

LEGISLATIVE ASSEMBLY OF THE NORTHERN TERRITORY

WRITTEN QUESTION

Mrs Finocchiaro to the Minister for Education

Appropriation Bill – Education

1. Please provide copies of:
 - All questions, which have been received from the public in relation to the Estimates process and consideration of the Appropriation Bill for the 2017/18 financial year; and
 - The answers to those questions that were presented to the Estimates Committee.

Please provide the information requested below for the Department of Education, as at 31 March 2017.

DEPARTMENT OF EDUCATION

Please accept apologies if questions are not under the correct Output. Where this is the case, it would be appreciated if you could indicate the appropriate Output in your response. Thank You.

OUTPUT GROUP: GOVERNMENT EDUCATION

OUTPUT: EARLY YEARS

An additional \$1.4 million was allocated to this Output at Mid-Year Review. Please explain what this was for and what outcomes can be expected.

1. When will the Early Childhood Development plan be complete?
 - a. How much has been spent between 1 September 2016 and 31 March 2017 recruiting and compensating panel members to advise the Early Childhood Development plan?
 - b. How will the outcomes of the plan be measured, by whom, and how much has been budgeted to do so?
 - c. Will the outcomes of the 21 February meeting be made public? When is the next meeting?
 - d. How many times has the panel met since 21 February?

OUTPUT: PRESCHOOL EDUCATION

1. When will the review of the Child and Family Centre Model commence?
 - a. When is the expected completion date?
 - b. Who will be conducting the review?
 - c. What is the expected cost and where is this provided for in the budget?

OUTPUT: PRIMARY EDUCATION

1. How many primary school teachers have separated between 1 September 2016 and 31 March 2017?
2. How many primary school teachers on temporary contracts have become permanent between 1 September 2016 and 31 March 2017?
3. How many new primary school teachers have commenced on temporary contracts between 1 September 2016 and 31 March 2017?
 - a. How many have been recruited from interstate?
4. How many new primary school teachers have commenced permanent employment between 1 September 2016 and 31 March?
 - a. How many have been recruited from interstate?
5. How many students have been suspended since 1 September 2016? Please list these suspensions by school.
 - a. How many of these were for substance abuse, and what was the substance involved? Please list these suspensions by school.
 - b. What additional action is taken when a student is suspended for substance abuse to address the substance problem?
 - c. How many students who were suspended for substance abuse subsequently attended a program, counselling, or other intervention to address substance use? How many did not?
6. How many students have been expelled since 1 September 2016? Please list these expulsions by school.
 - a. How many of these were for substance abuse, and what was the substance involved? Please list these expulsions by school.
 - b. What additional action is taken when a student is expelled for substance abuse to address the substance problem?

- c. How many students who were expelled for substance abuse subsequently attended a program, counselling, or other intervention to address substance use? How many did not?
7. How many times were police called to schools to address behavioural problems, substance use, or any other issues pertaining to a student? Please specify the schools to which police were called.

OUTPUT: MIDDLE YEARS EDUCATION

1. How many middle school teachers have separated between 1 September 2016 and 31 March 2017?
2. How many middle school teachers on temporary contracts have become permanent between 1 September 2016 and 31 March 2017?
3. How many new middle school teachers have commenced on temporary contracts between 1 September 2016 and 31 March 2017?
 - a. How many have been recruited from interstate?
4. How many new middle school teachers have commenced permanent employment between 1 September 2016 and 31 March 2017?
 - a. How many have been recruited from interstate?
5. How will the \$1.2 million "to continue to improve educational outcomes of all middle years students" be used? Which schools/students will it be used for, how will they be identified, and how will it be allocated?
8. How many students have been suspended since 1 September 2016? Please list these suspensions by school.
 - a. How many of these were for substance abuse, and what was the substance involved? Please list these suspensions by school.
 - b. What additional action is taken when a student is suspended for substance abuse to address the substance problem?
 - c. How many students who were suspended for substance abuse subsequently attended a program, counselling, or other intervention to address substance use? How many did not?
9. How many students have been expelled since 1 September 2016? Please list these expulsions by school.
 - a. How many of these were for substance abuse, and what was the substance involved? Please list these expulsions by school.

- b. What additional action is taken when a student is expelled for substance abuse to address the substance problem?
 - c. How many students who were expelled for substance abuse subsequently attended a program, counselling, or other intervention to address substance use? How many did not?
10. How many times were police called to schools to address behavioural problems, substance use, or any other issues pertaining to a student? Please specify the schools to which police were called.

OUTPUT: SENIOR YEARS EDUCATION

1. How many senior school teachers have separated between 1 September 2016 and 31 March 2017?
 2. How many senior school teachers on temporary contracts have become permanent between 1 September 2016 and 31 March 2017?
 3. How many new senior school teachers have commenced on temporary contracts between 1 September 2016 and 31 March 2017?
 - a. How many have been recruited from interstate?
 4. How many new senior school teachers have commenced permanent employment between 1 September 2016 and 31 March 2017?
 - a. How many have been recruited from interstate?
11. How many students have been suspended since 1 September 2016? Please list these suspensions by school.
- a. How many of these were for substance abuse, and what was the substance involved? Please list these suspensions by school.
 - b. What additional action is taken when a student is suspended for substance abuse to address the substance problem?
 - c. How many students who were suspended for substance abuse subsequently attended a program, counselling, or other intervention to address substance use? How many did not?
12. How many students have been expelled since 1 September 2016? Please list these expulsions by school.
- a. How many of these were for substance abuse, and what was the substance involved? Please list these expulsions by school.
 - b. What additional action is taken when a student is expelled for substance abuse to address the substance problem?

- c. How many students who were expelled for substance abuse subsequently attended a program, counselling, or other intervention to address substance use? How many did not?
13. How many times were police called to schools to address behavioural problems, substance use, or any other issues pertaining to a student? Please specify the schools to which police were called.

OUTPUT: INTERNATIONAL EDUCATION

1. How many students have applied for the Study in Australia's Northern Territory Scholarships? a.

At high school level? b.

English language?

c. VET?

d. Higher Education?

e. Undergraduate or post-graduate?
2. From 1 September 2016, how many international students were accepted into Northern Territory Government:

a. Primary schools?

b. Middle schools? c.

Senior schools? d.

VET programs?

e. Higher education?

OUTPUT: TERTIARY EDUCATION

1. How many students have graduated with teaching qualifications since 1 September 2016?

a. How many of them have been offered temporary positions as a classroom teacher?

b. How many of them have been offered a permanent position as a classroom teacher?

OUTPUT GROUP: NON-GOVERNMENT EDUCATION

1. Please itemise the provisions made in the budget for funding of non-government schools.

OUTPUT GROUP: CORPORATE AND GOVERNANCE

OUTPUT: CORPORATE AND GOVERNANCE

Staffing

1. How many Full Time Equivalents are currently employed within this Agency, broken down by Output and Business Unit?
2. How many Full Time Equivalents have resigned, retired, taken a redundancy package or been made redundant, or terminated? Please break these numbers by Output and Business Unit.
3. What has happened to these positions? Has the work been reallocated to existing staff?
4. Are there any plans to fill these positions in the near future?
5. How many teachers are on temporary contracts?
6. For those on contracts, what are the contract lengths?

EDUCATION- OTHER

Please accept our apologies for not placing these questions under an Output. It would be appreciated if your response could indicate which Output should be used.

1. Where will the new reengagement centre in Palmerston be located?
2. How many schools have applied for grants under the Building Better Schools Initiative?
 - a. How many schools were successful and how were the successful schools determined?
 - b. How many schools were unsuccessful and why? Will they be eligible to reapply?
 - c. How many schools are grouping projects with other schools?
3. Is School of the Air eligible for the Building Better Schools funding?

- a. If not, why not?
 - b. What funding is available to this important school system for the most remote students?
4. What are the criteria for schools applying for works under the Building Better Schools Initiative?
5. Where is the provision of the \$5 million committed for solar power infrastructure for school in the budget?
 - a. How many schools will be receiving the solar panels?
 - b. Which schools will be receiving solar panels and how were these schools be selected?
 - c. Were any estimates made of the long term power cost savings for the schools that will be receiving solar panels?
 - d. If estimates were made, what is the time frame for the solar panels to pay for themselves? (ie when will power savings reach \$5 million)?
 - e. Will the educational programs teaching children about solar technology still be implemented? At which schools?
6. When and where will the school principal leadership program be rolled out?
 - a. How many principals will be accepted into the program?
 - b. Where will the program take place and how long will it run?
7. When is the independent review of school funding model be expected to be complete?
 - a. Who is undertaking the review?
 - b. Will a commitment be made to implement all of the recommendations?
8. When and where will the Healthy Life, Creative Life program be rolled out?
 - a. Is it an evidence based program?

- b. How will outcomes be measured?
 - c. How many participants will there be? And how will they be chosen?
 - d. What will the program consist of?
9. Which Homeland Learning Centres will be upgraded under this budget?
- a. What are the criteria for receiving the upgrade?
 - b. What is the Government's vision for Homeland Learning Centres?
10. Why hasn't the government school in Zuccoli been budgeted for? Why has it been deferred indefinitely despite high projected population growth and large increases in enrolments at nearby Government schools?
11. Why is there no provision in the infrastructure budget for minor new works in the Department of Education?
- a. Has the Building Better Schools initiative replaced any other opportunities for schools to receive funding for Minor New Works?
 - b. Does this mean that schools will have only one opportunity for Minor New Works over a four year period to a maximum value of \$300,000?
12. What programs are in place to combat the use of tobacco, alcohol and drug use in Northern Territory Schools?
- a. Which schools have implemented these programs?
 - b. Are there any planned new programs? If so how much is budgeted, which schools will benefit, and when will the programs commence?
13. When will the school-wide positive behaviour framework be implemented, what do the 'interventions' consist of?
- a. Since its implementation, how many 'interventions' have been undertaken for student in the Northern Territory?
14. What programs will be delivered with the \$8 million for early intervention and support to tackle challenging behaviours and support students with additional needs and mental health issues? What will the interventions look like?
15. How much has been budgeted to support water safety programs for all primary school students in years 4, 5 and 6?
- a. Which programs will be supported?

- b. Has any budget allocation been made to support water safety programs for students in other year levels? Please provide details.
16. Is there provision in the budget to provide additional support to Rosebery Middle School and Palmerston Senior College to undertake the amalgamation into Palmerston College?
- a. How much is budgeted?
 - b. What support provisions are planned?
17. How many students completed their NTCET in 2017?
- a. How many of these were indigenous students?
18. Will the FAST program continue to be funded at its current level of funding?
- a. If not, why not?
19. How much has been spent since 1 September 2016 to fund and resource Kormilda College?
- a. Is there provision in the budget for ongoing support to Kormilda college?
20. Is there provision in the budget to continue to fund Emu Point Creche? How much has been budgeted?
- a. Why has Emu Point Creche closed? Will it be reopening?
 - b. If not, why not? Is there an alternate plan to continue to provide the services previously offered at Emu Point Creche? Please provide details.

Response:

Appropriation Bill - Education

1. Please refer to Hansard – Estimates Committee Proceedings – Day 3 of Wednesday 21 June 2017 located at: <https://parliament.nt.gov.au/committees/estimates-2017-documents/transcripts/Uncorrected-Transcript-Estimates-Day-3-21-June-2017.pdf>.

OUTPUT GROUP: GOVERNMENT EDUCATION

OUTPUT: EARLY YEARS

No number:

\$0.7M Relates to the Connected Beginnings Program – Alice Springs

Funding is provided from the Commonwealth Government to the Northern Territory Department of Education.

The objective of the Connected Beginnings program is to support the integration of early childhood, maternal and child health, and family support services with schools in a number of disadvantaged Indigenous communities so that children are well prepared for school.

\$0.7M Relates to the Community Support Program - Remote Area Mobile Early Childhood Services (RAMECS)

Funding is provided under the Budget Based Funding program from the Commonwealth Government to the Northern Territory Department of Education.

The objectives of the Community Support Program - Remote Area Mobile Early Childhood Services (RAMECS) are:

- To provide quality child care, early learning and school age care services that promote positive learning and development outcomes for children.
- To ensure availability of and access to child care and early learning services in approved locations.
- To build the financial management capability of childcare and early learning services through best practice.

The following response was provided by the Department of the Chief Minister.

1. It is anticipated the Early Childhood Development Plan will be completed in the last quarter of 2017.
 - a) No remuneration was paid to the Expert Reference Panel during the period between 1 September 2016 and 31 March 2017.
 - b) The draft Plan is still in development. Following input from a range of stakeholders and consideration by the Expert Reference Panel and the Working Group, it is anticipated there will be both internal and external monitoring and review mechanisms. At this point, there is no associated budget with the draft Plan.
 - c) Communiqués for the meeting of the Expert Reference Panel and Working Group on 21 February 2017, and the subsequent meetings, will be publically available on a website currently being developed to support the communications for the Plan.

The next proposed face-to-face meeting for the Expert Reference Panel is 8 August 2017, some telephone meetings may be scheduled before then.

- d) The Expert Reference Panel has met six times in total, including two hour teleconferences and whole day workshops.

OUTPUT: PRESCHOOL EDUCATION

1. The Department of Education is planning to evaluate a range of early childhood integrated service models across the Northern Territory (NT). The Child and Family Centre Model will be evaluated as part of this larger evaluation. The early childhood integrated services evaluation is expected to commence in 2018.
 - a. The review is expected to be completed by the end of 2019.
 - b. An external organisation will be engaged to conduct the evaluation. Procurement of a service provider has not yet commenced.
 - c. Further planning will be undertaken to define the scope and cost of the review.

OUTPUT: PRIMARY EDUCATION

For the period 1 September 2016 to 31 March 2017:

1. 117 primary school teachers and 93 combined schools (Preschool to Year 12) teachers separated from employment.
2. 54 primary school teachers and 27 combined schools (Preschool to Year 12) teachers on temporary contracts became permanent employees.
3. 103 new primary school teachers and 95 combined schools (Preschool to Year 12) teachers commenced on temporary contracts.
 - a. Information relating to the number of primary school teachers (temporary contracts) recruited from interstate is not held centrally. This information will not be provided by the Department of Education as the administrative effort required to respond is excessive and would result in undue diversion of resources from service delivery.
4. 3 new primary school teachers and 1 combined schools (Preschool to Year 12) teacher commenced permanent employment.
 - a. 1 primary school teacher was recruited from interstate
5. Suspension data has been provided at Attachment A.
 - a. Data is provided at Attachment A.
 - b. When a student is suspended for substance use or possession, school staff will respond in a number of ways to meet the individual needs of the student. This can include:
 - school counselling service support
 - referral to an external agency
 - tailored delivery of the Australian Curriculum and/or the Social Emotional Learning Curriculum to build relevant knowledge and skills.
 - c. The Department of Education does not centrally collect information of this nature.
6. No students have been expelled from a Northern Territory Government school since 1 September 2016.
 - a. N/A
 - b. N/A
7. The Department of Education does not centrally collect information of this nature.

OUTPUT: MIDDLE YEARS

For the period 1 September 2016 to 31 March 2017:

1. 36 middle school teachers separated from employment.
2. 8 middle school teachers on temporary contracts became permanent employees.
3. 24 new middle school teachers commenced on temporary contracts.
 - a. Information relating to the number of middle school teachers (temporary contracts) recruited from interstate is not held centrally. This information will not be provided by the Department of Education as the administrative effort required to respond is excessive and would result in undue diversion of resources from service delivery.
4. 3 new middle school teachers have commenced permanent employment.
 - a. 1 middle school teacher was recruited from interstate.
5. The Work Like the Best — Middle Years Teaching and Learning Strategy 2016-2018 was developed from the key recommendations outlined by independent education consultant, Vic Zbar, in his review assessing Northern Territory Government middle schools' performance in relation to student attendance, student achievement outcomes, student wellbeing and parent and community satisfaction.

The 2017-18 budget includes \$1.2 million to implement this strategy to support stronger transitioning for students moving from primary to middle, and middle to senior schools. It has also enabled the sharing of best practice teaching and learning strategies in literacy and numeracy and inter-school peer-to-peer engagement.

A key action from the strategy resulted in the inaugural Middle Years Conference held in September 2016. The conference focused on student wellbeing and classroom strategies that support high quality teaching and learning programs for middle years students.

As part of the strategy, leadership coaching was also provided to each middle school principal and their leadership team.

8. Suspension data has been provided at Attachment B.
 - a. Data is provided at Attachment B.
 - b. When a student is suspended for substance use or possession, school staff will respond in a number of ways to meet the individual needs of the student. This can include:
 - school counselling service support
 - referral to an external agency
 - tailored delivery of the Australian Curriculum and/or the Social Emotional Learning Curriculum to build relevant knowledge and skills.
 - c. The Department of Education does not centrally collect information of this nature.

9. No students have been expelled from a Northern Territory Government school since 1 September 2016.
 - a. N/A
 - b. N/A
10. The Department of Education does not centrally collect information of this nature.

OUTPUT: SENIOR YEARS

For the period 1 September 2016 to 31 March 2017:

1. 34 senior school teachers separated from employment.
2. 17 senior school teachers on temporary contracts have become permanent employees.
3. 41 new senior school teachers commenced on temporary contracts.
 - a. Information relating to the number of secondary school teachers (temporary contracts) recruited from interstate is not held centrally. This information will not be provided by the Department of Education as the administrative effort required to respond is excessive and would result in undue diversion of resources from service delivery.
4. 2 new senior school teachers commenced permanent employment.
 - a. Both senior school teachers were recruited locally.
11. Suspension data has been provided at Attachment C.
 - a. Data has been provided at Attachment C.
 - b. When a student is suspended for substance use or possession, school staff will respond in a number of ways to meet the individual needs of the student. This can include:
 - school counselling service support
 - referral to an external agency
 - tailored delivery of the Australian Curriculum and/or the Social Emotional Learning Curriculum to build relevant knowledge and skills.
 - c. The Department of Education does not centrally collect information of this nature.
12. No students have been expelled from a Northern Territory Government school since 1 September 2016.
 - a. N/A
 - b. N/A
13. The Department of Education does not centrally collect information of this nature.

OUTPUT: INTERNATIONAL EDUCATION

1. (a) – (e) are provided in the table below:

| Study NT Australia's NT scholarship applications to June 2017 | | |
|--|-----------------------------|-------------------------------|
| Sector | Applications pending | Applications confirmed |
| High School | | 1 |
| Intensive English | | 1 |
| VET | | 1 |
| Higher Education | 5 | 5 |
| Undergraduate | | 2 |
| Post-graduate | | 3 |

2. (a) – (e) are provided in the table below:

| *Northern Territory international student enrolments September 2016 to March 2017 | | |
|--|---------------------|----------------------|
| | Applications | Commencements |
| Primary School | 2 | 1 |
| Middle School | 6 | 2 |
| Senior School | 57 | 30 |
| #VET | 187 | 118 |
| ^Higher Education | 1357 | 276 |

*Australian Trade and Investment Commission international education data MIP pivot table.

VET data includes Certificate I, Certificate II, Certificate III, Certificate IV, Vocational Graduate Certificate and Graduate Vocational Diploma.

^ Higher education data includes Advanced Diploma, Associate Degree, Associate Diploma, Bachelor Degree, Bachelor Honours Degree, Diploma, Doctoral Degree, Graduate Certificate, Graduate Diploma and Masters Degree.

NB: Figures provided by the Department of Trade, Business and Innovation.

OUTPUT: TERTIARY EDUCATION

1. The Department of Education is not a teacher training provider and does not hold, or become privy to, data relating to the number of students graduating with teaching qualifications from particular tertiary institutions.

The department has implemented the Charles Darwin University (CDU) High Achieving Teaching Graduate Initiative in which up to 20 CDU graduates are offered ongoing placements in Northern Territory Government schools. In the period 1 September 2016 to 31 March 2017, 15 local graduates and 2 interstate graduates received ongoing placements.

Other CDU graduates with teaching qualifications may also have been employed by schools directly in both temporary and ongoing capacities or employed by the non-government sector or interstate. If directly employed by schools, the department does not keep central records of this data.

- a. Refer to response above.
- b. Refer to response above.

OUTPUT: NON GOVERNMENT EDUCATION

1. The 2017-18 Budget for the non-government education output is \$233.4M, comprising of:

Northern Territory Government funding for operational and capital subsidies (\$44.3M):

- \$32.6M for Per Capita Grant Funding
- \$3.3M for Capital Subsidy Scheme
- \$2.7M for Isolated Students Education Allowance
- \$2.7M for the Building Better Schools
- \$1.8M for the Back to School initiative
- \$1.15M for the Supplementary Boarding Subsidy

Commonwealth Government Funding:

- **\$174.2M** of Quality Schools (Students First) funding

Other in-kind/operational services and support provided across the agency **\$14.9M**

OUTPUT GROUP: CORPORATE

OUTPUT: CORPORATE AND GOVERNANCE

1. In the pay period as at 31 March 2017, there were 4 279 paid full-time equivalents (FTE) employed by the Department of Education. Further information is provided in table 1 and table 2 below.

Table 1: Number of Employees (FTE) by school-based and non-school-based
As at 31 March 2017 (Pay Period 201619)

| | Paid FTE |
|------------------|--------------|
| School-based | 3 729 |
| Non-school-based | 550 |
| Total | 4 279 |

The table below shows FTE by organisational structure not output. The Department of Education does not report FTE by output. To obtain this information the administrative effort required to respond is excessive and would result in undue diversion of resources from service delivery.

Table 2: Number of Employees (FTE) by Division and Business Unit

| School-Based | Division | Business Unit | Paid FTE |
|-------------------------|-------------------------------|------------------------------------|----------------------------|
| | | | As at 31 March 2017 |
| | | | Pay Period 201619 |
| Non-school-based | Chief Executive | Office of the Chief Executive | 20 |
| | | Early Childhood Education and Care | 37 |
| | | Strategic Services | 30 |
| | Chief Executive | | 87 |
| | Corporate Services | Corporate Services | 11 |
| | | Finance | 34 |
| | | Human Resources | 60 |
| | | IT and Information Services | 34 |
| | | Organisational Services | 2 |
| | | Planning and Infrastructure | 9 |
| | Corporate Services | | 149 |
| | Education Partnerships | Education Partnerships | 13 |
| | Education Partnerships | | 13 |

| | | | |
|-------------------------|-------------------------|--|--------------|
| | School Education | Indigenous Education Review Implementation | 22 |
| | | School Education | 3 |
| | | Schools North | 99 |
| | | Schools South | 37 |
| | | School Support Services | 140 |
| | School Education | | 301 |
| Non-school-based | | | 550 |
| School-based | Regional-Based | Human Resources | 0 |
| | | Indigenous Education Review Implementation | 13 |
| | | Participation Pathways and Engagement | 2 |
| | | School Support Services | 31 |
| | | Strategic Services | 1 |
| | Regional-Based | | 47 |
| | Schools North | Arnhem Region | 428 |
| | | Darwin Region | 1 167 |
| | | Katherine Region | 442 |
| | | Palmerston And Rural Region | 926 |
| | Schools North | | 2 963 |
| | Schools South | Alice Springs Region | 533 |
| | | Barkly Region | 181 |
| | | Schools South | 6 |
| | Schools South | | 720 |
| School-based | | | 3 729 |
| DoE | | | 4 279 |

2. For the period 1 July 2016 to 31 March 2017, there were 167 FTE permanent employees that resigned and 9 FTE permanent employees that retired. No employees were made redundant or terminated over the same period. Further information relating to Division and Business Unit is provided in table 3 below.

Table 3: Number of Employees (FTE) resigned and retired by Division and Business Unit

| Type | School-based | Division | Business Unit | Occupancy | |
|----------------|------------------|--------------------|-------------------------------|------------|------------|
| | | | | Headcount | FTE |
| Resigned | Non-school-based | Chief Executive | Chief Executive | 1 | 1 |
| | | Chief Executive | Office of the Chief Executive | 1 | 1 |
| | | Corporate Services | Corporate Services | 2 | 2 |
| | | Corporate Services | Finance | 1 | 1 |
| | | Corporate Services | Human Resources | 2 | 2 |
| | | Corporate Services | IT and Information Services | 2 | 2 |
| | | School Education | Schools North | 7 | 7 |
| | | School Education | Schools South | 3 | 3 |
| | | School Education | School Support Services | 4 | 4 |
| | School-based | Other | School Support Services | 3 | 3 |
| | | Other | Unattached, Resign and Holdin | 25 | 23 |
| | | Schools North | Arnhem Region | 16 | 15 |
| | | Schools North | Darwin Region | 27 | 24 |
| | | Schools North | Katherine Region | 7 | 7 |
| | | Schools North | Palmerston And Rural Region | 36 | 35 |
| | | Schools South | Alice Springs Region | 25 | 24 |
| | | Schools South | Barkly Region | 13 | 11 |
| | | Schools South | Schools South | 1 | 1 |
| | | Resigned | Total | | |
| Retired | Non-school-based | Corporate Services | Human Resources | 1 | 1 |
| | | School Education | School Support Services | 1 | 1 |
| | School-based | Schools North | Darwin Region | 3 | 3 |
| | | Schools North | Katherine Region | 1 | 1 |
| | | Schools North | Palmerston And Rural Region | 1 | 1 |
| | | Schools South | Alice Springs Region | 1 | 1 |
| | | Schools South | Barkly Region | 1 | 1 |
| Retired | Total | | | 9 | 9 |
| Total | Total | | Sum: | 185 | 176 |

3. When an employee retires or resigns, the position is filled using standard recruitment processes.
4. Yes, some recruitment may still be underway

5. In the pay period as at 31 March 2017, there were 770 paid FTE temporary contract classroom teachers.
6. Information will not be provided by the Department of Education as the administrative effort required to respond is excessive and would result in undue diversion of resources from service delivery.

EDUCATION – OTHER

Output group: Government Education
Output: All Schools

1. The Malak Re-engagement Centre, gazetted as a Northern Territory Government (NTG) school on 29 March 2017, has expanded to include an outreach program in Palmerston, for young people who are at risk of disengaging from schooling.

The outreach program commenced operations in Term 2, 2017 utilising an interim space owned by the YMCA with the capacity to cater for 20 students.

Discussions will continue with stakeholders to identify potential sites for the program to operate from in the Yarrowonga and Palmerston area.

Output group: Corporate and Governance
Output: Corporate and Governance

2. The Northern Territory Government's Building Better Schools initiative will provide \$300 000 for every NT school over a four year period from 2017–18 for refurbishments and upgrades to facilities

As of the close off date of 12 December 2016, the Expression of Interest process for Round 1 of Building Better Schools (BBS) project funding had attracted 47 government schools. The non-government sector is managed through the provision of capital grants. In 2017–18, grants will be paid to 4 Catholic schools, 2 Christian schools, 2 independent schools and 1 Lutheran school. This was determined by dividing the capital grant allocation in 2017-18 (\$2.7M) by the number of schools in each sector. Priority of grants to individual schools will be determined by the non-government school peak bodies.

- a. 45 government schools were successful for Round 1 of the BBS in 2017-18. 9 non-government schools will be provided with the \$300 000 through a capital grant, subject to schools entering a funding agreement with the Department of Education that includes a Buy Local Policy.

In 2016, the government school sector was invited to submit an Expression of Interest for Round 1 for the 2017-18 BBS program. Each round will be determined based on works identified by schools and projects selected based on readiness to begin design and to progress to the open market for procurement within the 2017-18 period. A number of schools elected to supplement approved works or commitments that are in progress, with their BBS funding, which achieved a better value for money approach.

- b. Not every gazetted school will be successful in the first round of funding in 2017-18 however, the commitment is for every school to receive the \$300 000 BBS, over four years. Therefore, schools that submitted an expression of interest in Round 1 and were not progressed, will be given priority consideration for Round 2 funding in 2018-19. Technically all schools will be 'successful' however, as the funding was initially committed over four years, there is a cap on the number of projects in each round.
- c. Nil. There are no schools grouping projects with other schools.

Output group: Corporate and Governance

Output: Corporate and Governance

3. Yes. All schools gazetted under the *Education Act* are eligible for BBS funding. This includes Katherine School of the Air, Alice Springs School of the Air and the Northern Territory School of Distance Education.
 - a. N/A
 - b. The schools will decide where and on what facilities the \$300 000 will be spent. Independent of BBS, the Alice Springs School of the Air, Corella Creek campus, was nominated under the former government's Boosting our Economy stimulus package for a new preschool building and upgrade with a total budget of \$1 million.

Output group: Corporate and Governance

Output: Corporate and Governance

4. The BBS program will provide \$300 000 to every school in the Northern Territory over a four-year period commencing in 2017-18. This initiative is designed to provide every government school with autonomy to determine their highest priority for new or upgraded facilities.

Schools are invited to submit an Expression of Interest during the different rounds of the BBS program. Schools are selected based on the proposed works identified and their readiness for works to proceed. Priority will also be given to projects that supplement existing approved works or commitments in progress and enhance the value for money approach. Over the four-year period, works will be distributed across the regions to support the government's commitment of growing the economy and delivery of jobs in the Northern Territory. The non-government school sector will be provided with a similar allocation in each round, by dividing the capital grant allocation for the budget year by the number of schools in each sector. Priority of grants to individual schools will be determined by the non-government school peak bodies.

Output group: Corporate and Governance

Output: Corporate and Governance

5. \$5 million is being provided to fund the installation of rooftop solar to a wide range of school buildings across the Territory commencing from 2018-19. Funding will be tied to educational programs teaching children about the new solar technology.
 - a. The Department of Education will call for Expressions of Interest from all schools to gauge interest in the roof top solar for schools program.
 - b. This will be determined once Expressions of Interest are received from interested schools.
 - c. Depending on the size of the school, the location and size of the solar array, it is expected schools may save 20 to 40 per cent of their energy costs.

- d. The Department of Education will prioritise schools into three rounds according to readiness to align with the funding. Depending on the size of the system, each project for the solar component will cost between \$200 000 and \$300 000 for up to 100kW systems. There may also be some smaller supplementary systems to the previous Commonwealth Government solar schools program. The simple payback period of each solar system will differ from school to school. The total investment payback period can be analyzed when the quantum and locations of each participating school are confirmed, noting that the cost benefit of the program is more than a simple payback period when taking into consideration educational, environmental and social benefits.
- e. The implementation plan prioritises schools that can demonstrate a commitment to the key educational objectives of the solar program including opportunities for student learning, linked with a holistic sustainability plan.

Output group: Corporate and Governance

Output: Corporate and Governance

6. The Department of Education provides access to a range of leadership programs through the Centre for School Leadership. Participation for these courses in the 2016/2017 financial year and 2017 school year are as follows:

2016/2017 cohorts

| Program | No. of Participants* | Timing** | Dates for face to face workshops | Location |
|---|----------------------|-------------------------------|--|---|
| Tomorrow's School Leaders Program | 25 | 6 months from 05/16 to 11/16 | 24 - 27 May 2016 12 - 13 Sept 2016 | Darwin/online |
| Executive Development for Educational Leaders Program | 10 | 12 months from 05/16 to 06/17 | 3 - 6 May 2016 21 June 2016 21 - 24 March 2017 | Darwin/online: including benchmarking tour to China |
| Leading Teaching programs | 12 | 7 months from 03/17 to 11/17 | N/A | Online |

2017/2018 cohorts

| Program | No. of Participants | Timing** | Dates for face to face workshops | Location |
|-----------------------------------|---------------------|----------------------|--|---|
| Tomorrow's School Leaders Program | 20 | 12 months from 05/17 | 14 - 15 May 2017 10 - 11 Aug 2017 19 - 20 Oct 2017 26 - 27 Feb 2018 | Darwin/online |
| Principal Development Program | 15 | 12 months from 09/17 | TBC | TBC: including international study tour |

*These programs target current and future school leaders, including early-career principals, assistant principals and high performing teachers.

**The Tomorrow's School Leaders Program, Executive Development for Educational Leaders Program and Principal Development Program are designed to allow for participants to continue to undertake their current roles while accessing a range of face-to-face and on-line professional development.

- a.& b. Planning for the 2018 Principal Development Program is currently underway, including mode of delivery and timing. This program will be delivered both face-to-face and online.

Output group: Corporate and Governance

Output: Corporate and Governance

7. The independent review is expected to conclude in Term 3, 2017.
 - a. Ernst and Young are undertaking the review.
 - b. The independent review is expected to conclude in Term 3, 2017 and findings cannot be anticipated. On consideration of the final report by Government, approved recommendations will be implemented for 2018 budgets where possible. The review report, including the recommendations, will be made publically available.

Output group: Government Education

Output: All Schools

8. Healthy Life Creative Life will be delivered in two remote centres (Tennant Creek and Katherine). The initiative is being rolled out in phases, with operations commencing first in Tennant Creek in Term 2, 2017 at Juno Station.

Options are currently being considered for a suitable site in Katherine to deliver the Healthy Life Creative Life initiative from Term 3, 2017.

- a. The Department of Education is committed to utilising an evidence-based approach for all its programs and accesses external expertise where required to supplement this. For this initiative in particular, the department will be accessing professional learning from an external provider to quality assure and ensure best-practice is followed in the delivery of the Healthy Life, Creative Life initiative.
- b. The effectiveness of the initiative and its impact will be monitored through regular reviews of participant engagement, including:
 - number of students participating
 - participant engagement
 - participant school attendance rates
 - participant achievement data, including VET data
 - participant apprenticeship/traineeship numbers.
- c. The Healthy Life Creative Life initiative will be demand-driven and the model of service adapted to best meet local needs and as such the number of participants cannot be projected. Participants will be selected by regional staff on referral from school staff.
- d. Healthy Life Creative Life is an initiative comprising of arts, sport and recreation programs targeting improved student engagement in the Barkly and Katherine region through programs in the two remote centres of Tennant Creek and Katherine.

Output group: Corporate and Governance

Output: Corporate and Governance

9. As per the Government's election commitment and as part of the 2017-18 Budget, repairs and maintenance to remote Homeland Learning Centres will commence with Yirrkala Homeland Schools. This will be followed by individual Homeland Learning Centres in the Arnhem Region for the first round of funding in 2017-18. Inspections of other Homeland Learning Centres (predominantly in Barkly and Central Australia) will commence in the second half of 2017 to determine the second and third round of funding to Homeland Learning Centres.
 - a. The criteria for receiving funding is based on the assessment of education facilities and identified infrastructure requirements. Consideration is also given to the enrolment and attendance numbers for each Homeland Learning Centre.
 - b. This Government recognises the importance of ensuring that our remote students learn and are cared for in healthy, happy and safe learning environments, and that communities are able to make local decisions.

Output group: Corporate and Governance

Output: Corporate and Governance

10. The Department of Education 2017-18 Capital Works Program includes \$9 million for Stage 1 of the government school in Zuccoli. The Northern Territory Government's Education and Training Chapter in the Ten Year Infrastructure Plan provides for a total of \$47 million over the medium term (three to five years).

The concept design including all stages of a new school in Zuccoli was completed in 2016-17.

The scope approved by government as part of Budget 2017-18 is for a shared government school-owned community sports oval for community use and site works i.e. power, water, sewerage services to support the future government school and future shared facilities. The new oval would also be used by the non-government school with construction to begin mid- 2018 and is expected to be ready for community and school use in 2019.

There is capacity across Palmerston schools for the current population projections and some schools will be augmented with quality transportable classrooms ahead of the final construction of a government school.

The final stage of the catholic school will be completed and ready for students in 2018. These projects provide multiple schooling choices for the increasing population of Palmerston to choose from.

Output group: Corporate and Governance

Output: Corporate and Governance

11. The total approved Department of Education 2017-2018 Minor New Works Program is \$17.6 million which includes 45 of the Building Better Schools projects (\$13.5 million) an additional \$4.1 million in funding for unforeseen, regulatory, urgent projects and carryover items from 2016-17.

- a. The BBS initiative gives all schools an opportunity to determine their individual school needs. Guidelines were developed for schools, including eligibility and the various works categories that are included under the initiatives, such as school building renovations, playgrounds, shade, and any building related works that enhance student learning, safety and their educational experience.
- b. Schools have the opportunity to apply for Minor New Works once over a four year period but will be able to receive funding for unforeseen, regulatory and urgent projects throughout this time period if considered crucial by the Department of Education.

Output group: Government Education

Output: All Schools

12. The Australian Curriculum: Health and Physical Education learning area is designed for teachers to provide age appropriate learning experiences so that students live healthy, safe and active lives, including drug and alcohol education.

Through global school budgets, schools have the autonomy to directly invest in programs appropriate for the needs of their students. This can include drug and alcohol programs.

Schools may use external providers to assist with the provision of programs like drug and alcohol programs. Guidelines are available to assist schools to make appropriate choices and ensure the quality of the program.

- a. Refer to above response.
- b. Refer to above response.

Output group: Government Education

Output: All Schools

13. All NTG schools must have a behaviour and wellbeing plan in place to foster a school-wide approach to positive behaviour. Many schools have been operating under a positive behaviour framework and supporting students with associated support programs for a number of years.

In 2017-18, the department will be investing in expanding the access of schools to positive behavior and wellbeing. The department is currently developing an NT specific framework to support consistent positive behavior and wellbeing approaches in schools across the system.

In the 2017-18 financial year, budget has been invested to continue implementation of the NT social and emotional wellbeing curricula (NT SEL) in schools to further enhance school approaches to positive behaviour. The NT SEL curriculum is aligned with the evidence base on best wellbeing practice for the NT and is relationship-centred, strengths-based, community-engaged, culturally-responsive and trauma-informed.

NTG schools operate a tiered intervention model to effectively support student wellbeing and behavior needs. Universal preventative support is provided to students through implementation of a positive behavior framework and the NT SEL which builds students social and emotional skills. Students with behavioural needs may access the following interventions and support as appropriate:

- Student support services
 - School counsellor and wellbeing program support
 - Positive Learning services
 - Alternative learning programs (including, Malak Re-engagement Centre and its Palmerston outreach, Alice Outcomes and St Joseph's Flexible Learning Centre, Healthy Life Creative Life)
 - Referral to external specialist services.
- a. The department has no central repository to capture all interventions utilised by school staff to support student wellbeing and behavioural needs.

Output group: Government Education

Output: All Schools

14. An additional \$8 million per year has been made available to better support and educate children with challenging behaviours, disabilities and mental health challenges to improve outcomes for these children, their families and the school communities. This is additional support provided so that every student is an engaged learner.

Initiatives include:

- A new teaching scholarship - *NT Students with Additional Needs*, will be awarded to 20 recipients each year. 2017-18 scholarship recipients have been announced and will commence their studies in August 2017. This scholarship for Northern Territory teachers (government and non-government) provides financial support for accredited, external, part-time training focused on working with students with additional needs.
- The Early Intervention for Learning Hub, the "Mimik-ga Centre" (Children Growing), opened in March 2017 with a Positive Learning Centre and one Autism Spectrum Disorder (ASD) Intervention Programs for students in Years 2 - 5. In addition, in Term 2, 2017 a Families as First Teachers (FaFT) program and the second ASD intervention program for Transition to Year 1 students commenced at the Mimik-Ga Centre.
- The new Palmerston ASD intervention program has been identified to be located at the Moulden Primary School; the program is expected to commence in Semester 2, 2017.
- Additional ASD intervention programs are also being established in Katherine (Kintore Street Primary School) and Alice Springs (Braitling Primary School) in Semester 2, 2017.
- Student access to allied health professionals is being improved with expansion of the multidisciplinary specialist support teams. Additional positions have been identified as speech pathologists, occupational therapists, senior teachers and a psychologist. Positions have been advertised and will commence in Semester 2, 2017.
- The Malak Re-engagement Centre has expanded to include an outreach program in Palmerston for young people who are at risk of disengaging from schooling. A Memorandum of Understanding (MoU) was established with the YMCA to provide access to temporary premises in Palmerston for the program to commence in Term 2, 2017.

Output group: Government Education
Output: All Schools

15. Schools receive an annual budget to deliver education programs to all students, which can include water safety programs. The decision to deliver programs is made at the school level, and can include parent contributions.
 - a. The Department promotes school participation in the Royal Life Saving Society Northern Territory (RLSSNT) Swim and Survive program to schools and provides an annual grant to the organisation of \$33,000 to facilitate student certification, data collection and reporting. Where schools are unable to offer water based safety programs to each year level, teachers are still able to access support for the delivery of compulsory components of the Australian Curriculum through RLSSNT facilitated classroom-based lessons or via the RLSS Water Smart Program which includes the *Water Smart Education Toolkit*. *The Toolkit* provides curriculum materials to teach water safety from Preschool to Year 10.
 - b. During Semester 2, 2017, the Department of Education and RLSSNT are trialling a new Water Safety Life Skills program to test alternative delivery models of a school swimming and water safety program. Teachers are able to access teaching resources via the RLSS Water Smart Program which includes the *Water Smart Education Toolkit*. *The Toolkit* provides quality curriculum materials to teach water safety from Preschool to Year 10 and is free of charge.

Output group: Government Education
Output: All Schools

16. The department has allocated a total of \$182,000 in the 2017-18 Budget to fund additional employees to support for the amalgamation of Rosebery Middle School and Palmerston Senior College into Palmerston College.

Further to this, additional funding of \$250,000 and \$200,000 has been provided to the schools in the 2015-16 and 2016-17 financial years respectively.

This funding has and will be utilised in the 2016 and 2017 school years as required to support the transition to the Palmerston Senior College in a number of ways, including support from external consultants, governance training, preparation of materials (codes of conduct, duty statements, annual work plans, risk frameworks etc.), school signage, uniforms and other equipment requirements.

- b. There are a number of support provisions in place for both Rosebery Middle School and Palmerston Senior College to undertake the amalgamation into Palmerston College, including:
 - procurement of an external consultant, with extensive to experience in the creation of multi-campus schools, to coach the leadership teams and staff through the change management process
 - two and a half Full Time Equivalent (FTE) project support officers
 - the establishment of a governance framework (including a steering committee and eight subcommittees) to enable access to departmental expertise and support to assist with the transition process.

Output group: Government Education
Output: Senior Years Education

17. In 2017, students will complete their NTCET in December. 2017 NTCET completions data will be finalised in February 2018.

Output group: Government Education
Output: All Schools

18. Within the period 1 July 2016 to 31 March 2017, Families and Schools Together (FAST) received a Community Based Education Organisation grant of \$46 000 to develop their parent program helping children to succeed academically and socially.

A new funding round for this grant program will open in September 2017. At this point, community organisations will be able to submit a grant application for further funding.

Output group: Non-Government Education
Output: All Schools

- 19 From 1 September 2016 to 30 June 2017, Kormilda College has received \$3.52 million funding from the Northern Territory (NT) Government. This sum includes a special assistance payment of \$1.78 million.

In addition, the NT Government facilitated the payment of \$6.34 million on behalf of the Commonwealth Government — comprising a special assistance payment of \$1.33 million and the school's usual Quality Schools funding of \$5.01 million.

In 2017, The NT Department of Education and Commonwealth Government have jointly funded a Senior Director position to co-ordinate matters relating to Kormilda College's future. The NT has contributed \$55 000 for this position to 31 June 2017.

In 2017, Kormilda College will receive funding support from the NT Government, budgeted to be \$3 million and calculated on the same basis as funding for all other NT non-government schools.

A summary of payments to Kormilda College 1 September 2016 to 30 June 2017 follows:

| Kormilda College | Payments made since 1 September 2016 to 30 June 2017 |
|--|---|
| NTG funded payments | |
| | \$ |
| Special Financial Assistance | 1,780,000 |
| Recurrent per capita | 930,227 |
| Isolated students education allowance (ISEA) | 388,480 |
| Special boarding | 200,000 |
| Capital & interest subsidy | 116,259 |
| Back to school bonus | 92,550 |
| Child care subsidy | 11,704 |
| NAPLAN writing panel | 2,366 |
| Academic excellence award | 250 |
| VET in schools | 227 |
| Subtotal | 3,522,063 |
| Commonwealth funded payments | |
| | \$ |
| Quality schools funding | 5,009,993 |
| Special assistance | 1,334,696 |
| Subtotal | 6,344,689 |
| ALL INCLUSIVE TOTAL | 9,866,752 |

Output group: Government Education
Output: Early Years

20. The Northern Territory Government does not fund crèches. The Emu Point Crèche has been funded by the Commonwealth Government under the Budget Based Funding Program. This funding is expected to continue for the 2017-18 financial year.
- a. The West Daly Regional Council withdrew as the crèche service provider at Emu Point in February 2017 and a new provider has not yet been sourced.

- b. The Department of Education has been collaborating with the Commonwealth Government to support an alternate plan for provision of these services at Emu Point. Representatives of the Commonwealth Government and the Department of Education are planning to meet with community representatives in August 2017 to discuss future arrangements for service provision.

ATTACHMENT A

Suspensions in Primary Years

Source: Behaviour 2013 - Current

Please note that the data has been provided for the requested purpose only. This data cannot be used for commercial purposes, published or disseminated without written permission from the NT Department of Education.

Data is current at the time of provision.

Data in this report has been sourced from the NT Department of Education's behaviour dataset. The data is subject to change and should be considered indicative only. Data has been provided on the basis that it is to be used for this specific request and is not for further distribution or publication.

'Number of Students Suspended' is the number of individual students suspended within the time period. A student can be suspended more than once, therefore summing the number of students suspended in each term may exceed the total for the three terms.

Primary includes students in Transition to Year 6.

np = not published when the number of students is less than 12 to protect student privacy.

| | | TOTAL Number of Students Suspended | TOTAL Number of Students Suspended for Substance Use/Possession |
|---------------------------------|---------|------------------------------------|---|
| Acacia Hill School | Primary | np | 0 |
| Alawa Primary School | Primary | np | 0 |
| Alekareng School | Primary | np | 0 |
| Alyangula Area School | Primary | np | 0 |
| Angurugu School | Primary | np | 0 |
| Anula Primary School | Primary | np | 0 |
| Ariparra School | Primary | np | 0 |
| Bakewell Primary School | Primary | 16 | np |
| Barunga School | Primary | np | 0 |
| Batchelor Area School | Primary | np | 0 |
| Bees Creek Primary School | Primary | np | 0 |
| Berry Springs Primary School | Primary | np | 0 |
| Borroloola School | Primary | np | 0 |
| Bradshaw Primary School | Primary | 14 | 0 |
| Braitling Primary School | Primary | 12 | 0 |
| Casuarina Street Primary School | Primary | np | 0 |
| Clyde Fenton Primary School | Primary | 22 | 0 |
| Driver Primary School | Primary | np | 0 |
| Durack Primary School | Primary | np | 0 |
| Gillen Primary School | Primary | 26 | 0 |
| Girraween Primary School | Primary | np | 0 |
| Gray Primary School | Primary | np | 0 |
| Howard Springs Primary School | Primary | np | 0 |
| Humpty Doo Primary School | Primary | 14 | np |
| Jabiru Area School | Primary | np | 0 |
| Jilkminggan School | Primary | np | 0 |
| Jingili Primary School | Primary | np | 0 |
| Karama Primary School | Primary | np | 0 |
| Katherine South Primary School | Primary | np | 0 |
| Lajamanu School | Primary | 29 | 0 |
| Larapinta Primary School | Primary | np | 0 |
| Larrakeyah Primary School | Primary | np | 0 |
| Leanyer Primary School | Primary | np | 0 |
| Ludmilla Primary School | Primary | np | 0 |
| MacFarlane Primary School | Primary | 35 | np |
| Malak Primary School | Primary | 30 | 0 |
| Mamaruni School | Primary | np | 0 |
| Manunda Terrace Primary School | Primary | np | 0 |
| Manyallaluk School | Primary | np | 0 |
| Middle Point School | Primary | np | 0 |
| Millikapiti School | Primary | np | 0 |
| Millner Primary School | Primary | np | 0 |
| Moil Primary School | Primary | np | 0 |
| Moulden Primary School | Primary | 22 | 0 |
| Mutitjulu School | Primary | np | 0 |
| Nakara Primary School | Primary | np | 0 |

ATTACHMENT A cont.

| | | | |
|------------------------------|---------|------------|-----------|
| Nganmarriyanga School | Primary | np | 0 |
| Ngukurr School | Primary | np | 0 |
| Nhulunbuy Primary School | Primary | np | 0 |
| Numbulwar School | Primary | np | 0 |
| Papunya School | Primary | np | 0 |
| Peppimenarti School | Primary | np | 0 |
| Pine Creek School | Primary | np | 0 |
| Ramingining School | Primary | np | 0 |
| Rosebery Primary School | Primary | np | 0 |
| Shepherdson College | Primary | np | 0 |
| Tennant Creek Primary School | Primary | 42 | 0 |
| Ti Tree School | Primary | np | 0 |
| Wagaman Primary School | Primary | np | 0 |
| Wanguri Primary School | Primary | 12 | 0 |
| Woodroffe Primary School | Primary | np | np |
| Wulagi Primary School | Primary | 16 | 0 |
| Yirrkala School | Primary | np | 0 |
| Yuendumu School | Primary | np | 0 |
| TOTAL | | 493 | np |

ATTACHMENT B

Suspensions in Middle Years

Source: Behaviour 2013 - Current

Please note that the data has been provided for the requested purpose only. This data cannot be used for commercial purposes, published or disseminated without written permission from the NT Department of Education.

Data is current at the time of provision.

Data in this report has been sourced from the NT Department of Education's behaviour dataset. The data is subject to change and should be considered indicative only.

Data has been provided on the basis that it is to be used for this specific request and is not for further distribution or publication.

'Number of Students Suspended' is the number of individual students suspended within the time period. A student can be suspended more than once, therefore summing the number of students suspended in each term may exceed the total for the three terms.

np = not published when the number of students is less than 12 to protect student privacy.

| | | TOTAL Number of Students Suspended | TOTAL Number of Students Suspended for Substance Use/Possession |
|---------------------------|--------|---|---|
| Acacia Hill School | Middle | np | 0 |
| Alekarenge School | Middle | np | 0 |
| Alyangula Area School | Middle | np | 0 |
| Angurugu School | Middle | np | 0 |
| Arlparra School | Middle | np | 0 |
| Batchelor Area School | Middle | np | np |
| Borrooloola School | Middle | np | 0 |
| Centralian Middle School | Middle | 90 | np |
| Darwin Middle School | Middle | 39 | 0 |
| Dripstone Middle School | Middle | 42 | np |
| Henbury School | Middle | np | 0 |
| Jabiru Area School | Middle | np | 0 |
| Jilkmanggan School | Middle | np | 0 |
| Kalkaringi School | Middle | np | 0 |
| Katherine High School | Middle | 101 | np |
| Lajamanu School | Middle | np | 0 |
| Mamaruni School | Middle | np | 0 |
| Maningrida College | Middle | np | 0 |
| Nganmariyanga School | Middle | np | 0 |
| Ngukurr School | Middle | np | np |
| Nhulunbuy High School | Middle | np | 0 |
| Nightcliff Middle School | Middle | 20 | 0 |
| Ntaria School | Middle | np | 0 |
| Numbulwar School | Middle | np | 0 |
| Palmerston Senior College | Middle | np | 0 |
| Papunya School | Middle | np | 0 |
| Ramingining School | Middle | np | np |
| Rosebery Middle School | Middle | 121 | np |

ATTACHMENT C

Suspensions in Senior Years

Source: Behaviour 2013 - Current

Please note that the data has been provided for the requested purpose only. This data cannot be used for commercial purposes, published or disseminated without written permission from the NT Department of Education.

Data is current at the time of provision.

Data in this report has been sourced from the NT Department of Education's behaviour dataset. The data is subject to change and should be considered indicative only.

Data has been provided on the basis that it is to be used for this specific request and is not for further distribution or publication.

'Number of Students Suspended' is the number of individual students suspended within the time period. A student can be suspended more than once, therefore summing the number of students suspended in each term may exceed the total for the three terms.

Senior includes students in Year 10 to Year 12.

np = not published when the number of students is less than 12 to protect student privacy.

| | | TOTAL Number of Students Suspended | TOTAL Number of Students Suspended for Substance Use/Possession |
|---------------------------|--------|---|---|
| Angurugu School | Senior | np | np |
| Ariparra School | Senior | np | 0 |
| Casuarina Senior College | Senior | 41 | np |
| Centralian Senior College | Senior | 29 | np |
| Darwin High School | Senior | np | 0 |
| Henbury School | Senior | np | 0 |
| Katherine High School | Senior | 45 | np |
| Maningrida College | Senior | np | 0 |
| Ngukurr School | Senior | np | 0 |
| Nhulunbuy High School | Senior | np | 0 |
| Numbulwar School | Senior | np | 0 |
| Palmerston Senior College | Senior | 40 | np |
| Ramingining School | Senior | np | 0 |
| Shepherdson College | Senior | np | 0 |
| Taminmin College | Senior | 52 | 12 |
| Tennant Creek High School | Senior | np | 0 |
| TOTAL | | 244 | 30 |