	08 8901 4933	leanne.taylor@nt.gov.au
Early Childhood Education and Care	Level 13, Mitchell Centre DARWIN NT 0801	08 8901 4906	susan.bowden@nt.gov.au
Indigenous Education Policy	Level 14, Mitchell Centre DARWIN NT 0801	08 8944 9351	tony.considine@nt.gov.au
Freedom of Information and Privacy	Level 10, Mitchell Centre DARWIN NT 0801	08 8901 4907	detfoi.det@nt.gov.au

APPENDIX 2: ACRONYMS AND GLOSSARY

ACRONYMS

AANMS	At or Above National Minimum Standard
AASB	Australian Accounting Standards Board
ABLES	Abilities Based Learning and Education Support
ACARA	Australian Curriculum, Assessment and Reporting Authority
ATO	Australian Taxation Office
BIITE	Batchelor Institute of Indigenous Tertiary Education
CDU	Charles Darwin University
CSS	Commonwealth Superannuation Scheme
DCIS	Department of Corporate and Information Services
DoE	Department of Education
FELA NT	Foundations of Early Literacy Assessment — Northern Territory
FTE	Full-time Equivalent
GST	Goods and Services Tax
HALT	Highly Accomplished and Lead Teacher
ICT	Information and Communication Technology
NAPLAN	National Assessment Program — Literacy and Numeracy
NDA	National Day of Action
NMS	National Minimum Standard
NT	Northern Territory
NTCET	Northern Territory Certificate of Education and Training
NTG	Northern Territory Government
NTGPASS	Northern Territory Government and Public Authorities Superannuation Scheme
NTPS	Northern Territory Public Sector
PSEMA	<i>Public Sector Employment and Management Act</i>
PIPS	Personnel Information and Payroll System
SPP	Special Purpose Payments
STEM	Science, Technology, Engineering and Mathematics
VET	Vocational Education and Training

GLOSSARY OF TERMS

Definitions of Geo-locations

Provincial: Schools in Darwin, Palmerston and the greater Darwin rural area extending to Middle Point and Berry Springs.

Remote: Schools outside the Darwin rural area to Katherine, encompassing Batchelor, Jabiru, Pine Creek and Barunga; Alice Springs and surrounds, including Amoonguna, Santa Teresa and Wallace Rockhole.

Very remote: Schools in remaining areas of the Northern Territory.

