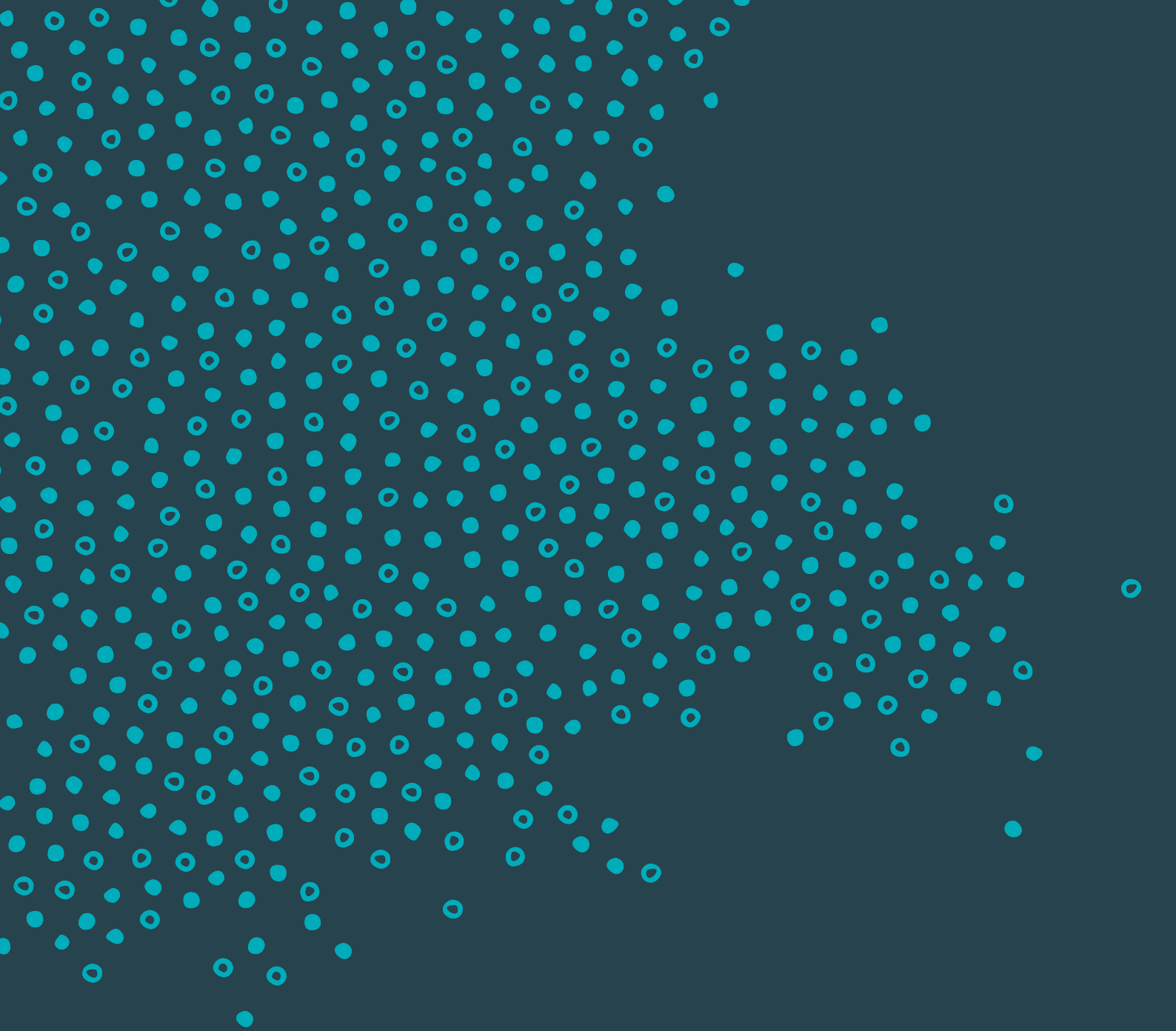




DEPARTMENT OF EDUCATION

Annual Report 2016–17



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

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

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EXECUTIVE

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

29 September 2017

Dear Minister

RE: Department of Education 2016–17 Annual Report

I am pleased to present this report on the activities of the Northern Territory Department of Education from 1 July 2016 to 30 June 2017 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 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 2016–17.
- 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
Chief Executive

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to return to section
contents page.



Click on the left
page footer graphic
to return to main
contents page.



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and web addresses
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are active web links.



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OVERVIEW





OVERVIEW

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ABOUT THE ANNUAL REPORT

The annual report is an integral part of the Department of Education's corporate governance framework, its commitment to accountability and transparency, and its legislative obligations.

This report summarises the department's activities in 2016–17 and its progress towards achieving planned strategies, key actions and performance measures against five strategic goals as outlined in our strategic plan, 'Growing Success Together'. The department's performance against the Northern Territory Budget 2016–17, Budget Paper No.3 and an account of the department's expenditure and financial position is also provided in this report.

This and earlier annual reports are available on our website:
www.education.nt.gov.au


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
- 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 we value your feedback about the annual report. Please email it to infocentre.det@nt.gov.au.



The Department of Education's role is to deliver services to children to maximise their educational outcomes and wellbeing from their early years through to senior years of schooling.

ABOUT US

OUR VISION

Young Territorians are confident and capable global citizens.

OUR STAKEHOLDERS

Northern Territory children and their families are the department's primary stakeholders. The department also works 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.

OUR VALUES

PROFESSIONALISM 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 quality services and advice.

RESPECT We value respect as an essential foundation for working collaboratively with others. Our day to day interactions with children, 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 and children to strive to achieve their best. Staff work efficiently and effectively to achieve high standards and support students to achieve their learning goals.

OUR STRATEGIC DIRECTION

This report captures our progress during 2016–17 against performance targets and key actions outlined in the department's strategic plan, 'Growing Success Together, 2016–18'.

'Growing Success Together' aligns our vision to educate young Territorians to become confident and capable global citizens with our five goals and our priorities, strategies and key actions. All key actions and performance measures are reviewed and updated annually to respond to the needs of young people and schools across the Northern Territory.

OUR GOALS

GOAL
1

A GREAT START FOR CHILDREN

Families are supported to ensure that early development gives children the best possible start in life.

GOAL
2

EVERY STUDENT A SUCCESSFUL LEARNER

Opportunities for successful learning for every student in every school to equip students with the skills and knowledge to prosper in the 21st century.

GOAL
3

QUALITY LEADERS, QUALITY EDUCATORS

Quality leadership, quality staff, uphold high expectations and standards of professional practice at all levels in all schools as the foundation for a high performing and quality education system.

GOAL
4

COHERENT AND CAPABLE ORGANISATION

Responsive, efficient and effective frameworks and timely services to drive operations and inform decision making across the organisation.

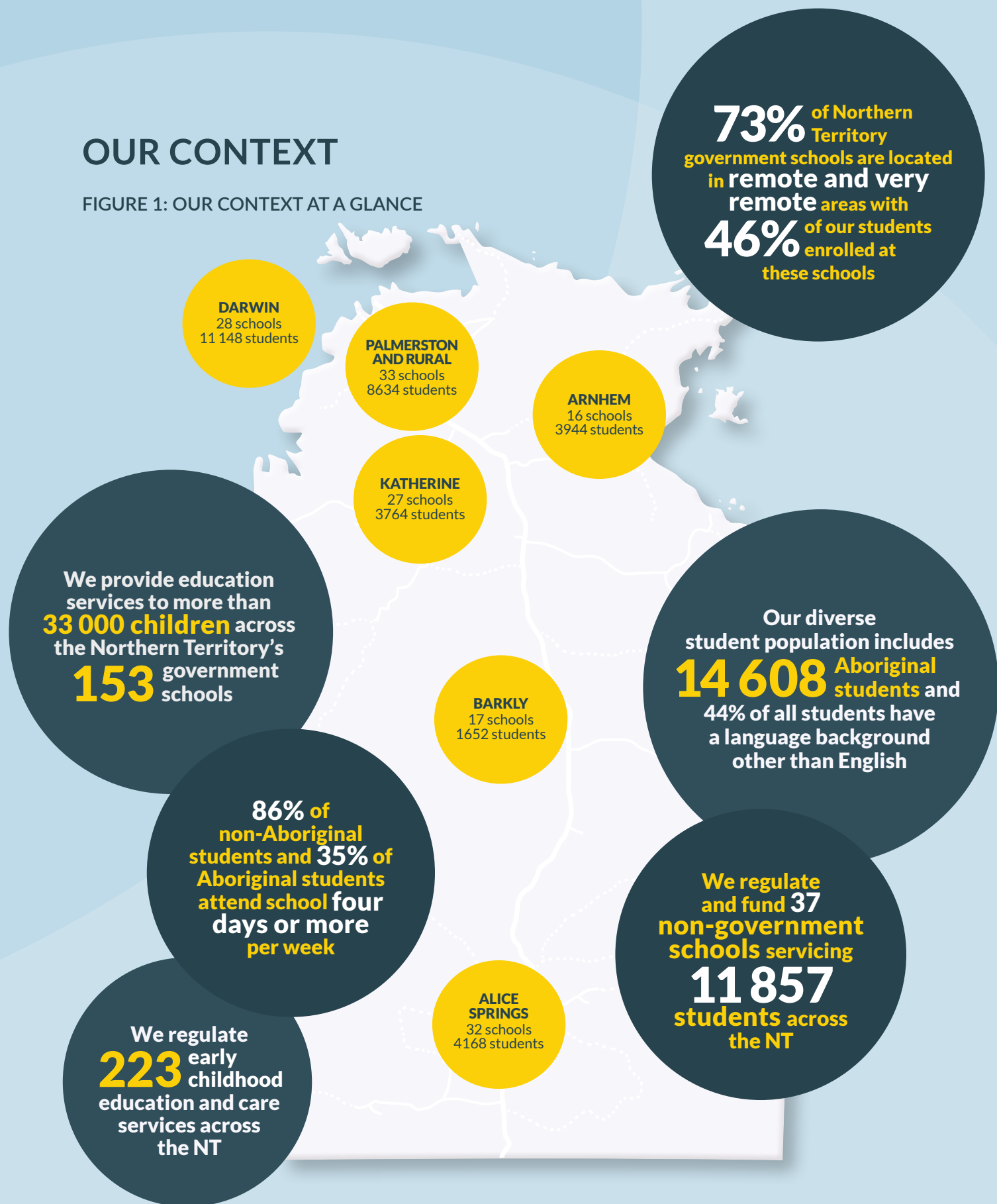
GOAL
5

WORKING TOGETHER

Comprehensive partnerships and collaborations with families, communities, industry, educational institutions, and government agencies contribute to improve access to education, services and improved outcomes for Territory children.

OUR CONTEXT

FIGURE 1: OUR CONTEXT AT A GLANCE



Source: Department of Education

Notes: 1. Based on 2016 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.

CHIEF EXECUTIVE'S FOREWORD



It is my privilege to present the 2016–17 Annual Report for the Department of Education.

It was a year of many achievements for the department in delivering quality services that enable children to have more enriching, safe and healthy lives. This annual report highlights our successes as well as the areas where we must work to improve.

Keeping Northern Territory children at the forefront of everything we do is key to our strategic direction. The strength of our educational programs and our investment in people and systems have provided a solid platform for educating young Territorians to become confident and capable global citizens.

This year we maintained focus on those programs and initiatives that we know are making a positive difference in our schools, for our students and for their futures. We continued to invest in early childhood education programs and we have expanded our Families as First Teachers program by 10 new program sites, taking the total to 32 sites across the Territory.

In 2017, \$426 million was distributed directly to schools for operational expenses through the global school budget model which provides schools with a high degree of flexibility to offer quality programs that suit their context. We also commenced an independent review of the global school budget model to ensure it is equitable, meets student needs, and is transparent and efficient.

The 2016 NAPLAN results confirm that our attention must remain on closing the gap in educational outcomes for our students. It is however, pleasing to see that the six-year cohort gains from 2010 to 2016 achieved by Northern Territory students in their NAPLAN scores have been stronger compared to performance nationally for three of the four NAPLAN domains, with the exception of the writing domain, which was on par with the rest of Australia. We will continue to focus on implementing a range of evidence based programs and systemic activities, to carry on being the system that makes the greatest gains across education in Australia.

We are continuing to provide better support and education for children with additional needs through a range of programs, including children with high-support educational needs in the Palmerston and rural areas now having access to a special education facility,

with the completion of the \$19.55 million Forrest Parade School in October 2016.

Every effort made to support students to access and stay engaged in secondary education is an investment in their future opportunities. We are providing a range of flexible options including part-time senior secondary schooling options, access to vocational education and training, and employment pathways in schools, including for remote and very remote students.

We are continuing to invest in creating and enhancing new learning environments for our children with 86 major infrastructure projects completed or progressed during the year.

Our students are supported by a workforce of over 4200 employees including over 2500 teachers. At 13.9 per cent, the department's proportion of Aboriginal employees is higher than the overall Northern Territory Government rate. We will continue to focus on growing this number through our 'Indigenous Employment and Workforce Strategy 2016–2020'.

As the skills needed in the future workforce evolve so too must our education system and our children's skills and knowledge. We remain focussed on increasing student engagement and building teacher capability in science, technology, engineering and mathematics learning, including coding, to equip students with the skills and knowledge to prosper in the 21st century.

These achievements are a testament to the wonderful efforts and support of our communities, our staff, students and their parents and carers and we look forward to improving our student outcomes in 2017–18.

As we head towards 2017–18, we look to strengthen our purpose, clarity, focus and commitment as an agency, as we strive to become the most improving education system in Australia. We will achieve this by growing our partnerships with families, communities, non-government organisations and other government agencies, building on what we know is working to see every child achieve their full potential.

Vicki Baylis Chief Executive
29 September 2017

OUR PERFORMANCE OVERVIEW

The department's performance scorecards summarise our performance in 2016–17 against the performance targets and key actions in our strategic plan as well as the key performance indicators set out in the Northern Territory Budget 2016–17 – Budget Paper No.3.

See more on our performance in these areas in Appendices 1 and 2.

TABLE 1: SUMMARY OF PERFORMANCE AGAINST KEY ACTIONS IN OUR STRATEGIC PLAN

GOAL 1	STRATEGIC PLAN KEY ACTIONS FOR 2016–17 <i>(key actions are developed by calendar year to align with schools' operation)</i>	COMPLETED	DETAILS
A GREAT START FOR CHILDREN	Lift the quality rating of early childhood education and care services to meeting or exceeding national quality standards.	✓	National Quality Framework page 26
	Continue to expand the delivery of Families as First Teachers program into urban areas and additional remote communities.	✓	Families as First Teachers Program page 24
	Improve attendance of families and children in early childhood programs.	Ongoing	Families as First Teachers Program page 24
GOAL 2	STRATEGIC PLAN KEY ACTIONS FOR 2016–17 <i>(key actions are developed by calendar year to align with schools' operation)</i>	COMPLETED	DETAILS
EVERY STUDENT A SUCCESSFUL LEARNER	Implement a school wide positive behaviour framework to provide a consistent approach to behaviour and wellbeing in schools and provide timely interventions that support the learning needs of students.	Ongoing	Supportive Learning Environments and Student Wellbeing page 36
	Continue the rollout of agreed whole school approaches to literacy and numeracy in schools.	✓	Contemporary Curriculum page 33
	Provide support and pathways to all students in the middle and senior years to increase Northern Territory Certificate of Education and Training completions.	✓	Quality Middle and Senior Years Education page 40
	Provide alternative education and enriched educational experiences through a range of arts, sporting programs and cultural activities, with a particular focus on disengaged students.	✓	Engagement page 38
	Implement the Abilities Based Learning and Education Support (ABLES) program for students in special schools and centres.	✓	Supportive Learning Environments and Student Wellbeing page 36
	Build partnerships with professional organisations and industry to support student access to high quality programs across science, technology, engineering and mathematics.	✓	Contemporary Curriculum page 33 Upskilling Our Teachers in Digital Technology page 62

GOAL 3	STRATEGIC PLAN KEY ACTIONS FOR 2016–17 (key actions are developed by calendar year to align with schools' operation)	COMPLETED	DETAILS
QUALITY LEADERS, QUALITY EDUCATORS	Strengthen and support the professional development for middle leaders, and aspiring and practising principals to ensure they have the necessary knowledge and skills to lead and manage a school.	✓	Mentoring For Principals page 63 Leadership Programs page 64
	Provide support and professional learning to equip early career teachers with the knowledge and skills to meet learning needs of the students.	✓	Supporting New Staff page 56 and professional development activities outlined in the Goal 3 section
	Provide training to educators to support effective use of data to improve student outcomes.	✓	Supporting Effective Use Of Data page 61
	Implement quality assurance processes to ensure consistency in assessment of student learning.	✓	Quality Assurance Processes page 63
	Scope the development of a teaching framework for the NT that articulates how we deliver high quality, evidence based and consistent teaching strategies and approaches in schools.	✓	NT Teaching and Learning Framework page 56
GOAL 4	STRATEGIC PLAN KEY ACTIONS FOR 2016–17 (key actions are developed by calendar year to align with schools' operation)	COMPLETED	DETAILS
COHERENT AND CAPABLE ORGANISATION	Implement the Workforce and Career Development Strategy to build the capability of our workforce, including a focus on developing and increasing the number of Aboriginal employees.	✓	Strategic Workforce Plan page 55 and activities are outlined in the Our People and Goal 3 sections
	Provide funding to schools that assists the recruitment of staff to meet the needs of their students and school community.	✓	Supporting Schools page 69
	Review the student needs-based funding model and provide financial management support to school leaders and administrators.	✓	Supporting Schools page 69 and Financial Report page 148
	Develop and deliver improved data systems to support school and system effectiveness and continuous improvement.	Ongoing	Evidence Based Decision Making page 70
	Develop and commence a five year strategy to prioritise and deliver multiple work projects to upgrade and contemporise school infrastructure.	✓	Infrastructure page 71 and Community Prosperity page 123
	Develop region and school effectiveness frameworks that drive continuous improvement.	Ongoing	School and Regional Reviews page 70
	Expand the roll out of the Independent Public Schools model.	✓	Independent Public Schools page 69
GOAL 5	STRATEGIC PLAN KEY ACTIONS FOR 2016–17 (key actions are developed by calendar year to align with schools' operation)	COMPLETED	DETAILS
WORKING TOGETHER	Collaborate with families, communities and stakeholders, including industry and service providers, to increase local decisions regarding the delivery of early childhood, and education service particularly in remote and very remote communities.	Ongoing	Partnerships page 76
	Coordinate efforts across government agencies and non-government organisations to support children and student wellbeing and attendance.	✓	Supporting School Attendance page 77
	Work with the Australian Government to establish sustainable funding for schools and early childhood education and care services.	Ongoing	Commonwealth Government Partnerships page 90
	Embed the new partnership arrangements between the Northern Territory Government and Charles Darwin University.	✓	Charles Darwin University/ NTG Partnership page 87
	Work with the Teacher Registration Board to update the Teacher Registration (Northern Territory) Act to support national reforms to improve initial teacher education courses.	Ongoing	Partnerships page 76

OUR PERFORMANCE HIGHLIGHTS

2016-2017 HIGHLIGHTS

\$426M

distributed directly to schools, boosted by an extra \$20M for school resourcing

\$20.03M Dawurr regional boarding facility completed, providing boarding for up to 40 Nhulunbuy High School students



922

students attained the Northern Territory Certificate of Education and Training, an **increase of 85 completions** and the largest cohort to date

7 NEW

international sister school partnership arrangements formalised, taking the total number to 17

10 new Families as First Teachers sites commenced operation, taking the **total number of sites across the NT to 32**

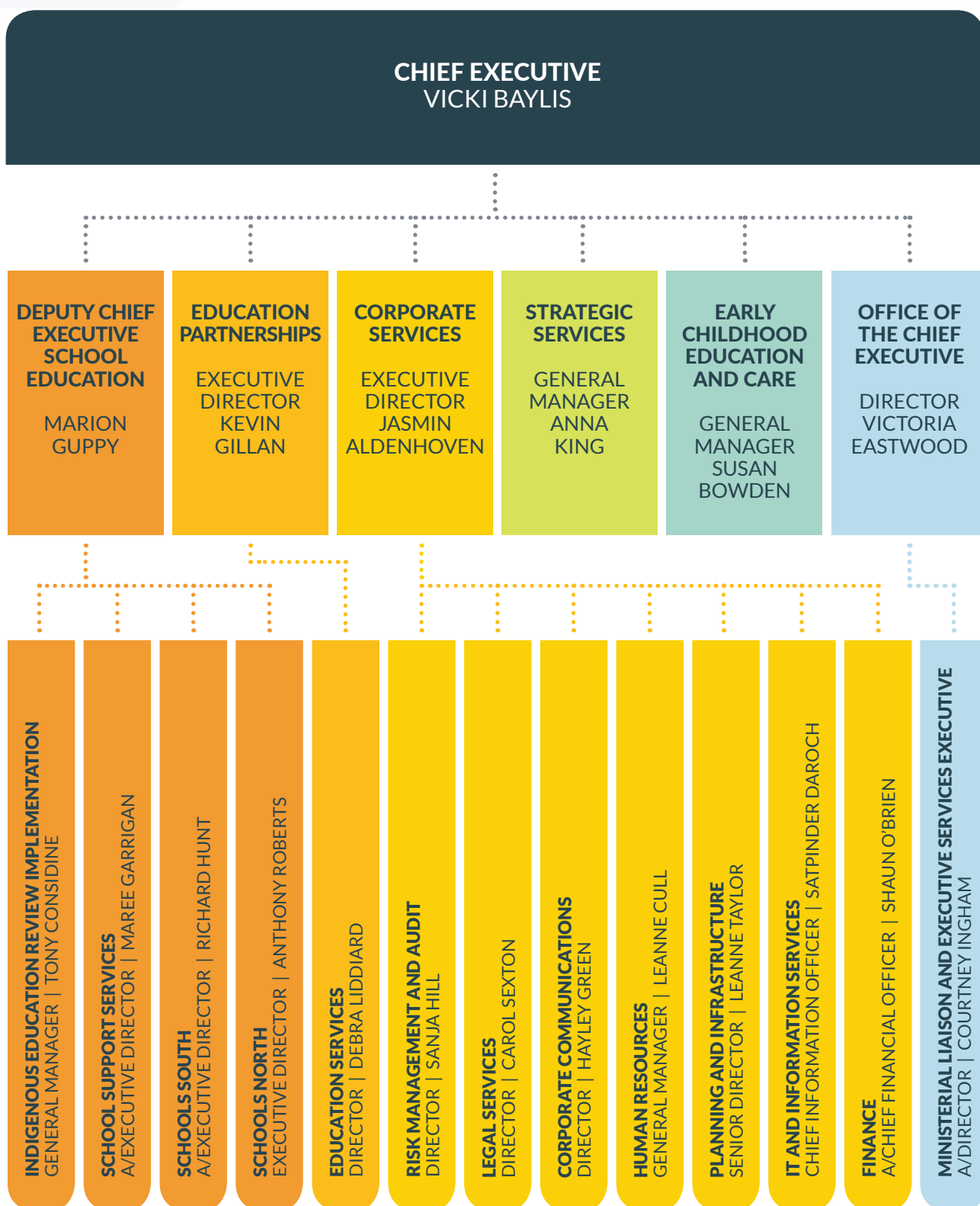
Implemented NT Preschool Curriculum in all government schools

\$19.55M

Forrest Parade School completed, catering for students with special needs

OUR ORGANISATION

OUR ORGANISATIONAL CHART AS AT 30 JUNE 2017



OUR SENIOR MANAGEMENT TEAM AS AT 30 JUNE 2017

The Senior Management Team provides strategic direction to ensure we deliver quality educational services to achieve our vision of young Territorians becoming confident and capable global citizens.



VICKI BAYLIS
CHIEF EXECUTIVE
SCHOOL EDUCATION

.....

Vicki started with the department in 2010 as the Executive Director, Schools – Arnhem and Palmerston and Rural regions. She has more than 30 years experience in the education sector. Vicki has extensive experience working with Aboriginal students, families and school communities. She has implemented and delivered a range of strategic initiatives through developing strong internal and external partnerships.



MARION GUPPY
DEPUTY CHIEF EXECUTIVE
SCHOOL EDUCATION

.....

Marion has worked in education for more than 25 years. She began her career in Victoria before moving to the Northern Territory, where she has worked in regional and remote schools across the Territory, and has performed Regional Director and Executive Director roles within the department.

In mid-2015, Marion assumed her current role of Deputy Chief Executive for School Education.



DR KEVIN GILLAN
EXECUTIVE DIRECTOR
EDUCATION PARTNERSHIPS

.....

Kevin was a former District Director and principal in various regions of Western Australia before joining the department in 2006. In the Territory, Kevin has been General Manager of Schools (Palmerston and Rural), Executive Director of Schools North and Head of School Education and Training Operations.



ANTHONY ROBERTS
EXECUTIVE DIRECTOR
SCHOOLS NORTH

Anthony is the department's Executive Director, Schools North. His previous roles in the department have included General Manager of Human Resources, Regional Director, Darwin Region and Acting Executive Director, Darwin/Katherine Directorate.



JASMIN ALDENHOVEN
EXECUTIVE DIRECTOR
CORPORATE SERVICES

Jasmin joined the department in September 2014 as Chief Financial Officer/Executive Director Corporate Services with oversight of financial services, planning and infrastructure and information technology. In November 2016, Jasmin's role broadened to also overseeing the majority of corporate areas across the department as Executive Director, Corporate Services.



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 in 1999. 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 is currently the General Manager Strategic Services.

OUR SENIOR MANAGEMENT TEAM AS AT 30 JUNE 2017



TONY CONSIDINE
GENERAL MANAGER
INDIGENOUS EDUCATION
REVIEW IMPLEMENTATION

.....

Tony has worked in education for 30 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. He has worked in the Northern Territory for the last 11 years as Principal of Taminmin College and in senior department positions, including Director of Vocational Education and Training in Schools, General Manager of Pathways and General Manager of Participation Pathways and Engagement. Tony is currently the General Manager Indigenous Education Review Implementation.



SHAUN O'BRIEN
ACTING CHIEF
FINANCIAL OFFICER

.....

Shaun joined the department in 2010 as Director of Corporate Accounting, a senior role in the Finance team. He has performed the Chief Financial Officer (CFO) role on a number of occasions. After a short stint away from late 2014, Shaun recommenced with the department as Director of Corporate Accounting in early 2016.



LEANNE CULL
GENERAL MANAGER
HUMAN RESOURCES

.....

Leanne is a Territory local who joined the department in 2016 as General Manager of Human Resource Services. She has worked in human resources and workplace relations roles for more than 25 years, including organisations in the private sector, federal government and Northern Territory Government.



RICHARD HUNT
ACTING EXECUTIVE
DIRECTOR
SCHOOLS SOUTH

Richard has more than 40 years of experience as an educator. He has spent the last 32 years with the department in school and corporate positions across the Northern Territory, including teacher and senior teacher at Sanderson High School, Senior Education Officer and Director School Operations South.



SUSAN BOWDEN
GENERAL MANAGER
EARLY CHILDHOOD
EDUCATION AND CARE

Susan has worked in education for 30 years. She began her career in Queensland working in schools and office based positions. For the last 14 years she has worked in the Northern Territory as a principal and in senior positions including General Manager Student Services, Senior Director Centre for School Leadership, Learning and Development, Director School Performance, Executive Director School Support Services and Deputy Chief Executive School Education. Susan is currently the General Manager Early Childhood Education and Care.



VICTORIA EASTWOOD
DIRECTOR
OFFICE OF THE CHIEF
EXECUTIVE

Victoria commenced working for the Department of Education in 2011. Since that time, she has occupied a number of leadership roles within school education, in particular within schools policy and enrolment and attendance.

GOAL 1: A GREAT START FOR CHILDREN



GOAL 1: A GREAT START FOR CHILDREN

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- 23 | INTERGRATED CHILD AND
FAMILY SERVICES
- 24 | FAMILIES AS FIRST TEACHERS PROGRAM
- 26 | NATIONAL QUALITY FRAMEWORK
- 28 | PRESCHOOL
- 29 | RECOGNISING OUTSTANDING
ACHIEVEMENTS

INTRODUCTION

We work with families, communities, other government agencies and non-government organisations to continue to improve child wellbeing and to prepare children for school, particularly Aboriginal children and children living in remote areas. Children who receive quality early childhood education and health services from birth have a positive attitude to learning when they start school, are more resilient and have better learning, development and health outcomes overall.

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

The 'Great Start, Great Future – Northern Territory Early Years Strategic Plan 2016–2020' is a foundation document for the whole-of-government 'Early Childhood Development Strategic Plan', which is being led by the Department of the Chief Minister. The department is actively contributing to the plan's development.

The department continues to build a strong foundation and good outcomes for young children through the Indigenous Education Strategy 2015–2024, which includes a focus on providing Aboriginal children with quality early childhood education and development programs.

The department continues to build a strong foundation and good outcomes for young children through Great Start, Great Future - Northern Territory Early Years Strategic Plan 2016-2017 and the Indigenous Education Strategy 2015-2024



INTEGRATED CHILD AND FAMILY SERVICES

Integrated early years services are offered through child and family centres and the Commonwealth Government's 'Connected Beginnings' program.

Child and family centres are located on or near a school and are accessible to local communities. They include 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 and non-government organisations.

In August 2016, the Larapinta Child and Family Centre opened in Alice Springs. It became the

sixth purpose-built integrated services facility in the Northern Territory, along with centres at Gunbalanya, Maningrida, Ngukurr, Yuendumu and Palmerston.

The Connected Beginnings program is a Commonwealth Government-funded initiative that helps prepare vulnerable children for school by supporting the delivery of integrated child and family health and support services. That includes providing outreach and support so that more Aboriginal families may become involved in early childhood education. The program is delivered in Alice Springs, Tennant Creek and Galiwin'ku.

Young mothers, strong mothers

The 'Young Mothers, Strong Mothers' program supports young women under 25 who are pregnant or parenting. The mothers can access parenting support, child health checks, early childhood immunisations and child care. The program also helps young mothers identify their learning and training needs and complete their education, including attaining a qualification.

In May 2017, 18 mothers with 21 children were enrolled in the program at the Palmerston Child and Family Centre. All the mothers were working towards completing a Certificate II in Community Services, which can contribute towards their Northern Territory Certificate of Education and Training and help them with future employment. The program was developed by the Department of Health in consultation with the Department of Education, which oversees the program.

Photo: Mothers participating in the program.



FAMILIES AS FIRST TEACHERS PROGRAM

The 'Families as First Teachers' (FaFT) program provides quality early child and family support programs for children aged from birth to five years and their families.

The program commenced in 2009 and is currently operating in 32 sites across the Northern Territory (30 remote and two urban sites). In 2016–17, 1887 children and 1792 parents/carers participated in the program at an average of one day a week. The program employs 77 staff, including 48 local Aboriginal staff.

In 2016–17, 10 new FaFT sites started: eight sites in the remote communities of Arlparra, Barunga/Wugularr, Nganmarriyanga, Alpurrurulam, Tennant Creek, Jilkminggan/Mataranka, Minyerri and Pularumpi/Milikapiti and two urban sites at Ludmilla Primary School and Mimik-ga Centre.

In 2017, the number of sessions available to families increased to five days per week, giving them better support.

The FaFT 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 early development and enhances their lifelong education, health and wellbeing outcomes. The program uses the Abecedarian Approach Australia (3a), a set of evidence-based teaching and learning strategies delivered through play-based LearningGames®, conversational reading, language priority and enriched caregiving to maximise children's learning outcomes. This early learning approach

focusses on children and families playing and interacting to improve learning outcomes.

The department is working 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 FaFT program. The three-year research study, 'Building a Bridge into Preschool', aims to measure the increase in school readiness of young Aboriginal children in the two remote communities of Maningrida and Galiwin'ku who participate in the FaFT program. The research study was completed in June 2017. An interim research report will be completed by December 2017, and a final research report is expected to be completed in 2018. Findings from the final report will inform the development of actions and strategies to support 3a in FaFT programs.



Enabling parents and their knowledge in FaFT

The aim of the Families as First Teachers program is to build parents' capacity through the program's support and adult learning activities that are linked to children's learning and development. It also aims to improve the parents' own literacy and numeracy skills. Ms Verity Burrungwa from Galiwin'ku, Elcho Island, is an excellent case study of the program's potential to harness the knowledge of parents.

Ms Burrungwa attended the FaFT program with two of her children. She demonstrated her leadership skills with other parents and maximised her interaction with her daughter during early learning activities, LearningGames® games and conversational reading.

Since 2015 after completing the program, Ms Burrungwa has been successful in several work positions, including FaFT Playgroup Leader, FaFT Research Support Officer and Preschool Assistant Teacher at Shepherdson College.

Ms Burrungwa has been instrumental in introducing the Abecedarian Approach Australia into the preschool and keeping it as a strong connection for children and families transitioning to preschool. She is a positive community role model who balances her work, study, home and cultural responsibilities.

Ms Burrungwa has completed her 3a practitioner training and is currently studying a Certificate III in Education Support with the Batchelor Institute of Indigenous Tertiary Education.

Photo: Verity Burrungwa with her daughter.

Building a Bridge into Preschool

To celebrate participation of their youngest community members in the 'Building a Bridge into Preschool' research study, Maningrida and Galiwin'ku communities held closing ceremonies in May 2017. All children and families who participated in the study were acknowledged and recognised for their dedication and commitment.

At Maningrida, more than 120 community members came together for the ceremony to recognise the dedication and commitment of children and their families, representing more than eight language groups.

At Galiwin'ku, the ceremony was attended by some 200 community members. Galiwin'ku FaFT organised a special gift-giving ceremony, and local parents and educators danced in a bungul (which means 'celebration with story' in Aboriginal culture).

Locally handwoven pandanus baskets and handcrafted animals by renowned local artist Ms Mavis Warngilna Ganambarr were presented to the University of Melbourne research team and representatives from the Department of Education. Two of Ms Warngilna Ganambarr's grandchildren took part in the research.

Children were presented with a certificate and an awards bag containing educational games and books and wall planners for parents.

Photos: Lakita Taylor and Jim Taylor at the Maningrida ceremony.

**10 new Families
as First Teachers sites
commenced operation,
taking the total number
of sites to 32 across
the NT**



NATIONAL QUALITY FRAMEWORK

A priority for the department is to continue to improve the quality of early childhood education and care services across the Northern Territory.

The National Quality Framework regulates and provides a quality assurance and improvement system for education and care services. An important aspect of this framework is the National Quality Standard, which sets a high, national benchmark on seven quality areas that are important to outcomes for children. This helps families make informed decisions about the services that provide education and care to their child.

The Northern Territory regulatory authority, Quality Education and Care, Northern Territory, is located in the department and administers the National Quality Framework.

In total, the Northern Territory has quality rated 91 per cent of services (204 services) against the National Quality Standard, which is consistent with the national rate of assessment and rating of services.

Assessments of remaining services are being finalised or have been postponed because these services were newly opened or attendance at some remote preschools was below the number required to be within the scope of the National Quality Framework.

Berry Springs Preschool and Kentish Lifelong Learning and Care were two services out of 52 nationally to be awarded an 'excellent' rating by the Australian Children's Education and Care Quality Authority.

During 2016–17, 13 education and care services were rated as 'exceeding' the National Quality Standard including:

- Arnhem Early Learning Centre
- Bakewell Outside School Hours Care
- Driver Preschool
- Essington School Darwin Preschool Childcare Centre
- Girraween Primary School Council Outside School Hours Care
- Goodstart Early Learning Moulden — Temple Terrace
- Ida Standley Preschool
- Kingdom Kids Early Learning Centre
- Nightcliff Community Early Learning Centre
- NT Explorers Early Education
- Parap Preschool
- Preeti Kunj Child Care Centre
- Tindal Preschool.

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

- implemented a Driving Quality Action Plan, which has identified areas and factors affecting the overall quality ratings of education and care services and implemented strategies in response
- promoted the Early Childhood Transitioning Package developed by the department to support educators in the implementation of the National Quality Standard
- facilitated an outside school hours care forum to identify the needs of the sector and promote collaboration between schools and outside school hours care services
- held a conference in response to the outside school hours care forum
- supported Australian Children's Education and Care Quality Authority in the provision of an outside school hours care workshop about programming and planning
- engaged with Industry Skills Australia to support a 'Prepare-Trial-Hire' project connecting young people interested in working in the education and care sector with potential employers.

This has seen improvement in the quality of education and care services across the Northern Territory.

In 2016–17, 73 services were reassessed and rated, and 48 services were partially reassessed. Quality ratings for all education and care services in meeting or exceeding the National Quality Standard increased by 20 percentage points, from 39 per cent at 30 June 2016 to 59 per cent at 30 June 2017. Quality ratings for Northern Territory government preschools increased by 14 percentage points, from 45 per cent to 59 per cent over the same period.

In 2016–17, the department provided \$4.73 million to subsidise 4944 early childhood education and care places in the Northern Territory to reduce costs to families and support access to services. This represents a decrease of 475 subsidised early childhood education and care places compared to 2015–16.

This is due to fluctuations in service demand and staffing levels at some services, which may result in services operating at a lower capacity at times during the year.

Quality ratings for all education and care services in meeting, or exceeding, the National Quality Standard increased by 20 percentage points

**TABLE 2: SUBSIDISED EARLY CHILDHOOD PLACES
OUTPUT BUDGET PAPER NO. 3 KEY DELIVERABLES**

PERFORMANCE MEASURES	2012–13 ACTUAL	2013–14 ACTUAL	2014–15 ACTUAL	2015–16 ACTUAL	2016–17 ESTIMATE	2016–17 ACTUAL
Subsidised early childhood places	4 221	4 401	5 169	5 419	5 489	4 944

Source: Department of Education and 2013–14, 2014–15, 2015–16, 2016–17 and 2017–18 Budget Paper No. 3.

Note: 1. Approved long day care and family day care places, excluding budget-based remote services funded by the Commonwealth Government.
2. The 2016–17 estimate figures reflect planned figures from Budget Paper No. 3.

**TABLE 3: NUMBER OF EDUCATION AND CARE PLACES ACROSS
THE NORTHERN TERRITORY BY REGION AT 30 JUNE 2017**

SERVICE TYPE	DARWIN	PALMERSTON AND RURAL	ARNHEM	KATHERINE	ALICE SPRINGS	BARKLY	TOTAL
Long day care	2 126	1 659	211	280	483	50	4 809
Three year old kindergarten	22	0	0	0	24	0	46
Outside school hours care	1 904	1 575	80	185	385	0	4 129
Preschool	982	1 028	256	392	594	128	3 380
Total	5 034	4 262	547	857	1 486	178	12 364

Source: National Quality Agenda IT system.

Note: Family day care services are not included in the above table as they are not issued with a maximum number of places.

PRESCHOOL

The department provides access to 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 can access a free preschool program for 15 hours per week (600 hours per year) under the National Partnership Agreement on Universal Access to Early Childhood Education in the year before they commence full-time schooling. In 2016–17, 98.2 per cent of non-Aboriginal students and 98.6 per cent of Aboriginal students were enrolled in preschool, exceeding the department's strategic plan target for 2018.

As part of the Indigenous Education Strategy 2015–2024, the department developed the Northern Territory Preschool Curriculum, which is specific to the Northern Territory's context. It is a practical guide to assist teachers and early childhood educators to implement the five outcomes of the Early Years Learning Framework for children aged from three to five. It also supports intentional teaching of language,

The Northern Territory Preschool Curriculum launched in July 2016 and implemented in all NT government preschools.

literacy and numeracy through play-based learning and aligns with the Australian Curriculum to help provide seamless learning from preschool to Transition.

The Northern Territory Preschool Curriculum was launched in July 2016 and has been implemented in all government preschools across the Northern Territory. A series of workshops on the curriculum was delivered to more than 150 teachers and educators across all regions in Semester 2, 2016. More workshops will be run in 2017–18.

The curriculum has also been distributed to all non-government schools and long day care centres and to a range of early childhood stakeholders, including interstate education services, the tertiary sector and consultants working in the private sector. The curriculum is available on the department's website: www.education.nt.gov.au

TABLE 4: PRESCHOOL EDUCATION IN GOVERNMENT SCHOOLS - OUTPUT BUDGET PAPER NO. 3 KEY DELIVERABLES AND STRATEGIC PLAN PERFORMANCE STRATEGIC PLAN PERFORMANCE MEASURES

PERFORMANCE MEASURES – BP3	2012–13 ACTUAL	2013–14 ACTUAL	2014–15 ACTUAL	2015–16 ACTUAL	2016–17 ESTIMATE	2016–17 ACTUAL
Total preschool student enrolments ¹	3 440	3 461	3 247	3 370	3 539	3 396
Aboriginal preschool student enrolments ¹	1 347	1 446	1 261	1 305	1 349	1 302
Total preschool attendance rates						
non-Aboriginal	88%	88%	88%	87%	88%	87%
Aboriginal	61%	60%	61%	60%	61%	59%
PERFORMANCE MEASURE – STRATEGIC PLAN	2012–13 ACTUAL	2013–14 ACTUAL	2014–15 ACTUAL	2015–16 ACTUAL	2018 TARGET	2016–17 ACTUAL
Proportion of children enrolled in preschool the year before full time schooling for 600 hours per year						
non-Aboriginal	-	-	94.4%	91.3%	95%	98.2%
Aboriginal	-	-	96.7%	94.5%	95%	98.6%

Source: Department of Education and 2013–14, 2014–15, 2015–16, 2016–17 and 2017–18 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 2016–17 estimate figures reflect planned figures from Budget Paper No. 3.

RECOGNISING OUTSTANDING ACHIEVEMENTS

The Northern Territory Education and Care 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 4 October 2016 at Parliament House in Darwin. The award recipients attended a study tour to New Zealand, where they visited 10 early childhood education and care services in contexts and environments different to those in the Northern Territory. The tour focussed on the areas of quality provision, different models of practice and cultural competence. The tour gave participants a chance to share their learning with colleagues and the broader sector to improve the quality of education and care services in the Northern Territory.

AWARD CATEGORY	AWARD WINNER
Outstanding Leadership	Christine Tayler, Darwin Family Day Care
Outstanding Educator	Myfanwy (Varn) Baker, Millner Preschool
Emerging Professional Educator	Melanie Smith, Nhulunbuy Childcare Service
Outstanding Education and Care Service in Preschool	Alekarenge Preschool
Outstanding Education and Care Service in Long Day Care and Three Year Old Kindergarten	Murraya Children's Centre
Outstanding Education and Care Service in Outside School Hours Care	Holy Spirit Catholic Primary School Outside School Hours Care
Outstanding Education and Care Service in Budget Based Funded Services	Katherine Isolated Children's Service
Outstanding Achievement in Sustainable Practice	Nightcliff Early Learning Centre
Outstanding Achievement in Community Engagement	Murraya Children's Centre

Photo: Northern Territory Education and Care Award winners.



GOAL 2: EVERY STUDENT A SUCCESSFUL LEARNER





GOAL 2: EVERY STUDENT A SUCCESSFUL LEARNER

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INTRODUCTION

We provide opportunities for successful learning for every student in every school through high-quality learning programs, ensuring the wellbeing of our students and robust assessments across all years of schooling.


CLOSING THE GAP IN EDUCATIONAL OUTCOMES FOR ABORIGINAL STUDENTS

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

Our 'Indigenous Education Strategy 2015–2024' is a 10-year plan for setting the direction for Aboriginal education in the Northern Territory. The strategy was designed in four implementation stages so that after each stage we can make sure we understand what is working well and what needs adjusting.

Our Indigenous Education Strategy is now in its third year of implementation (first stage). Under the strategy, actions focus on the five key elements to improve educational outcomes for Aboriginal students:

- Foundations: children have the skills and attributes they need to succeed in their education.
- Essentials: students achieve age benchmarks in literacy and numeracy in their primary years of schooling and plan for their secondary education with confidence.
- Pathways: students complete schooling well equipped to take up employment, training and higher education opportunities.
- Engagement: children at all stages of schooling attend school regularly and are supported in their education by their families and community, school attendance and student wellbeing.
- Workforce: skilled and motivated educators.



Our 'Indigenous Education Strategy 2015–2024' is a 10-year plan for setting the direction for Aboriginal education in the Northern Territory

Policy, programs and actions under the strategy are described throughout this annual report.

The key elements of the strategy commence in the early years of a child's education through to their primary, middle and senior years and supports Aboriginal students to achieve education outcomes equal to or better than other students across Australia.

An independent evaluation of the first stage implementation was underway at year end, conducted by ACIL Allen Consulting. The final evaluation report is expected in Semester 2, 2017. A progress evaluation report in mid-2016 assessing the strategy's implementation progress and projects has helped inform implementation of the first stage and development of the next stage implementation plan, from 2018 to 2020.

The implementation plan for stage 2 is under development. It focusses on local decision making to give communities the opportunity to take the lead in planning and delivering education services in their schools.

Targeted consultation was also conducted with key stakeholders across the Territory from March to May 2017 to inform the plan's development.

CONTEMPORARY CURRICULUM

We continued to deliver quality evidence-based programs and a contemporary curriculum that meets the needs of students.

LITERACY AND NUMERACY

Evidence tells us that students who experience explicit teaching practices perform better than students who don't and that explicit teaching is particularly effective in relation to literacy and numeracy.

Explicit teaching is a way to engage and motivate students by actively involving them in their own learning, setting high expectations and celebrating success. Explicit teaching of literacy and numeracy is being delivered in remote and very remote schools through two programs: 'Direct Instruction' and 'Literacy and Numeracy Essentials' (LANE).

After consultation with communities, Direct Instruction, using explicit teaching methodology, was delivered in 17 remote and very remote government schools in the Northern Territory in 2016–17. This program provides 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 2017, 1316 students participated in Direct Instruction for reading, writing and language from transition to year 7. To support implementation of the program, 105 school principals, teachers and assistant teachers participated in intensive training delivered by international experts from the National Institute for Direct Instruction. The program, partially funded by the Commonwealth Government, will be evaluated through the Flexible Literacy for Remote Primary Schools Programme.

LANE has been developed under the Indigenous Education Strategy to meet the specific, contextual needs of our remote and very remote students. LANE comprises an explicit teaching model and detailed developmental maps of student growth in literacy

and numeracy skills. The learning progressions show teachers the precise skills students require to achieve in literacy and numeracy.

In 2017, 40 Northern Territory government remote and very remote schools began implementing the program, and a further 39 started professional learning in preparation for the start of the program in Semester 2, 2017.

Read, Write, Inc., which is a teaching resource to support the implementation of LANE, was implemented across 28 government schools, with another 13 schools preparing to commence in Semester 2, 2017.

Read, Write, Inc. is a structured approach to teaching literacy by teaching students early sounds and phonics using books. This program has been found to be effective for students who speak English as an additional language because the books show how literacy is used in the context of whole texts and stories, not just disconnected words.

Teachers are using the stories to build students' knowledge and language around literature and what life is like for people in other communities.

Training sessions on Read Write Inc. were delivered to classroom teachers and assistant teachers in Darwin and Alice Springs regions during the year. In total, 35 schools were involved in the training, with 65 teachers, 26 assistant teachers and 31 regional office staff participating.

Belyuen School students improving

Belyuen School is one of the schools trialling the Literacy and Numeracy Essentials (LANE) program. As a result of this trial, Belyuen School is now starting to see improved student outcomes. In particular, the school is celebrating significant improvements in phonics using the LANE recommended resource, Read Write Inc. Belyuen School is not alone in its success, with many Northern Territory government schools now starting to see significant improvements in student outcomes since the implementation of LANE.



The department is increasing student engagement in STEM learning through implementation of the Australian Curriculum in STEM including coding to equip students with the skills and knowledge to prosper in the 21st century

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

We know that expanding our science, technology, engineering and mathematics (STEM) skills base is essential to economic growth and prosperity. We are building teacher capability and increasing student engagement in STEM learning. Information about professional learning activities for teachers in STEM is in the 'Goal 3' section of this annual report.

The department is increasing student engagement in STEM learning through implementation of the Australian Curriculum in STEM. That includes coding to give students the skills and knowledge to prosper in future.

Education ministers across Australia have endorsed the National STEM School Education Strategy, a comprehensive plan for STEM education in Australia. A STEM strategy for our schools is being developed in collaboration with the Northern Territory Board of Studies and aligned to the objectives of the national STEM strategy.

Photo: Baniyala Garrangali School students programming Sphero Robots.

In 2016–17, the department continued to engage students in STEM with:

- The *Skills2021* expo held at Parliament House on August 2016, where students learned about new technologies and future careers in a digital world. Digital literacy and digital technologies were the two main areas addressed at the event. The expo gave the technology sector opportunities to interact with schools and demonstrate their technologies, such as the latest developments in robotics, 3D printing, multimedia and gaming. Hands-on workshops highlighting coding, robotics, 3D design, gaming, multimedia books and video production were also held for students and teachers in schools across Darwin.
- Code clubs were established in 10 government schools and held at lunchtime or as an after-school activity.
- The department's own programmable humanoid, NAO Robot, gave learning experiences to students across the Northern Territory. Students also learnt coding using the Hour of Code website for 30 minutes followed by 30 minutes of practical learning with our programmable Sphero Robots. Follow-up professional learning was provided to teachers through curriculum-focused workshops.
- 'Code and Create', a two-day workshop, was held in January 2017, where middle years students (years 7 to 9) learned how to code in this hands-on programming camp. The camp was at the beginner level and students learnt to code games and apps with TouchDevelop app. They created inventions using the electronic invention tool, Makey Makey and brought them to life with programming. They also collaborated in teams to develop Minecraft projects and learnt about career options in technology from industry professionals.
- A drone camp for girls in Years 5 to 12 was held in Darwin from 10 to 14 July 2017 by the She Flies organisation, which aims to inspire girls to be involved in STEM activities. More than 160 students were engaged in this camp.

LANGUAGES PROGRAMS

The 'Changing the Conversation – A Blueprint for Languages Education in Northern Territory Schools' discussion paper, gives schools and education systems the goals and vision for languages education policy. It includes strategies to secure quality languages programs, continuity of languages learning, provision of language programs and sustainability of languages resources.

In partnership with the Australian Curriculum, Assessment and Reporting Authority, the department continued to deliver professional learning to teachers in 2016–17 to increase their capacity in planning, teaching and assessing Chinese, French, Indonesian, Italian and Japanese languages. Eight Northern Territory educators participated in the training in May 2017. They further developed their skills by collecting student work samples that met outcomes of quality assessment tasks, illustrating their performance against the Australian Curriculum Achievement Standards.

'Keeping Indigenous Languages and Cultures Strong – a Plan for Improving the Teaching and Learning of Indigenous Cultures in Northern Territory Schools' was launched at Sanderson Middle School in April 2017 by the Minister for Education.

The plan was developed in collaboration with members of the Northern Territory Board of Studies' Indigenous Languages and Cultures Reference Group with Aboriginal representatives from all regions of the Northern Territory. The plan was endorsed by the Northern Territory Board of Studies. It outlines a model for a revised Northern Territory curriculum for Aboriginal languages and cultures that will cater for the diverse Aboriginal languages and student backgrounds in the Northern Territory.

Guidelines are being developed to help schools and local communities, elders and language custodians with decision making about language and learner pathways that can be taught in schools, including assessment and pedagogy.

In Term 4, 2016, 3014 students were enrolled and assessed in an Aboriginal languages and culture program as part of the plan.

The Ripponlea Institute, in partnership with the department, provided Vocational Education and Training/Applied Languages programs in Northern Territory schools during 2016–17. These courses allow students to study their local language and gain skills that will help them use the language in the workforce, such as working as interpreters.

In 2016–17, the Certificate II in Applied Languages was piloted by the Alice Springs Languages Centre, in partnership with the Ripponlea Institute, delivering the program in Arrernte language at Centralian Senior College, Alyawarr language at Arlparra School and Warlpiri language at Yuendumu School.



SUPPORTIVE LEARNING ENVIRONMENTS AND STUDENT WELLBEING

We create safe and inclusive learning environments that foster a culture of high expectations and meet the needs of students.

SCHOOL-WIDE POSITIVE BEHAVIOUR

The department is developing a Northern Territory-specific 'Behaviour for Learning Framework' for all government schools based on international research and practice. The framework will be complemented by a Northern Territory Social and Emotional Learning Curriculum and together will assist schools to build safe and supportive environments that support student learning and wellbeing. The framework will be implemented in all Northern Territory government schools in Semester 2, 2017.

The Northern Territory Social and Emotional Learning Curriculum is being trialled by 24 schools across the Northern Territory, with feedback from students and teachers informing its development. Professional learning events on the new curriculum have been delivered in all regions.


The department recognises the critical importance of the school counselling services and commenced an external review on school counsellor services across the Northern Territory in 2016–17. The review will explore and make recommendations on the number and location of school counsellors and will inform guidelines to further enhance the service. The review will ensure the service is culturally responsive, is flexible to meet the needs of individual students and their community and is aligned to the department's approach to student wellbeing and positive behavior.

At year end, there were 28 school counsellors across the Northern Territory who worked with school leaders to support the mental health and social and emotional wellbeing of students and their school communities.

ABILITIES-BASED LEARNING AND EDUCATION SUPPORT

Special schools and centres in the NT have access to the 'Ability Based Learning and Education Support' (ABLES) program. The ABLES suite helps teachers make the necessary adjustments to programs so that students with complex needs can participate in education and training and achieve their goals.

ABLES was developed by the University of Melbourne in conjunction with the Victorian Department of Education. The ABLES suite provides curriculum, training, assessment and reporting resources to assist teachers to map student proficiencies in listening, speaking, reading, writing, and personal and social capabilities. The tool assists teachers to recognise and respond to the diverse learning needs of all students as well as providing intervention advice and monitor student progress.



The Northern Territory Social and Emotional Learning Curriculum is being trialled by 24 schools across the Northern Territory

STUDENTS WITH ADDITIONAL NEEDS

To ensure the Northern Territory continues to have systems, processes and strategies in place that maximise the learning opportunities of all students, a five-year inter-agency framework for students with additional needs is being developed. The framework will ensure the Northern Territory is appropriately positioned and able to respond to the growing demand and legislative requirements around students with additional needs.

In 2016–17, the department established two new autism spectrum disorder program classes at the Mimik-ga Centre (formerly known as the Early Intervention Learning Hub), which opened in March 2017. An autism spectrum disorder program also runs at Malak Primary School.

Small-group setting and teaching practices give students the chance to achieve their learning potential. Students are supported to develop skills they will use to transition back into a mainstream schooling environment, and staff develop a better understanding of the strengths and needs of students with autism spectrum disorder. Some 1.7 per cent of Northern Territory students have been identified as having autism spectrum disorder, so these programs are an important investment for students.

The Nationally Consistent Collection of Data is a national data collection process that identifies the number and location of students in Australia who are deemed to have a disability and are supported through adjustments to their education programs in line with the *Disability Discrimination Act* and the Disability Standards for Education. It seeks to present a reliable, consistent and transparent view of students with additional needs and disability across Australia. As part of an agreement between Australian Government and state and territory governments, all Northern Territory government schools have engaged in the national data collection process since 2014.

The department is continuing to provide better support and education for children with additional needs

The department is building teacher capacity for all staff to confidently make adjustments for students with additional needs. To support identification and appropriate adjustments for students with additional needs, the department provides the following free online training courses to all government and non-government schools in the Northern Territory:

- Introduction to Special Education Needs – showcasing NT urban and remote schools
- Understanding Autism Spectrum Disorders
- Speech, Language and Communication Needs
- Understanding and Supporting Behaviour
- Understanding Dyslexia and Significant Difficulties in Reading.

In 2018, a new course, Understanding and Supporting Student Mental Health and Wellbeing, will be available.

Since 2010, 2620 people have completed our courses.

ENGAGEMENT

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

Fourteen Northern Territory government schools host engagement programs for Aboriginal students. These focus on supporting these students to keep them engaged in their education until year 12. Critical to each of the programs is a staff focus on developing positive relationships with students, families, school staff, and the community to provide additional support networks and incentives for students to remain engaged in schooling.

One of these engagement programs is operated by the Clontarf Foundation through school-based academies in 14 government schools. These are targeted at Aboriginal male students from Years 7 to 12.

In 2016–17, an average of 933 students participated in the Clontarf Foundation program, with 63 students completing Year 12 and 46 attaining a Northern Territory Certificate of Education and Training.

Another engagement program delivered by the Stars Foundation and Role Models and Leaders Australia aims to maintain engagement of female Aboriginal students in their education in 14 government schools. It provides mentoring and engagement support to students through to year 12.

In 2016–17, 785 students participated in these programs, with 60 completing year 12 and 51 attaining a Northern Territory Certificate of Education and Training.

The Clontarf Foundation, and Stars Foundation and Role Models and Leaders Australia collaborate with primary and middle schools to support students to transition from primary to middle schools and from middle schools to high schools. This is achieved by developing relationships with students and introducing them to programs before the end of their final year at these levels.

MALAK RE-ENGAGEMENT CENTRE

The Malak Re-engagement Centre plays an essential role in supporting disengaged and ‘at risk’ 12 to 18-year-olds by providing flexible learning pathways to help them re-engage in schooling or transition to training or a job. The centre was gazetted as a Northern Territory government school on 29 March 2017. The centre has also expanded to incorporate programs and services that support an integrated approach to responding to the needs of young people at risk, including an outreach program in Palmerston.

At the end of Term 2, 2017, 80 students were engaged at the centre. The centre also delivers an outreach program at the YMCA in Palmerston, with 20 students attending in Term 2, 2017.

Tivendale School (in the Don Dale Youth Detention Centre) is annexed to the Malak Re-engagement Centre. This arrangement provides better support for young people exiting detention and transitioning back into education, training or a job.

POSITIVE LEARNING SERVICES

Positive Learning services provide a range of support services to students in the middle and primary-year levels to improve their engagement in mainstream schooling.

The Positive Learning program offers several levels of support to students, including school support in the home, individualised programs at the Positive Learning Centre sites (Mimik-ga Centre and Malak Re-engagement Centre) and a blended program where services are provided to students at their school or in specific programs off campus.

Positive Learning Centre staff work with home schools, families and other stakeholders to guide and support students to reach desired behavioural outcomes.

Examples of specific programs offered to engage students and provide a platform for literacy and numeracy activities include cooking, horse riding, gym sessions, sand play and drumming. Students participating in Positive Learning programs also participate in community events such as the annual couch surfing event held during Youth Week in April 2017.

Photo right: Student engaging in Positive Learning Centre program activities.

Photo below: Students helping build the cattle yards at the Juno Training Centre.

*Positive Learning
services improving
engagement
in mainstream
schooling*

HEALTHY LIFE, CREATIVE LIFE

The Healthy Life, Creative Life program is a commitment to youth engagement in the Katherine and Barkly regions. The aim of the program is to enable middle and senior years students to return to mainstream schooling or progress to a job or training through re-engagement activities such as, sport, creative arts, social and emotional learning, culture, language and learning on country.



In the Barkly region, a 10-year lease has been secured with the Barkly Shire Council to establish the Juno Training Centre in Tennant Creek. The Juno Training Centre is a 1000-hectare property eight kilometres from the Tennant Creek township.

From April 2017, significant upgrades were made to the existing facilities, including the construction of accommodation for students and teachers, a commercial kitchen, classrooms and a common room.

The facility will enable students from the Barkly region to access Vocational Education and Training (VET) programs such as agriculture, engineering, manufacturing, construction, hospitality, conservation and land management, as well as programs like bush walking, orienteering, trail bike riding, horse riding, art classes, music, learning on country, cultural awareness courses, leather work and nutrition courses.

In the Katherine region, the Healthy Life Creative Life program will work in collaboration with Katherine High School's Flexible Learning Program. Work is underway to establish the program, which is expected to commence in Term 4, 2017.

QUALITY MIDDLE AND SENIOR YEARS EDUCATION

Support is provided to students as they transition into and out of middle years schooling. Flexible and innovative options for service delivery are available 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.

MIDDLE YEARS

The 'Work Like the Best: Middle Years Teaching and Learning Strategy 2016–2018' is in its second year of implementation. The strategy provides a pathway for partnerships between middle schools and their feeder primary schools and senior secondary schools to ensure middle years education delivers quality programs, quality teaching and strong engagement with and by the school community.

In 2016–17, a Middle Years Transition working group with representatives from primary, middle and senior schools across the Territory started developing a transition framework. It includes evidence-based research on the elements for an effective transition into and out of middle school. The framework is due for completion by December 2017.

A report reviewing the progress of the implementation plan for the strategy was conducted at the end of 2016, indicating that all key actions were on track.



Teenage boys' self-development program

A self-development program at Rosebery Middle School will be expanded to all male students at the school. The highly successful Young Men's Time program allows participants to discuss age-related issues and challenges, promotes an interchange of ideas and builds self-esteem.

Weekly meetings address a range of topics, such as finding a partner, respecting women, hygiene and mateship. The program aims to develop men who are leaders in their community, who feel proud of themselves and their mates, and who work together to end violence against women. It also aims to improve men's mental health by encouraging boys to share problems rather than bottling them up.

The sessions begin with the White Ribbon pledge to end violence against women and end with 20 minutes of physical training. The high-intensity physical exercises build the boys' physical strength and confidence and promote peer support. The boys are applying the same principles from the physical training in their learning in class.

The school is working on a plan to make the program available from Years 7 to 9.

Photo: Teacher with Rosebery Middle School students.

EDUCATION OPTIONS IN REMOTE AND VERY REMOTE LOCATIONS

In Northern Territory government schools in very remote areas, there is a distinct drop off in secondary student enrolments, low National Assessment Program – Literacy and Numeracy (NAPLAN) results and Northern Territory Certificate of Education and Training completions.

Secondary education options for remote Aboriginal students now include access to boarding facilities to attend urban and regional secondary schools. For those remaining in community, employment pathways programs, including work readiness programs, are offered.

To ensure students from remote areas can access a secondary education in their closest regional centre, government boarding facilities linked to the local secondary school are available in Katherine and Nhulunbuy. Commonwealth Government and non-government boarding facilities are also available in Alice Springs, Darwin, Jabiru, Katherine, Tennant Creek, the Tiwi Islands, Wadeye and Woolanang.

As part of the Indigenous Education Strategy, the boarding facility in Nhulunbuy was built in January 2017 because no regional facility existed. The boarding facility is attached to Nhulunbuy High School and has operated since Term 1, 2017, catering for up to 40 students. The new boarding facility was named 'Dawurr' by traditional owners, the Rirratjingu clan. Dawurr is the name of honey (guku), which comes from the flower of the stringybark tree. It symbolises children growing and developing as they travel through schooling and is central to significant Aboriginal stories and song lines of Nhulunbuy.

At the end of Semester 1, 2017, there were 34 students from remote communities staying at 'Dawurr' and attending Nhulunbuy High School.

The boarding facility in Katherine—Callistemon House—caters for up to 40 students, with 26 students boarding there at the end of Semester 1, 2017, and attending Katherine High School. Student applications are assessed for available places at the boarding facilities.

TRANSITION SUPPORT UNIT

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 has been operating since October 2015. It works 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 based in offices in Darwin and Alice Springs as well as on-the-ground teams in Katherine, Tennant Creek and Nhulunbuy.

A case management database was developed and implemented in March 2017. This allows the Transition Support Unit to closely support Aboriginal students from remote locations who have chosen to attend boarding school, monitor their progress and report on the outcomes of boarding school participation.

In 2016–17, the Transition Support Unit identified 526 students in Year 6 and 7 from 46 priority schools in very remote communities who would have limited access to secondary teaching and learning programs. Of these, 278 considered a secondary boarding option. The Transition Support Unit secured the enrolment of some 200 of these students into a boarding school and continues to support these students and their families.

Fourteen Transition Support Unit Excellence Scholarships were awarded to students to study at interstate boarding schools, with a total of \$300 000 allocated in 2017.

Since the commencement of the Transition Support Unit in October 2016, Aboriginal and Torres Strait Islander Study Assistance Scheme data indicates an increase of around 800 Northern Territory students attending a boarding school or boarding facility compared with October 2015.

The department commissioned a paper through the University of Melbourne Youth Research Centre to provide a summary of best practice in relation to supporting students during school

transitions to assist schools in their efforts. It was developed to fit within the department's Behaviour for Learning Framework for enhancing the social and emotional wellbeing of students.

Middle Years Student Voice Working Group

In recognition that students are the department's key stakeholders, the Middle Years Student Voice Working Group was established in 2016.

The group is made up of students from all 10 middle years schools across the Northern Territory and was formed after the 2015 National Day of Action against Bullying and Violence. It gives students 'a voice' in school-based activities and initiatives, and schools can use the forum to build awareness of and prevent bullying behaviours in schools. It also means students can give the department feedback and strategies to address issues in this area.

During 2016–17, the group continued to grow in confidence and started to set its own priorities, which include addressing opportunities and challenges in wellbeing and pedagogy.

It contributed to the work of the department in strengthening transition processes for students moving to and from the middle years of school and engaged in the following activities:

- *developing criteria for and judging the 'Bystanders Unite!' competition, the NT jurisdictional activity for the National Day of Action against Bullying and Violence*
- *participating in the National Day of Action media event with the Northern Territory Minister for Education*
- *setting priorities for the Middle Years Student Voice Working Group in 2017*
- *developing a survey for middle years students to gather voices and develop strategies for:*
 - *decreasing bullying on social media*
 - *addressing bullying behaviour in schools*
 - *improving classroom behaviour*
 - *strengthening peer relationships*
 - *improving relationships between students and teachers.*
- *working with peers and staff to gather student voices and develop strategies for addressing concerns at each school.*

The Middle Years Student Voice Working Group is looking forward to meeting with members of the department's Senior Management Team in Semester 2, 2017. They will use the opportunity to share their findings about the department's work on bullying and violence in schools.

Photo: Students at the National Day of Action media event.



SENIOR COMPLETIONS AND PATHWAYS

Schools are delivering programs and support for senior-year students 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, Northern Territory Certificate of Education and Training subjects and access to Vocational Education and Training (VET) in Schools.

The range of VET programs available 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 2016, 26 per cent of students who received their Northern Territory Certificate of Education and Training required VET to achieve this certificate.

EMPLOYMENT PATHWAYS PROGRAMS

Employment Pathways is a model of secondary education developed to meet the needs of Aboriginal students in remote communities. The curriculum framework includes targeted literacy and numeracy development, wellbeing, employability skills and vocational learning, community engagement and VET. The education model relies on contextualising programs to meet students' needs, interests and potential employment opportunities in their community.

In 2016, Employment Pathways Consultants began supporting 10 schools to implement Employment Pathways, and 17 trainers were employed in schools to provide local VET options.

In 2017, a further 27 schools started on the Employment Pathways model. Implementation strategies include developing a community of teachers who can share their planning and teaching experiences through workshops and a dedicated online presence.

Employment Pathways program at Papunya and Ampilatwatja Schools

The first Employment Pathways project for 2017 at Papunya School was a movie night to raise funds for the new school gym. The project was planned and run by the middle and senior year students of the Wanatjiti class, who took responsibility for building the screen, baking, hot food preparation, advertising and barista services for hot drinks. Student learning in this entrepreneurial, integrated program included all aspects of literacy, numeracy, employability skills, community engagement and pre-VET skills. It also created a great sense of community and pride for students in the context of real-life learning.

Middle years Employment Pathways students at Ampilatwatja School are working on a rich program of learning projects on entrepreneurial activities. Female students painted gum nut bead necklaces, which they are selling at the Ampilatwatja Community Arts Centre and online. Male students are working with an external organisation on carpentry projects and learning about plumb lines, right angles, levels and tools.

The students are preparing for a community market day in Term 3, 2017, preparing pizzas to freeze and emailing community members to seek support for raffles and stalls. Learning includes a focus on



weights, measures, quantities and ratios, and literacy through recipes and community engagement. Further literacy and ICT skill development is occurring through Aboriginal culture and knowledge classes with assistant teachers, researching famous Aboriginal people.

Photo: Gum nut bead necklaces created by students at Ampilatwatja School.

English as a second language and Aboriginal studies

Angelina Dhamarrandji and Caprice Gaykamangu completed the Northern Territory Certificate of Education and Training by devoting many hours to the mastery of English as a Second Language, Aboriginal Studies and Health.

The Arnhem Land-based cousins were helped by tuition outside of school hours and weekend instruction from their Ramingining School teachers.

Ramingining School principal, Sue McAvoy, acknowledged Angelina and Caprice for working really hard, being persistent and resilient, and taking ownership of their learning.

Photo: Ramingining School principal, Sue McAvoy, with students, Angelina Dhamarrandji and Caprice Gaykamangu.



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. This includes students travelling in Australia or internationally or students. Students receive lessons through satellite, internet and telecommunications technologies.

The Alice Springs School of the Air provided educational services and activities to some 140 isolated students from preschool to Year 9 in the southern half of the Northern Territory, the extreme north of South Australia and the far western region of Queensland.

The Katherine School of the Air provided educational services and activities to around 160 isolated primary and middle school students in the northern part 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 purpose-built Northern Territory School of Distance Education building was completed in June 2016 and is co-located at the Bullocky Point Education Precinct alongside Darwin High School and Darwin Middle School.

The school provides flexible online education study options for more than 400 senior secondary students from Years 10 to 12 across the Northern Territory and overseas. Students from urban, regional and remote schools can access some 140 courses full-time or for specific subjects their current school cannot provide. The new building has given students access to state-of-the-art facilities that will improve learning outcomes for those studying via distance education in the Northern Territory and beyond.

Photo: Alice Springs School of the Air lesson.



SYSTEMIC ASSESSMENTS

Teachers are most effective when they have accurate information about what their students know and are ready to learn next so they can tailor their teaching accordingly.

In 2016–17, the department expanded its systemic assessment program to give a broader view of students' literacy and numeracy skills.

In addition to National Assessment Program - Literacy and Numeracy (NAPLAN), the Progressive Achievement Tests in Reading Comprehension and Mathematics and the Foundations of Early Literacy Assessment (FELA NT) are in the initial phases of implementation. These assessments will provide teachers with a better understanding of their students' literacy and numeracy needs.

PROGRESSIVE ACHIEVEMENT TESTS

Progressive Achievement Tests are conducted twice a year (Semester 1 and Semester 2) in all Northern Territory government schools for students in years 1 to 10. The tests are objective and standardised so Northern Territory student achievements and growth can be compared with that of students Australia wide and give teachers information about their students' skills and understandings in reading comprehension and mathematics.

Student test results from Semester 1 are compared with Semester 2 results to determine student achievement and growth. The results help teachers and schools understand students' strengths and weaknesses to inform teaching and learning.

Territory-wide collection of this data allows student growth in reading and mathematics to be measured at a student, class, school and system level, which will help to focus effort where it's most needed.

There continued to be high participation from students in 2016–17, with 19 776 students from

145 government schools completing a test in Semester 2, 2016 and 19 689 students from 145 government schools completing a test in Semester 1, 2017.

We are developing measures using test results to measure the quality of schools.

FOUNDATIONS OF EARLY LITERACY ASSESSMENT

Following a successful trial with 178 students from nine Northern Territory government schools in 2016, FELA NT is being implemented in government schools from 2017 for Transition to Year 3 students. The test is used to assess a student's ability to identify sounds in Standard English and their knowledge of the alphabetic code.

The assessment results highlight strengths and weaknesses in relevant foundation literacy skills and indicate areas where students may benefit from extra teaching support.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9 undertaken nationwide. 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 that mean each student's achievements can be monitored and reported for those years of schooling. A student is reported as achieving at or above national minimum standard in NAPLAN results when they have 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 (students below national minimum standard) who are likely to need focused intervention and additional support to help them achieve the skills they need to progress in schooling.

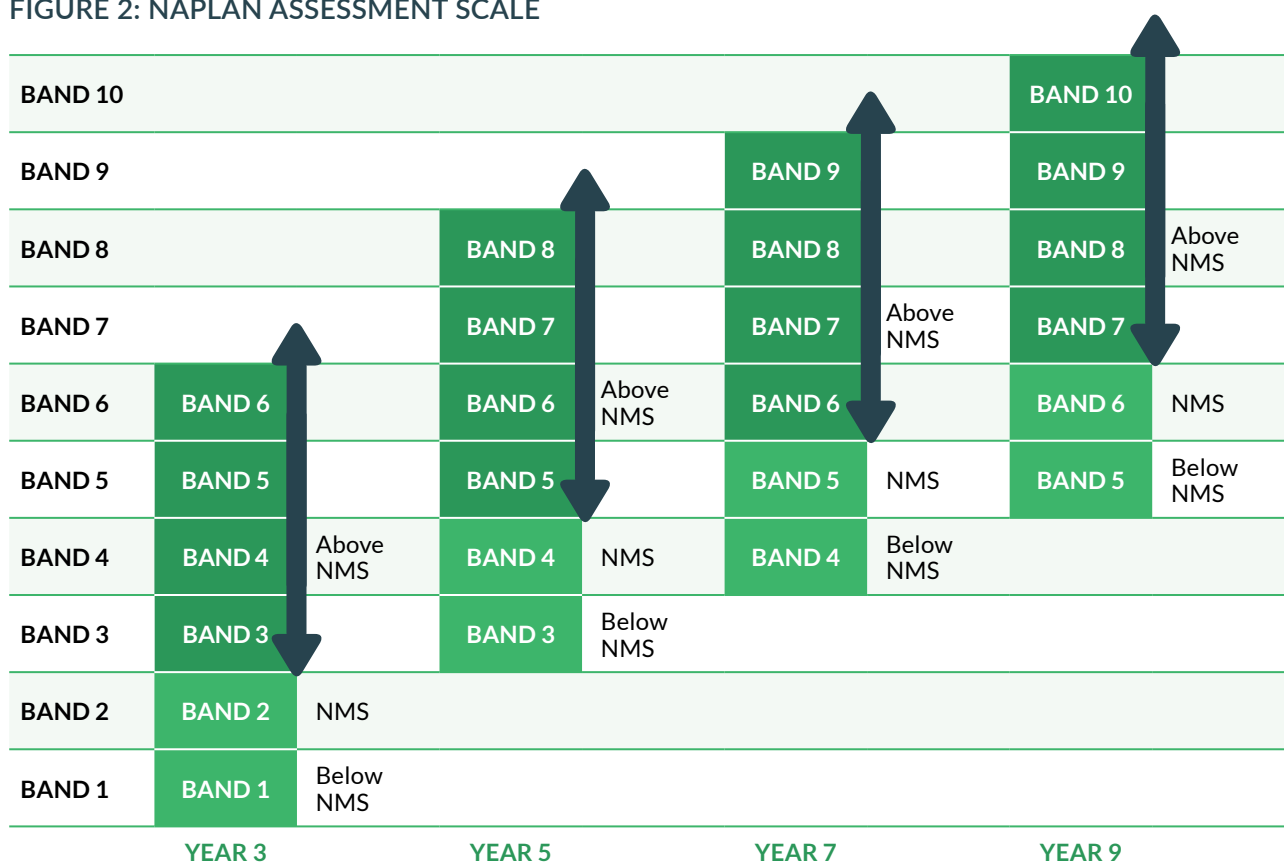
There is a degree of year-to-year variation in NAPLAN test results for the Northern Territory that are not attributable to real change due to the small numbers of students in the cohort and wide variations across the cohort. Changes between student cohorts, participation rates, the number of students 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.

Significant planning has commenced for a phased transition to the online assessment format of NAPLAN across Australia. A move to NAPLAN Online will provide better assessment, more precise results and faster turnaround of information for parents and teachers.

Throughout 2016–17, several readiness activities were conducted across the Northern Territory, including two schools participating in the national Platform Testing Readiness Trial in October 2016 and two remote schools participating in the bandwidth capacity testing trial in May 2017. Both activities informed the department's preparation for the transition to NAPLAN Online to ensure student, teacher, school and system readiness.

The department will continue to engage with other states and territories and the Australian Curriculum, Assessment and Reporting Authority to support the work to progress the transition to NAPLAN Online.

FIGURE 2: NAPLAN ASSESSMENT SCALE



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

Note: NMS – National Minimum Standard.

NAPLAN results are published in November each Year, so the 2016 results have been reported in this annual report, and the 2017 results will be reported next year.

In 2016, the proportion of non-Aboriginal students achieving national minimum standard for reading in Years 3 and 5 increased and, in contrast, decreased for Years 7 and 9 compared to 2015. For numeracy, Year 3 increased, while Year 5 and 7 decreased and Year 9 remained stable at 93 per cent compared

to 2015. The biggest increase of three per cent compared to 2015 was achieved by non-Aboriginal students in Year 3 for reading.

The proportion of Aboriginal students achieving national minimum standard for reading increased for Years 3 and 9 and decreased for Years 5 and 7. For numeracy, Year 3 increased, while Years 5, 7 and 9 decreased. The biggest increase of 8 per cent compared with the previous year was achieved by Aboriginal students in Year 9 reading.

TABLE 5: NAPLAN OUTPUTS IN GOVERNMENT SCHOOLS BUDGET PAPER NO. 3 KEY DELIVERABLES

PERFORMANCE MEASURES	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ESTIMATE	2016-17 ACTUAL
STUDENTS ACHIEVING AT OR ABOVE NATIONAL MINIMUM STANDARD IN NAPLAN^{1,2,3}						
READING – NON-ABORIGINAL STUDENTS						
– Year 3	89%	89%	86%	89%	90%	92%
– Year 5	85%	94%	89%	89%	90%	90%
– Year 7	87%	89%	90%	93%	94%	89%
– Year 9	84%	89%	88%	89%	91%	88%
READING – ABORIGINAL STUDENTS						
– Year 3	50%	54%	38%	44%	45%	48%
– Year 5	28%	57%	33%	48%	50%	31%
– Year 7	44%	37%	38%	55%	55%	40%
– Year 9	37%	44%	35%	33%	37%	41%
NUMERACY – NON-ABORIGINAL STUDENTS						
– Year 3	90%	92%	91%	93%	94%	94%
– Year 5	88%	90%	89%	93%	94%	92%
– Year 7	89%	91%	91%	94%	95%	93%
– Year 9	90%	84%	91%	93%	94%	93%
NUMERACY – ABORIGINAL STUDENTS						
– Year 3	48%	53%	52%	53%	54%	56%
– Year 5	35%	43%	38%	53%	54%	46%
– Year 7	47%	52%	51%	61%	61%	50%
– Year 9	54%	37%	50%	61%	61%	52%

Source: DoE and 2013-14, 2014-15, 2015-16; and 2017-18 Budget Paper No. 3.

Note: 1. NAPLAN results, year to year, are volatile due to small cohorts of students. Projections for the 2016-17 Budget are based on trend data.
2. NAPLAN results are not published until November each year; therefore, 2017 results will be reported in next year's annual report.
3. The 2016-17 estimate figures reflect planned figures from Budget Paper No.3.

NAPLAN results for Year 3 non-Aboriginal students achieving national minimum standard for reading and numeracy have exceeded our 2018 targets

YEAR 3

Aboriginal students achieving national minimum standard increased by four percentage points for reading and three percentage points for numeracy compared with 2015. Results are on track to meet 2018 targets.

Non-Aboriginal students achieving national minimum standards increased by three percentage points for reading and one percentage point for numeracy. Results for 2016 are above the strategic plan targets for 2018.

FIGURE 3: Strategic plan targets by 2018 – proportion of Year 3 NT government school students at or above national minimum standard in reading

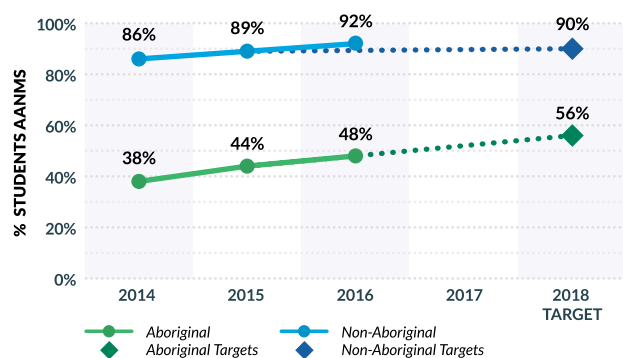
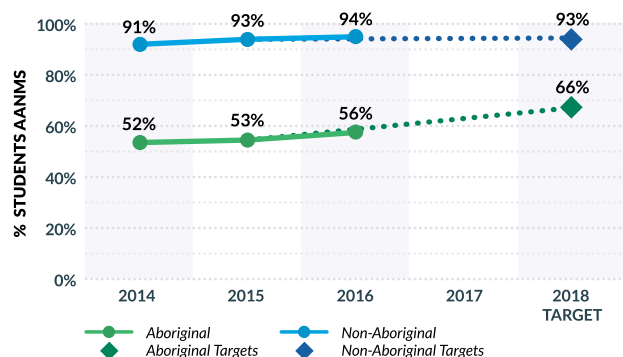


FIGURE 4: Strategic plan targets by 2018 – Proportion of Year 3 NT government school students at or above national minimum standard in numeracy



YEAR 5

Aboriginal students achieving national minimum standard decreased by 17 percentage points for reading and seven percentage points for numeracy compared to 2015. Both results are below projections to meet the 2018 targets.

Non-Aboriginal students achieving national minimum standard increased by one percentage point for reading and decreased by one percentage point for numeracy. Both results are on track to meet the strategic plan targets for 2018.

FIGURE 5: Strategic plan targets by 2018 – proportion of Year 5 NT government school students at or above national minimum standard in reading

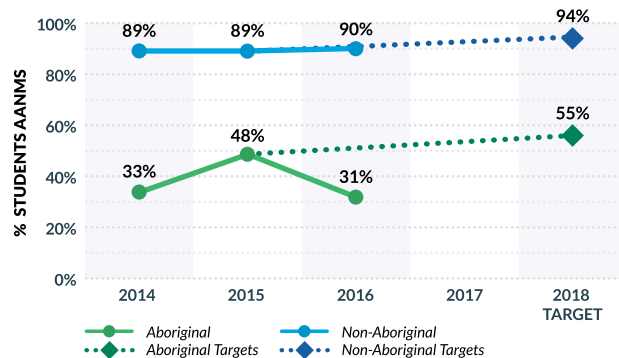
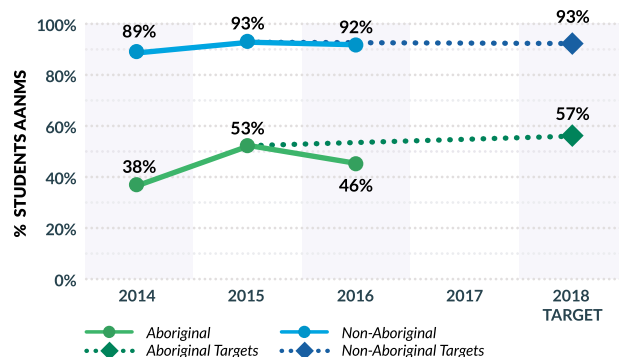


FIGURE 6: Strategic plan targets by 2018 – proportion of Year 5 NT government school students at or above national minimum standard in numeracy



Source: DoE

Note: 1. NAPLAN results, year to year, are volatile due to small cohorts of students. Projections for the 2016–17 Budget are based on trend data.
2. NAPLAN results are not published until November each year; therefore, 2017 results will be reported in next year's annual report.

The 2018 target for Year 9 non-Aboriginal students achieving national minimum standard for numeracy in NAPLAN was achieved

YEAR 7

Aboriginal students achieving national minimum standard in 2016 decreased by 15 percentage points for reading and 11 percentage points for numeracy compared with 2015. Both 2016 results are below projected results required to meet 2018 targets.

Non-Aboriginal students achieving national minimum standard in 2016 decreased by four percentage points for reading and one percentage point for numeracy compared with 2015. The 2016 reading result fell below the projected results required to meet the strategic plan target for 2018. The 2016 numeracy result is on track to meet the strategic plan target for 2018.

FIGURE 7: Strategic plan targets by 2018 – proportion of Year 7 NT government school students at or above national minimum standard in reading

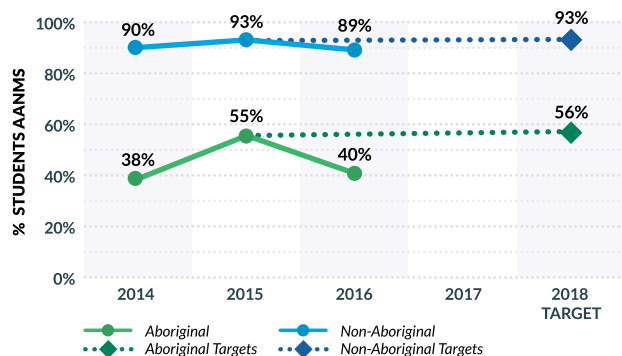
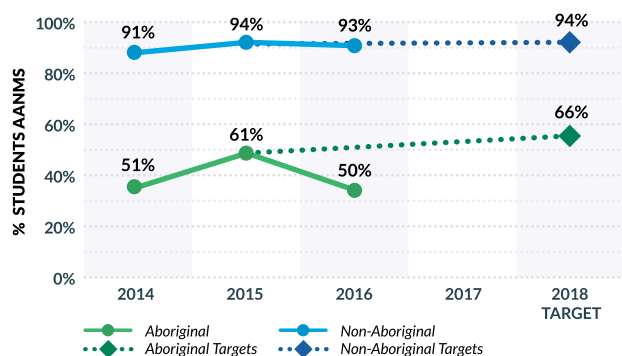


FIGURE 8: Strategic plan targets by 2018 – proportion of Year 7 NT government school students at or above national minimum standard in numeracy



YEAR 9

Aboriginal students achieving national minimum standard in 2016 increased by 8 percentage points for reading and decreased by 9 percentage points for numeracy compared to 2015. The 2016 reading result is on track to meet the 2018 target, while the numeracy result is below the projected results required to meet the 2018 target.

Non-Aboriginal students achieving national minimum standard in 2016 decreased by 1 percentage point for reading and remained stable for numeracy. The 2016 reading result fell below the projected result required to meet the strategic plan target for 2018, while the numeracy result met the 2018 target.

FIGURE 9: Strategic plan targets by 2018 – proportion of Year 9 NT government school students at or above national minimum standard in reading

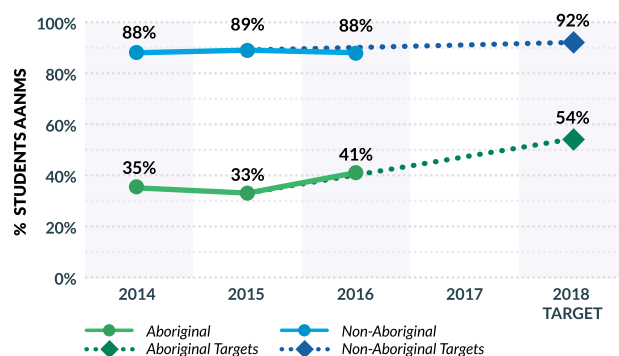
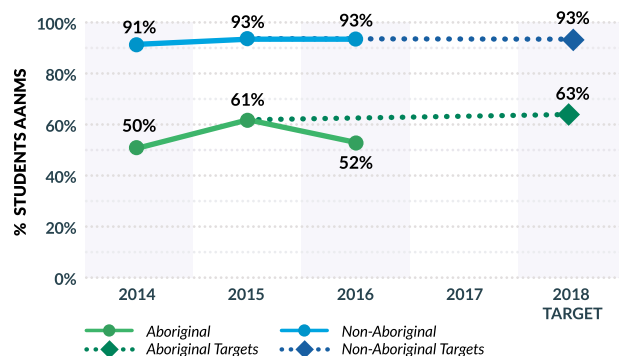


FIGURE 10: Strategic plan targets by 2018 – proportion of Year 9 NT government school students at or above national minimum standard in numeracy



Source: DoE

Note: 1. NAPLAN results, year to year, are volatile due to small cohorts of students. Projections for the 2016–17 Budget are based on trend data.
2. NAPLAN results are not published until November each year; therefore, 2017 results will be reported in next year's annual report.



In 2016, a record number of 922 government school students attained a Northern Territory Certificate of Education and Training, including 156 Aboriginal students

NORTHERN TERRITORY CERTIFICATE OF EDUCATION AND TRAINING

The department has a strong focus on increasing the number of students completing a Northern Territory Certificate of Education and Training (NTCET) because of the lifelong benefits such a qualification brings.

The NTCET is recognised internationally as a high quality secondary school qualification. It is usually a two-year certificate course for secondary students in Years 11 and 12. The NTCET provides pathways for future work or for further education and is aligned to the South Australian Certificate of Education.

A student studying the NTCET has a range of flexible options, including recognition for programs such as Vocational Education and Training and school-based apprenticeships.

In 2016, 922 government school students attained the NTCET, including 156 Aboriginal students, exceeding the estimate in Budget Paper No. 3. Between 2015 and 2016, the number of NTCET completions increased by 85, including 61 non-Aboriginal students and 24 Aboriginal students.

The 2016–17 figures against the department's strategic plan performance measures are on track to meet the 2018 targets.

A total of 493 students achieved an Australian Tertiary Admission Rank (ATAR) score, with 14 per cent of non-Aboriginal students and 6.9 per cent of Aboriginal students achieving an ATAR score of 90 or above, exceeding the 2018 strategic plan target for Aboriginal students.

Eleven of the top 20 NTCET completers across the Northern Territory were students from government schools, with the top student from Darwin High School obtaining an outstanding ATAR score of 99.55. The top Aboriginal NTCET completer was also from Darwin High School, obtaining an ATAR score of 92.95.

A total of 31 A+ merits were obtained by 26 students. Eighteen of these students were from government schools.

There were 1379 students who achieved one or more VET competencies in 2016 compared to 2015, exceeding the estimate in Budget Paper No. 3 by 349. Similarly, 906 students completed a Certificate I, II or III, exceeding the estimate in Budget Paper No. 3 by 351 and the 2018 strategic plan target by 184.

The number of students enrolled in school-based apprenticeships or traineeships decreased by three compared with the previous year and was below the estimate in Budget Paper No. 3 by 16.

TABLE 6: SENIOR YEARS EDUCATION – OUTPUTS IN GOVERNMENT SCHOOLS BUDGET PAPER NO. 3 KEY DELIVERABLES AND STRATEGIC PLAN PERFORMANCE MEASURES

PERFORMANCE MEASURES – BP3	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ESTIMATE	2016-17 ACTUAL
Students attaining an NTCET ¹	875	813	885	837	872	922
Aboriginal students attaining an NTCET	111	134	121	132	139	156
Students who achieved one or more VET competencies ²	1 875	1 588	1 554	1 019	1 030	1 379
Students who completed a certificate I, II or III	727	593	701	540	555	906
Students enrolled in school-based apprenticeships or traineeships	111	161	151	87	100	84
PERFORMANCE MEASURES – STRATEGIC PLAN	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2018 TARGET	2016-17 ACTUAL
Non-Aboriginal students completing an NTCET (number and proportion)	764	679 (74.9%)	764 (73.5%)	705 (76.4%)	788 (80.0%)	766 (79.6%)
Aboriginal students completing an NTCET (number and proportion)	111	134 (34.3%)	121 (34.8%)	132 (38.2%)	200 (54.0%)	156 (42.5%)
Non-Aboriginal senior secondary students attaining an ATAR score of 90 or above (number and proportion) ³	-	-	63 (10.0%)	70 (15.0%)	102 (16.0%)	65 (14.0%)
Aboriginal senior secondary students attaining an ATAR score of 90 or above (number and proportion) ³	-	-	1 (2.0%)	0 (0.0%)	6 (6.0%)	2 (6.9%)
Students who achieved one or more VET competencies	1 875	1 588	1 554	1 019	1 632	1 379
Students who completed a certificate I, II or III qualification	727	593	701	540	722	906
Students enrolled in school-based apprenticeships or traineeships	111	161	151	87	156	84

Sources: 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 Budget Paper No. 3 and Strategic Plan.

Notes: 1. The increase in 2016-17 BP3 figures reflects a focus on targeted support for secondary school-aged students in government schools.
 2. The increase in 2016 partly reflects an expanded data collection, including additional registered training organisations.
 3. The South Australian Certificate of Education Board commenced reporting this data set in 2014; therefore, data cannot be reported prior to 2014.

GOAL 3: QUALITY LEADERS, QUALITY EDUCATORS





GOAL 3: QUALITY LEADERS QUALITY EDUCATORS

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INTRODUCTION

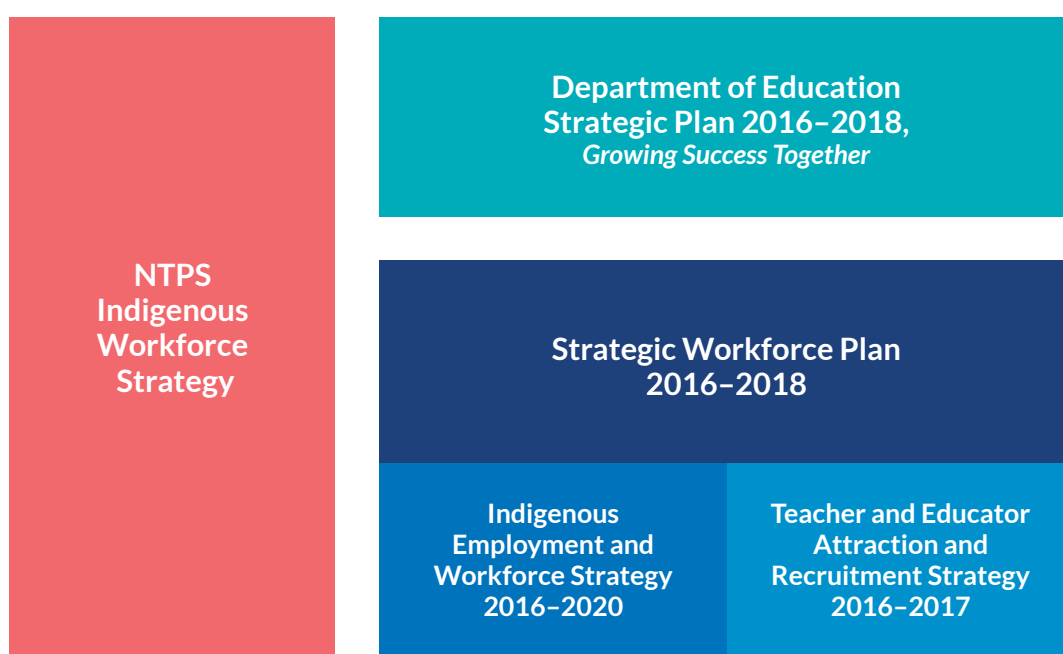
A high-performing education system relies on quality leadership, quality staff and maintaining high expectations and standards in all schools, non-school workplaces and early childhood education and care services. This will drive better learning outcomes for students.

WORKFORCE PLANNING FRAMEWORK

Recruiting, developing and retaining quality staff across all parts of the department is essential for delivering high-quality education services and improving educational outcomes for students.

Our Workforce Planning Framework aims to achieve a capable, professional and resilient workforce and increase the number of Aboriginal employees in the department. We have developed and implemented a range of plans and strategies aligned to our strategic plan to achieve our workforce priorities and the Northern Territory Government workforce priorities.

FIGURE 11: WORKFORCE PLANNING FRAMEWORK



STRATEGIC WORKFORCE PLAN

The department's 'Strategic Workforce Plan 2016–2018' outlines how we are working towards delivering a capable, professional and resilient workforce. Our three key priorities for our workforce focus on attracting and recruiting the right people, developing our staff, and valuing and retaining our staff.

More information about how we attract and recruit the right people, and how we value and retain our staff is reported in the 'Our People' section of this annual report.



\$6.2 million
*spent on learning
and development to
strengthen the capability
of our staff to meet
the learning needs
of students*

DEVELOPING OUR PEOPLE

The department offers career and professional development opportunities to increase the capability of staff and the department. Through strengthening the capability of our staff and our leaders, we provide the highest-quality teaching and learning programs for young people across the Northern Territory.

In 2016–17, \$6.2 million was spent on learning and development, an increase of \$1.2 million, or 23 per cent, from 2015–16. This includes the

professional learning programs and activities outlined in this section of the report.

Professional development expenditure was 1.3 per cent of the department's total employee expenditure. This does not include the internally delivered professional development in schools at least two days every year.

TABLE 7: LEARNING AND DEVELOPMENT EXPENDITURE, 2012–13 TO 2016–17

LEARNING AND DEVELOPMENT EXPENDITURE	2012–13	2013–14	2014–15	2015–16	2016–17
Total learning and development expenditure	\$7.101M	\$5.012M	\$4.674M	\$5.022M	\$6.176M
Learning and development costs as a percentage of employee expenditure	1.6%	1.2%	1.1%	1.1%	1.3%
Average training expenditure per full-time equivalent (FTE) employee	\$1 566	\$1 169	\$1 128	\$1 212	\$1 442

NT TEACHING AND LEARNING FRAMEWORK

Proficiency in literacy and numeracy is central to success in education. To help school leaders and teachers maintain quality classroom practice, the department is developing the 'NT Teaching and Learning Framework'.

The framework will outline the fundamental expectations for teaching literacy and numeracy. It will address setting the classroom climate while understanding students and their learning needs.

Growing teacher capacity, developing school leadership in literacy and numeracy, having strong partnerships with community and family, and understanding and using student achievement data will also be described in the framework. The framework is being developed through significant research of current literacy and numeracy practices. It will provide the basis of teacher professional learning, new teacher induction and, in consultation with Charles Darwin University, student preparation for teaching in the Northern Territory. The framework will be central to school leadership, collaborative teacher planning, and classroom teaching and assessment.

The framework is expected to be finalised by December 2017.

245 newly recruited teachers and school leaders participated in one of the two-day orientation programs held in Darwin in July 2016 and in January 2017

SUPPORTING NEW STAFF

Orientation and induction programs were run in 2016–17 to ensure all new staff were professionally supported and prepared for working in the various contexts of the Northern Territory.

Before starting their employment in Northern Territory government schools, 245 newly recruited teachers and school leaders participated in one of the two-day orientation programs held in Darwin in July 2016 and in January 2017.

The orientation programs gave teachers and school leaders information on department services, the strategic plan, curriculum, policy and regulatory issues, and cultural awareness. Four-wheel-drive training was run for teachers appointed to remote-area schools.

To assist with the induction process, the department has also developed a mentoring guide and online mentoring resources for all teachers in Northern Territory government schools. These resources provide comprehensive, ongoing guidance and support and a foundation for career-long professional growth.

To further support teachers, a suite of online teacher induction resources were developed, particularly for teachers teaching in remote Northern Territory government schools.

Teaching staff returning from significant periods of leave or work outside the classroom are invited to participate in a tailored teaching re-engagement program. The program helps them understand the current curriculum frameworks, teaching and learning practices, and the legislative responsibilities central to their work with students.

Non-teaching staff participated in the department's online orientation program that covers the department's services, strategic plan, policy, systems and cultural awareness.

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 supports students to describe what they are learning, know how well they are learning and identify the next steps in their learning. It helps schools 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 in 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. That allows them to reflect and act upon the impact they are having on student achievement.

Since 2015, all government schools across the Northern Territory have been implementing Visible Learning. Significant improvements in practice have been progressively seen in schools, and student engagement in learning is improving.

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 2016–17, with more than 785 staff participating.

Introduction to Visible Learning

In January 2017, more than 150 newly recruited teachers attended the 'Introduction to Visible Learning Day' during orientation week.

The orientation included an overview of four Visible Learning strands: The Visible Learner (how can we build assessment capable leaders), Know Thy Impact (what teachers must do), Inspired and Passionate Teachers (how teachers think matters) and Effective Feedback (how to give feedback that has the biggest impact on student learning). Teachers were also introduced to the set of Mindframes, which are ways of thinking that underpin every action and decision in schools and lead to major impacts on student learning. The sessions focused on making the learning practical and meaningful for teachers in their first year and for highly experienced teachers working in the Northern Territory for the first time.



The engagement and energy in the room was inspirational, with personal and professional stories of experiences shared by participants, highlighting the importance of the work being done in the Visible Learning space.

Photo: Participants at the 'Introduction to Visible Learning' day.

BUILDING RELATIONSHIPS-BASED LEARNING CAPABILITY

Relationships-based learning is being implemented at Centralian Senior College, Centralian Middle School, Bradshaw Primary School and Braitling Primary School in Alice Springs and at Ampilatwatja and Murray Downs schools in the Barkly region. Teachers and school leaders attended professional learning to build their capacity to support relationship-based learning, with schools nominating impact coaches who will be recognised by the Relationships-based Learning Global Accreditation program.

All participants involved in the accreditation process now have a better understanding of the role coaching plays in influencing improved outcomes for all students. They have since demonstrated commitment to mastering the use of the classroom observation tool, with practice observations and coaching conversations occurring in all schools.

In Semester 1, 2017, five teachers and school leaders became accredited coaches at level one, with live observations and coaching conversations to begin from Semester 2, 2017. One school coach will be accredited at level three, giving the department the internal capability to scope, plan, implement, deliver and evaluate this research and development programs.

EARLY CHILDHOOD TEACHER PROGRAMS

The department offers programs to help teachers 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 2016, six educators completed their qualification, with eight educators continuing on the scholarship program in 2017.

The National Quality Framework requires qualified early childhood educators in schools delivering early childhood programs. Since 2016, the department has offered 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—one who later withdrew. In 2017, the department continued to support 21 teachers in this program.

TABLE 8: SUMMARY OF TEACHER QUALIFICATION UPGRADES – EARLY YEARS, 2016–17

PROGRAM	NUMBER OF PARTICIPANTS
NT 'More Early Childhood Teachers' scholarship program	8
Early Childhood Teacher Scholarship	21

Source: DoE.

TRAINING TEACHERS TO SUPPORT STUDENTS WITH ADDITIONAL NEEDS

Starting in 2017, the department offered the Supporting NT Students with Additional Needs Teacher Scholarship.

Twenty Northern Territory teachers (15 from government school and five from non-government schools) received a scholarship. This provides financial support for teachers to undertake an online Graduate Certificate in Education (Special Education) through Flinders University part-time over one year while they continue with classroom teaching.

The professional development through this program will improve schools' capacity to cater for the learning needs of Northern Territory students with additional needs or a disability and help them achieve their full potential.

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.

At year end, there were 55 certified HALTs in Northern Territory government schools. HALTs are valuable instructional leaders in our schools through modelling effective teaching practices and mentoring using activities that develop knowledge, practice and professional engagement in others.

The inaugural Northern Territory HALT Forum was held in September 2016 in collaboration with the Northern Territory Teacher Registration Board. The forum was attended by certified and aspiring HALTs, their principals and executive leaders. The forum promoted quality teaching and the HALT program in the Northern Territory and allowed participants to work together on ways to build a strong and collaborative learning culture in schools to improve student outcomes.

SUPPORTING AND DEVELOPING ASSISTANT TEACHERS

The department values assistant teachers as important members of the school community. Assistant teachers play an important role in supporting student learning and help to build positive relationships between schools and the local community.

Assistant teacher induction guidelines and a planner to help schools run a school-based induction program for new assistant teachers were trialled in Semester 1, 2017.

The department developed Assistant Teacher Performance and Development Guidelines and planning resources in February 2017. This promotes continuous improvement, supports career pathways and identifies appropriate development opportunities.

The Assistant Teacher Professional Standards were incorporated into the department's professional learning system and are being used during performance and development discussions and planning with assistant teachers. The standards define the work of assistant teachers and explain the elements of quality learning in schools to improve educational outcomes for students.

At 30 June 2017, the department employed 264 assistant teachers. There were also some 320 school council funded classroom support workers, including literacy production officers and Aboriginal language workers.

The department has a funding agreement with the Batchelor Institute of Indigenous Tertiary Education to deliver accredited training to assistant teachers.

*Assistant
Teacher Performance
and Development Guidelines
and planning resources were
developed to promote continuous
improvement, support career
pathways and appropriate
development opportunities*

Assistant teacher conference in the Barkly region

More than 25 assistant teachers and Aboriginal educators from 17 schools across the Barkly region participated in the 'Working and Learning Together in Teams and Teaching Language and Culture' conference.

Assistant teachers presented segments on cross-cultural collaboration, language and culture lessons, the 'Families as First Teachers' program and early childhood programs, performance and development stages, and literacy production work samples. A combined session involved principals and assistant teachers reflecting on team teaching practices in their school, which led to them co-creating a vision statement for their school about working in teams.

The conference created momentum for further professional development opportunities and greater collaboration in and among schools in the Barkly region. Planning is under way for the next conference in 2018.

Photo: Beverly Wilson, assistant teacher from Elliott School, displaying her depiction of the cycle of education in her community, represented by a tree.



Empowering assistant teachers

Yuendumu School is an excellent example of how assistant teachers play an important part in influencing teaching and learning programs and school operational decisions.

Assistant teachers participate in a professional learning session. Topics are nominated by the staff and range from 'how to conduct daily reflections' to 'how to plan great bush trips'. Staff also participate in a Learning Together Warlpiri language lesson at the beginning of their weekly staff meeting.

Classroom teachers and assistant teachers plan the weekly program together and determine their roles and responsibilities. In these sessions, assistant teachers take on more direct teaching responsibilities for Warlpiri language and culture lessons, and classroom teachers take on the role of assistant teacher. This team teaching creates a learning environment that supports and encourages two-way learning.

Photo: Classroom teacher and assistant teacher planning classroom activities together.

SUPPORTING EFFECTIVE USE OF DATA

The department trains educators in the effective administration and use of data to inform teaching and learning.

The Data Literacy Leaders Network was established in 2017 to build educators' data literacy capability. The network is made up of regional and corporate staff across the Northern Territory who are leading the interpretation and analysis of student achievement data. The network is also a reference group for developing useful data reports for schools.

The network has established shared learning goals and projects to work on based on regional needs. Feedback from the network assisted in the release of a new report, 'Current students with their Progressive Achievement Testing history'. This report allows teachers to access Progressive Achievement Tests data for all students enrolled at their school and the historical Progressive Achievement Tests data of newly enrolled students.

In 2016–17, 51 school leaders, 29 teachers and 12 regional officers enrolled in the Australian Council for Educational Research accredited online courses on effective use of Progressive Achievement Testing data.

A review of Progressive Achievement Tests was conducted in 2016 to identify areas in the tests' administration and data processes that could be improved. Implementation of the review's recommendations are under way to ensure consistent test administration, data quality and usage.

Following Foundations for Early Literacy Assessments, most regions conducted seminars or workshops for teachers on analysing and planning with the data. The Barkly region established an online professional learning community for its teaching principals due to the school's remoteness.

The Data Literacy Leaders Network was established in 2017 to build educators' data literacy capability

The annual school survey is an online data collection tool for schools to collect student, school staff and parent perception data. The survey includes questions about schooling at the national and Northern Territory levels, and schools can include questions relevant to their local context. In Term 3, 2016, 133 Northern Territory government schools completed the annual school survey.

The data helped schools understand school community perceptions, which then informs strategic planning for continuous improvement. It also helped the department monitor progress against strategic priorities.

A review of the school survey was conducted in 2016. The review's recommendations are being implemented, which will help maintain data quality and enhance training materials.

UPSKILLING OUR TEACHERS IN DIGITAL TECHNOLOGY

The 'Australian Curriculum: Digital Technologies' is a world-class curriculum that prepares students for the challenges of the digital economy. The department supports teachers and trainers to develop teaching skills and knowledge around the new digital technologies curriculum through digital literacy workshops, online courses, roadshows and events.

In 2016–17, the department continued its work to improve the way science, technology, engineering and mathematics (STEM) is taught in our schools. The main activities included:

- 13 SPARK coding workshops were held across the Northern Territory, with 68 teachers participating both by face-to-face and via webinars covering coding applications and robotics.
- RoboCup specialised coding workshops were held in Darwin and Alice Springs to help teachers support students to enter RoboCup competitions. Ninety-eight school teams entered the competitions in Darwin and Alice Springs in June 2017.
- An Apple coding event for teachers was run in March 2017 through our partnership with Apple to train teachers on the use of the Apple coding product: Swift Playgrounds.
- Through our partnership with the University of Adelaide, teachers attended fortnightly workshops on digital technologies. The wider professional learning program included free online modules, which 98 teachers and 27 schools took advantage of. Teachers could also access the university's lending library of digital tools and equipment such as robotic equipment kits.
- Education Services Australia, in partnership with the department, delivered the 'Computational Thinking and Algorithmic Design for Coding Elements'. Workshops for teachers were conducted in Katherine, Darwin and Alice Springs.
- The department visited 40 Northern Territory government schools, including 13 remote schools, and three libraries demonstrating technology, providing professional development for teachers and facilitating lessons for students in STEM.

Work is also under way to ensure schools and classrooms have the digital technology they need to support students' learning in this area.

Summer Technology Bootcamp

One of the highlights of the year was the innovative three-day Summer Technology Bootcamp from 18 to 20 January 2017, which was hosted with our industry partners, Microsoft and Staples.

Fifty-five teachers and 30 middle years students attended the camp at Casuarina Senior College. They learnt how to use the latest cloud-based productivity tools to collaborate in real time on

team projects. Students also explored career skills like how to design, develop, market, consult and test computer games, while teachers examined modern learning design in Microsoft Office 365 and Minecraft.

All participants worked with the latest technologies from Microsoft, including a HoloLens mixed reality headset and Microsoft Surface Pro 4.

MENTOR AND MENTEE TRAINING FOR TEACHERS

Mentoring teachers helps them understand the Northern Territory teaching context, leads to improved learning outcomes and fosters wellbeing.

Mentoring for early-career teachers, in particular, is crucial in retaining teachers new to the profession. The department has developed online training resources for mentee-teachers and teacher-mentors to support their professional development.

The resources include photos and video footage of teachers modelling mentoring behaviours in both urban and remote schools.

Online mentoring support resources were considered the most appropriate way to meet the needs of all teachers, including those working in remote schools.

MENTORING FOR PRINCIPALS

The department is developing a coaching and mentoring framework and associated learning plan for principals to build their leadership and management skills.

Mentoring will be targeted to each principal's role and needs and will be implemented through the annual principal performance and development plans. Principals will use the learning plan to identify mentoring and training needs, particularly for new remote school principals. Experienced principals or coaches will mentor new and aspiring principals.

In 2016–17, accredited coaching programs were provided for education leaders to develop their coaching skills to train future coaches.

QUALITY ASSURANCE PROCESSES

Northern Territory Government schools are implementing the Quality Assurance Assessment Cycle, an ongoing process for assuring high-quality assessment and consistent teacher judgement of student learning against Australian Curriculum achievement standards. The cycle has four phases: **planning, clarifying, confirming, and reviewing** and improving. These phases ensure teachers assess the curriculum and follow assessment design principles.

The implementation of the cycle in primary, middle and comprehensive high schools (Year 7 to 12) includes:

- building teacher capacity through professional learning
- modelling the use of data
- providing constructive feedback to the leaders.

The Quality Assurance Assessment Cycle is being implemented in Darwin, Palmerston and Katherine schools.

Online mentoring resources for all Northern Territory government school teachers have been developed to support their professional development

Dedicated to the highest ideals of service

Darwin High School principal, Trevor Read, was awarded the Chief Minister's Medal. The honour was presented at the Chief Minister's Awards for Excellence in the Public Sector in November 2016.

Trevor was acknowledged as an inspirational leader by Darwin High School staff, students, parents and carers. Recognised nationally for his innovation and dynamism, he fosters an inclusive school culture and a stimulating learning environment from which a large number of Year 12 students have graduated, some distinguished by exceptionally high NTCET results.



The former Alice Springs teacher was also instrumental in establishing the Gateways program at Centralian Senior College, an initiative that supports students making the middle to senior school transition, and assisting those with poor literacy and numeracy skills to complete the NTCET.

LEADERSHIP PROGRAMS

As part of our strategic plan to build our workforce capacity and leadership across all areas of the department, we support our employees' participation in leadership development programs.

These programs teach the leadership knowledge and skills staff need when they assume greater responsibility or take on leadership roles.

The Office of the Commissioner for Public Employment and the Centre for School Leadership at Charles Darwin University are the two main providers of development programs for both educational and corporate leaders.

TABLE 9: LEADERSHIP PROGRAMS IN 2016–17

PROGRAM	TARGET	NUMBER OF PARTICIPANTS	PROGRAM AIMS
Future Leaders Program	AO7 – SAO2 (or equivalent)	7	Develop our talented people into leaders for the future, improve succession planning and promote mobility and learning across the Northern Territory Public Sector.
Public Sector Management Program	Middle and senior managers	3	Enhance the existing knowledge, skills, attitudes and behaviours of middle and senior managers to improve public sector outcomes.
Future Leaders Network	Staff under 30 and whose characteristics align with level 7 of the NTG Capability and Leadership Framework (CLF7)	7	A whole-of-government initiative that provides a forum for exceptional leaders under the age of 30 to provide feedback on significant policy, program and service delivery.
Practical Public Policy Design	Middle and senior managers	10	This program aims to assist managers to design and deliver good public policy.
Performance Management	AO5 level and above (or equivalent)	2	This workshop is designed to provide an understanding of the Northern Territory Public Sector performance management system and helps to constructively address performance and build confidence when giving performance feedback in the workplace.
Machinery of Government	All staff	6	This program develops an understanding of the context and influence of government environments, the requirements of public sector governance and the role of Northern Territory public servants.
Lookrukin – Indigenous Women's Leadership Program	AO4 level and above (or equivalent)	1	This program is designed to provide high-level, significant learning experience for Aboriginal and Torres Strait Islander women employed in the Northern Territory Public Service.
Australia and 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 and New Zealand School of Government – Executive Master of Public Administration	SAO2/ECO1 to ECO3 or equivalent	2	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.
Executive Development for Educational Leaders Program*	Principals and system 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 the broader education and professional community. This program includes an international study tour.
Tomorrow's School Leaders Program*	Early career principals and aspiring principals	25	Develop and enhance participants' ability to lead effective teaching and learning and school improvement, innovation and reform.
Leading Teaching Science, Technology, Engineering and Mathematics*	Teachers	7	Develop and enhance participants' ability to teach and lead STEM education, and support participants to take a leadership role in whole-school strategic improvement and teacher skill development in STEM education.
Leading Teaching Early Childhood Education*	Teachers	3	Develop participants' early childhood leadership capability and leadership skills in democratic decision making, problem solving and collaborative negotiation.
Indigenous Teacher Leadership Program*	Aboriginal teachers who aspire towards a school leadership role	2	Prepare Aboriginal teachers for school leadership roles through enhancing personal leadership capabilities, strategic thinking and opportunities for networking and mentoring.

GOAL 4: COHERENT AND CAPABLE ORGANISATION





GOAL 4: COHERENT AND CAPABLE ORGANISATION

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INTRODUCTION

A priority for the department is providing quality services and maintaining our systems 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.

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 practices, and that we are accountable for the services we provide.

The department continues to build the capacity of our workforce and leaders and implement innovative approaches to recruit and retain high-quality staff (details reported in 'Our People' and 'Goal 3' chapters in this report). By managing our resources and assets properly, we can provide greater autonomy for schools, update school facilities and build new schools as they're needed.



An additional \$20 million was distributed to schools through global school budgets. Schools have chosen how to spend the additional funds to best meet the needs of their students

SUPPORTING SCHOOLS

Investing in schools is a priority for the Northern Territory Government. In Term 1, 2017, an additional \$20 million was distributed to schools through global school budgets. The global school budget model, introduced in 2015 as part of the department's strategy to increase school autonomy, allows schools to determine how they spend the additional funds to best meet the needs of their student cohort. This includes recruiting additional teaching staff or support staff or purchasing additional resources to deliver high-quality teaching and learning programs to students.

An independent review of the global school budget funding model commenced in April 2017. The review will assess the current school funding model and make recommendations on how it can be improved to ensure it is equitable, transparent and efficient, and that funds provided to schools are targeted where the needs of students are the greatest.

As part of the review, stakeholder consultation commenced during 2016–17, with school principals and business managers from 21 government schools across the Northern Territory. Representative bodies including the Council of Government School Organisations, the Northern Territory Principals' Association, the Australian Education Union NT and the Community and Public Sector Union will also be consulted.

The final report and recommendations will be available in August 2017. Where possible, approved recommendations to improve the global school budget funding model will be considered for implementation in 2018.

An additional \$1 million per year over four years will be provided from 2017 to help school business managers better support principals. This will include professional development opportunities for business managers to ensure they have the skills and capacity to fulfil the requirements of their role. The department will also increase support to schools to help ease the administrative burden of business managers and schools.

INDEPENDENT PUBLIC SCHOOLS

As part of the department's strategy to increase school autonomy, Northern Territory government schools have been given the opportunity to become an independent public school. 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 they operate under different accountability and governance structures. The school community also has greater flexibility to introduce extra educational programs and activities to improve student outcomes.

To become an independent public school, schools apply and undergo a selection process. Selection is based on school community support, the school's capacity to operate more autonomously, and proposals around innovative projects and initiatives that will improve student outcomes.

Driver Primary School commenced as an independent public school in 2017, bringing the total to 14 independent public schools. The school undertook a rigorous selection process and demonstrated its capacity to use its vision and innovation to assume greater independence.

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

In 2017, 12 of the 14 independent public schools chose to operate school boards rather than school councils. 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.

SCHOOL AND REGIONAL REVIEWS

To ensure consistency across all schools and a continued focus on the department's school improvement agenda, government schools across the Northern Territory are reviewed every four years as part of their strategic improvement planning cycle.

Reviews assess and determine the quality of teaching and learning based on the priority areas identified under the National School Improvement Tool. The review's recommendations 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 2016, 25 schools were reviewed across the Northern Territory, seven of which were of independent public schools. In 2017, 71 schools are scheduled to be reviewed.

Regional reviews allow the department's executive team and regional staff to reflect on the achievements of the year in each region and identify opportunities for growth and improvement.

In 2016–17, six Regional Review Forums were conducted across the Darwin, Palmerston and Rural, Katherine, Arnhem, Barkly and Alice Springs regions. A review was also conducted on the School Support Services directorate to ensure effective programs, policies and services delivery options are being achieved across the regions.

As a result of the review, reforms being implemented across each region include enhanced data analysis to inform teaching practice, early identification of professional development opportunities and future school leaders, and supporting early childhood and care services striving to achieve higher standards under the National Quality Framework.

EVIDENCE-BASED DECISION MAKING

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

Work continued on enhancing access to and analysis of performance data for schools, regions and corporate areas.

A pilot is being conducted to evaluate two classroom-level systems that complement existing data systems in the department. The pilot will evaluate the systems' ability to give teachers access to student data to inform teaching and learning. Twelve government schools are involved in the pilot, and all schools have indicated that the systems are meeting the classroom analytics needs of teachers.

In 2016–17, the department started a project to develop a dashboard that will give teachers, principals and corporate officers a single point of access to information. The dashboard, eDASH, will contain data on school and student activity, achievement, behaviour and performance at classroom, school, regional and department level. This includes information from NAPLAN, data on enrolment, attendance trends, absences and student wellbeing.

The tender for development of stage 1 of eDASH is currently under way and is expected to be finalised by September 2017, with the view to have eDASH operational by June 2018.

INFRASTRUCTURE

The department's 2016–17 infrastructure program was delivered in partnership with the Department of Infrastructure, Planning and Logistics and in collaboration with school councils or boards. The program includes maintenance of all assets and delivery of new and renewed facilities.

The department and the Commonwealth Government continue to work together to improve housing conditions for teachers working in remote locations. Following the 'A share in the future – Review of Indigenous Education in the Northern Territory', there is 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 with demand for additional dwellings and housing refurbishments with the changing needs of schools.

Stage 1 of the new \$19.55 million Forrest Parade School in Palmerston was completed in October 2016. The school provides 84 preschool and primary school places for students with special needs.

The new \$20 million Dawurr regional boarding facility, co-located at Nhulunbuy High School, was completed in January 2017. The facility provides up to 40 places and gives students and parents a choice closer to home. Students have access to a range of subjects and opportunities through the school, such as maritime studies and tourism, which would not be available in small remote locations.

Completed the new \$19.55 million Forrest Parade School in Palmerston

PLANS FOR SECONDARY SCHOOLS

The department implemented a strategic planning approach that positions Northern Territory government secondary schools to provide contemporary, competitive and high-quality education services, including identifying areas for specialisation and enhancement, in line with community needs and expectations.

Each secondary school will work with their community to establish a long-term strategic direction to guide planning, funding and staffing priorities as well as infrastructure development.

Each secondary school will develop a three-year strategic direction plan, which is underpinned by an infrastructure master plan, workforce plan and an annual operational plan.

In 2016–17, 16 secondary schools commenced development of their strategic directions plan.

Completed the new \$20 million Dawurr regional boarding facility

Excellence in educational architecture

The Bullocky Point Education Precinct hosts three schools: Darwin High School, Darwin Middle School and the Northern Territory School of Distance Education, a \$13.267 million, three-storey building that opened on 29 July 2016.

The new building allows the Northern Territory School of Distance Education to provide improved, quality services for remote students. At the same time, it allows extra space for Darwin High School students. The project was developed with families, students and staff.

The 2017 Northern Territory Architecture Awards were held in Darwin on 16 June 2017.

The new Northern Territory School of Distance Education building won the top award—the Australian Institute of Architects NT Tracy Memorial Award. It also won the Northern Territory Chapter Award for educational architecture and Interior Architecture Award. Darwin High School and the Northern Territory School of Distance Education were instrumental in assisting with the design of this dynamic education space.

Students who study through remote education now have access to a state-of-the-art learning space that can run residential programs. Darwin High School's leadership and student administration teams are now accommodated in the new building, and the old administration area has been refurbished into a contemporary student services and careers centre.

On top of that, during 2016–17, Braitling Preschool won an Educational Architecture Award for the design of the preschool and Henbury School received a Commendation and won the People's Choice Award for its design. These achievements reflect the collaboration between families, students, educators and the design teams.

Photo: The new Northern Territory School of Distance Education building.

The new Northern Territory School of Distance Education building won the top award



Major infrastructure projects, including the 2016–17 infrastructure program and infrastructure partnership projects, are outlined below.

CHILD CARE CENTRES

Completed:

- Kalkarindji Child Care Centre (completed November 2016, \$2 million) ²

CHILD AND FAMILY CENTRES

Completed:

- Larapinta Child and Family Centre (completed October 2016, \$5.5 million) ³

NEW FACILITIES

Completed:

- Dawurr regional boarding facility co-located at Nhulunbuy High School (completed January 2017, \$20.03 million) ¹
- Forrest Parade School – stage 1, Preschool to Year 6 (completed October 2016, \$19.55 million) ³
- Braitling Preschool – new early childhood facility (completed October 2016, \$4.03 million) ³

Under way:

- Bees Creek Preschool extension (due for completion September 2017, \$1.32 million) ³
- Taminmin College – stage 1 of master plan for new science, technology, engineering, arts and mathematics building (due for completion January 2018, \$12.7 million) ³
- Ramingining School – multipurpose hall/cyclone shelter (due for completion October 2017, \$5.5 million) ³
- Angurugu School – replace infrastructure destroyed by fire (due for completion February 2018, \$6.5 million) ¹

TRADE TRAINING CENTRES

Completed:

Nhulunbuy Trade Training Centre – upgrade of existing facilities (completed November 2016, \$4.54 million) ²

SCHOOL UPGRADES, INCLUDING SPECIAL EDUCATION SCHOOLS AND FACILITIES

Completed:

- Anula Primary School – car parking and safe access works (completed April 2017, \$1.37 million) ³
- Katherine High School exterior upgrade (completed January 2017, \$1.5 million) ³
- Milingimbi School – rebuilding after Cyclone Lam (completed January 2017, \$4 million) ²
- Ramingining School – rebuilding after Cyclone Lam (completed January 2017, \$6 million) ³
- Wulagi Primary School – stage 1 refurbishment works (completed December 2016, \$2.12 million) ³

Under way:

- Infrastructure upgrades (formerly Boosting Our Economy Education Works package) – 66 projects in total with budget of \$53.5 million (63 projects completed and three projects delayed and due for completion in 2017–18)
- Wagaman Primary School – assembly hall upgrade (due for completion September 2017, \$1 million) ³
- Wulagi Primary School – hall upgrade and new sports surface (due for completion September 2017, \$1 million) ³
- Leanyer Primary School – preschool upgrade (due for completion August 2017, \$0.884 million) ³
- Ross Park Primary School – assembly hall upgrade (due for completion February 2018, \$1 million) ³
- Tennant Creek Primary School – special education annexe (due for completion April 2018, \$1 million) ³

Notes: 1. Joint Northern Territory Government and Commonwealth Government funding.
2. Commonwealth Government funding.
3. Funding provided through Department of Infrastructure, Planning and Logistics program.

GOAL 5: WORKING TOGETHER



GOAL 5: WORKING TOGETHER

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INTRODUCTION

The department collaborates in local, regional and international partnerships 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.

PARTNERSHIPS

LOCAL DECISION MAKING

Working closely with communities in a genuine and accountable way has been the approach for implementing many of the initiatives of the Indigenous Education Strategy.

Sustained success relies on stakeholder input and ownership of the decisions made to improve education outcomes for Aboriginal children and students. In preparation for the next stage of implementation of the Indigenous Education Strategy, consultations commenced in March 2017 to develop a community engagement and decision-making framework. The framework will guide and support increased local decision making, including the community-led schools initiative.

A community-led schools approach, through collaboration with schools, families, communities and industry partners, will enable local decisions to be made for education and training with a strong focus on continuous improvement in student attendance, engagement, and literacy and numeracy outcomes.

The community-led schools initiative will be implemented in selected remote and very remote communities, with the first trial expected to commence in 2018.

PARTNERING IN THE EARLY YEARS

The early years of a child's life is a critical time to establish partnerships with families, communities and service providers that will support positive and engaging experiences in early learning.

The success of early childhood programs, such as 'Families as First Teachers' program described in the 'Goal 1' section of this report, demonstrates the positive impact of quality partnerships and collaborations on a child's early years of learning.

CONSULTING ON LITERACY AND NUMERACY APPROACHES

Community-based consultations are under way in several communities to help schools determine the approach to teaching literacy and numeracy that best meets the educational needs of students.

The department is also undertaking community consultation with schools implementing Direct Instruction through the 'Flexible Literacy for Remote Primary Schools' program. Community consultation will help school representative bodies and principals decide together the best approach to deliver literacy and numeracy in their schools.

WORKING WITH THE TEACHER REGISTRATION BOARD

The department is working with the Teacher Registration Board to update the *Teacher Registration (Northern Territory) Act*. The Corporate Governance section of the report gives further information on the legislative framework.

SUPPORTING SCHOOL ATTENDANCE

Improving school attendance continues to be a priority for the department. Evidence indicates a link between regular school attendance and 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 a number of 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 children attend school regularly and are engaged in learning so that the educational outcomes for all students across the Northern Territory are improved.

Children are supported to engage in schooling by strengthening partnerships with families, communities, schools and government agencies, providing services that reduce barriers to attendance and supporting the establishment of strong patterns of attendance.

Families have a shared responsibility with schools and communities to tackle the complex issues that have an adverse impact on students' engagement with education.

Schools employ home liaison officers and Aboriginal and Islander education workers who help create positive school relationships with students and families and help them overcome issues that affect attendance.

The department employs attendance and truancy officers who undertake compliance as required under the *Education Act*. In 2016–17, activities included developing 2209 attendance plans, issuing 1359 compliance and 309 infringement notices and processing 266 suspension of welfare payments. In the more serious cases of non-attendance at school, 32 parents were charged with an offence under Section 40 of the Northern Territory *Education Act* to address persistent student absences.

During the year, 1820 students were successfully re-engaged in their education.

The 'Remote School Attendance Strategy', a Commonwealth Government-funded initiative, continued throughout 2016–17 and is currently funded until the end of 2018. The strategy employed local community members to increase student attendance in remote schools. The approach uses daily encouragement strategies and works collaboratively with parents, students, community leaders and local agencies. The strategy operates in 36 government schools, with the department acting as the provider in nine schools. Overall, the strategy reaches more than 7000 students and employs more than 250 staff, with an aim to increase school attendance in targeted remote schools.

Operating in 38 remote government schools, another Commonwealth Government-funded initiative is the School Enrolment and Attendance through Welfare Reform 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 child is not enrolled in school or their attendance does not improve.

Gunbalanya School continued to achieve sustained improvements in attendance since introducing a flexible school 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 it was 50.6 per cent in 2016.

In 2018, all other Northern Territory government schools will operate with new school term dates and holiday break model.

TABLE 10: 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 Term 4	6 weeks	6 weeks

Good attendance rewarded

As a reward for good attendance and classroom behaviour, six students from Gunbalanya School were selected for a 3000-kilometre round trip to Alice Springs.

The students attended their first ever live game of Australian Football League football between the Melbourne Demons and the Gold Coast Suns and were involved in the pre-match entertainment. Students were given a Melbourne Football Club shirt to wear and formed part of the guard of honour.

The team linked arms for the 'NO MORE' campaign, which promotes awareness of domestic violence to help break the cycle. They then stayed on the ground, were given a Melbourne flag and cheered the players back out onto the ground as they ran through the banner.

Photo: Gunbalanya School students in Alice Springs.



GOVERNMENT EDUCATION PERFORMANCE

In 2016, enrolments for primary, middle and senior students in government schools increased by 555 to 29 914, compared with 29 359 in the previous year. Enrolments for Aboriginal primary, middle and senior students increased by 65 to 13 306, compared with 13 241 in 2015 and exceeded the estimate in Budget Paper No. 3. This may be due, in part, to the movement of students from non-government schools to Northern Territory government schools.

**TABLE 11: ENROLMENT AND ATTENDANCE
IN GOVERNMENT SCHOOLS BUDGET PAPER NO. 3 KEY DELIVERABLES**

PERFORMANCE MEASURES	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ESTIMATE	2016-17 ACTUAL
Total primary, middle and senior student enrolments	29 869	29 969	30 107	29 359	29 966	29 914
Aboriginal primary, middle and senior student enrolments	13 289	13 410	13 567	13 241	13 287	13 306
Primary, middle and senior attendance rates						
– Non-Aboriginal students	91%	90%	90%	90%	90%	89%
– Aboriginal students	69%	66%	69%	68%	71%	67%
Primary, middle and senior students attending at least four or more days per week						
– Non-Aboriginal students	87%	87%	88%	88%	89%	86%
– Aboriginal students	38%	38%	40%	36%	43%	36%

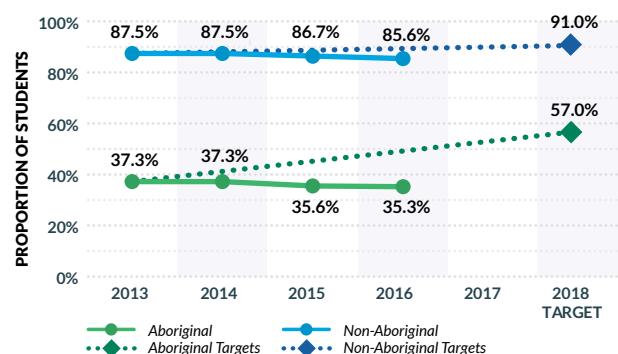
Source: DoE and 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 Budget Paper No. 3.

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.

In 2016, 85.6 per cent of non-Aboriginal students and 35.3 per cent of Aboriginal students were attending school four or more days per week. The proportion of non-Aboriginal students attending school four or more days per week decreased in 2016 by 1.1 percentage points and by 0.3 percentage points for Aboriginal students over the same period.

The 2016 attendance rate of non-Aboriginal and Aboriginal students attending school four days or more a week fell below the projected rate required to meet the 2018 target. In spite of intensive and widespread effort, attendance continues to be an intractable issue affecting educational outcomes for students in the Northern Territory.

FIGURE 12: Strategic plan targets by 2018 – proportion of preschool to Year 12 students in all year levels attending at least four or more days per week in government schools



Source: Student activity.

Note: 1. The data is subject to change and should be considered indicative only.
2. The data excludes enrolments from Tivendale (Palmerston Senior College) and Owen Springs (Centralian Senior College).

WORKING WITH TRAINING PROVIDERS AND INDUSTRY

An important part of contemporary education services is delivering nationally accredited training programs. This gives students the skills and knowledge they need to support them to an employment pathway.

MARITIME ACADEMY

In 2016, the department and the Australian Maritime and Fishing Academy designed a training program for students to study for maritime qualifications and in non-accredited training.

The program aims to prepare students to enter the workforce through whichever path they choose, whether it's to continue studies at university, through school-based apprenticeships or finding employment straight after school.

In 2016, 14 students completed a Certificate I in Maritime, and 26 students are participating in the program in 2017.

NORTHERN TERRITORY POLICE, FIRE AND EMERGENCY SERVICES CADETS

In 2015, the Northern Territory Police, Fire and Emergency Services (NTPFES) cadets program commenced in partnership with the department.

The program introduces students to training and employment pathways in the NTPFES and the Northern Territory Government. The cadetship spans over Year 11 and 12 and includes a Certificate II in Community Engagement and Certificate III in Business.

Students participate in community engagement and leadership camps, volunteer work and basic training in a range of community and emergency service organisations.

In 2016, 12 students from Palmerston Senior College completed their cadetship, with nine of the students taking up employment with NTPFES and the Department of Health. Three students sourced employment interstate on a fishing trawler and pearling boat.



LEARNING ON COUNTRY

Learning on Country is a Commonwealth Government program that develops Aboriginal rangers through a collaboration of school students and local ranger groups. It encompasses shared training and local cultural knowledge.

Schools can choose to use Vocational Education and Training (VET), particularly Conservation and Land Management qualifications, to contribute to the career pathways that the local ranger groups provide.

In 2016, Milingimbi School, Angurugu School, Alyangula Area School, Maningrida School and Yirrkala Homelands School had a total of 15 students complete a Certificate I in Conservation and Land Management. Ten students from Shepherdson College, Maningrida School and Yirrkala School completed a Certificate II in Conservation and Land Management.

PASTORAL FUTURES PROGRAM

The Pastoral Futures Program links students participating in Agriculture VET programs across the Northern Territory with industry providers.

As part of the program, students learn to handle horses and cattle and gain skills in working on a modern pastoral property. This means students are also skilled in information technology and other skills like cooking, handling motor vehicles, low-stress cattle handling, horsemanship, first aid and working at heights.

In 2016, 25 students completed a Certificate I in AgriFood Operations, 17 students did Certificate II in Rural Operations and seven students did a Certificate III in Agriculture.

In 2017, nine schools from across the Northern Territory are participating in the program.

Schooling on sea and land

Six Maningrida School students were selected for a six-month paid internship with local Djelk rangers as part of the Learning on Country Djelk Ranger employment pathway program, a school-to-work transition scheme for final-year students. Acceptance of the Arnhem Land trainees followed their completion of the Certificate II in Conservation and Land Management.

The students will work with the rangers every Wednesday with the prospect of full-time employment after completing their probation and finishing Year 12. The young women are travelling along an employment pathway that is embedded in the college's curriculum and is open to all students who diligently apply themselves to their studies and ranger duties. Djelk rangers value the college's Learning on Country program and the internships that are developing the next-generation custodians of land, water and traditional culture.



The trainees undertake tasks such as weed and feral animal control, crocodile hatchery management, equipment maintenance and rock art and sacred site surveys.

Photo: Rangers show interns how to record crocodile eggs.

APPLIED LANGUAGES

The Alice Springs Languages School has partnered with Ripponlea, a Victorian-based registered training organisation, to deliver and assess a Certificate II in Applied Languages. The program uses local language experts and industry-based concepts to provide an alternative to language curriculum.

In 2017, Centralian Senior College has 12 students enrolled in Arrernte language, Yuendumu School has 25 students enrolled in the Warlpiri language and Arlparra School has 15 students enrolled in Alyawarra language.

EMPLOYMENT PATHWAYS CENTRE

The Middle Years Training Centre provides industry exposure to Year 9 students in Certificate I in Manufacturing Pathways across six middle schools in the Darwin region. The course is nationally recognised and exposes students to the manufacturing industry and pathways industry and potentially into further training in the engineering, construction, and oil and gas sectors.

As part of the program, students have constructed camp shovels, stools and a camp barbecue for their final project. Students are also required to set up and maintain the fully functioning workshop facility.

Inspirational role model

Tennant Creek High School student, Alison Morrison, is in the Pastoral Futures Program and has been nominated for the 2017 VET in Schools Student of the Year in the NT Training Awards.



As a young Aboriginal female from the remote community of Borroloola, Alison has managed to successfully balance her family and cultural responsibilities.

Alison lives as a boarding student at an Aboriginal hostel in Tennant Creek, 700 kilometres from her home, to complete her school studies. Alison is at the point of completing her Northern Territory Certificate of Education and Training, which has been made possible through the credits gained from her VET courses as well as the more traditional subjects of English, mathematics, Indigenous language study and food technology.

Alison has proven herself to be an inspirational leader in her year level and across the whole school community. She is a role model to younger students, particularly young Aboriginal females, and has developed confidence to represent her school and community.

Photo: Tennant Creek High School student, Alison Morrison.

NON-GOVERNMENT EDUCATION

The department continues to work closely with the non-government education sector to provide education choices for Northern Territory students. The department administers Commonwealth Government and Northern Territory Government recurrent funding and grants for non-government primary, middle and senior secondary schools.

NON-GOVERNMENT EDUCATION PERFORMANCE

In 2016, there were 37 non-government schools (17 Catholic, nine Christian, nine independent and two Lutheran) registered across the Northern Territory, servicing more than 11 600 students.

Between 2015 and 2016, the number of primary, middle and senior students enrolled in non-government schools decreased by 60. There was also an overall decrease of 94 Aboriginal student enrolments.

The number of students in non-government schools attaining a Northern Territory Certificate of Education and Training (NTCET) in 2016 decreased by 18 completions, from 501 to 483. The number of Aboriginal students attaining an NTCET in 2016 increased by 11 from 55 to 66, exceeding the estimate in Budget Paper No.3, while non-Aboriginal student completions decreased from 446 to 417 in the same period.

In 2016, 795 students achieved one or more VET competencies, the largest cohort to date, increasing by 117 compared with the previous year and exceeding the estimate in Budget Paper No. 3 by 105. Similarly, the number of students who completed a Certificate I, II or III qualification increased by 70, from 320 to 390, and exceeded the estimate in Budget Paper No. 3 by 60.

The number of students enrolled in school-based apprenticeships or traineeships decreased by five compared to the previous year and was below the estimate in Budget Paper No.3 by 10.

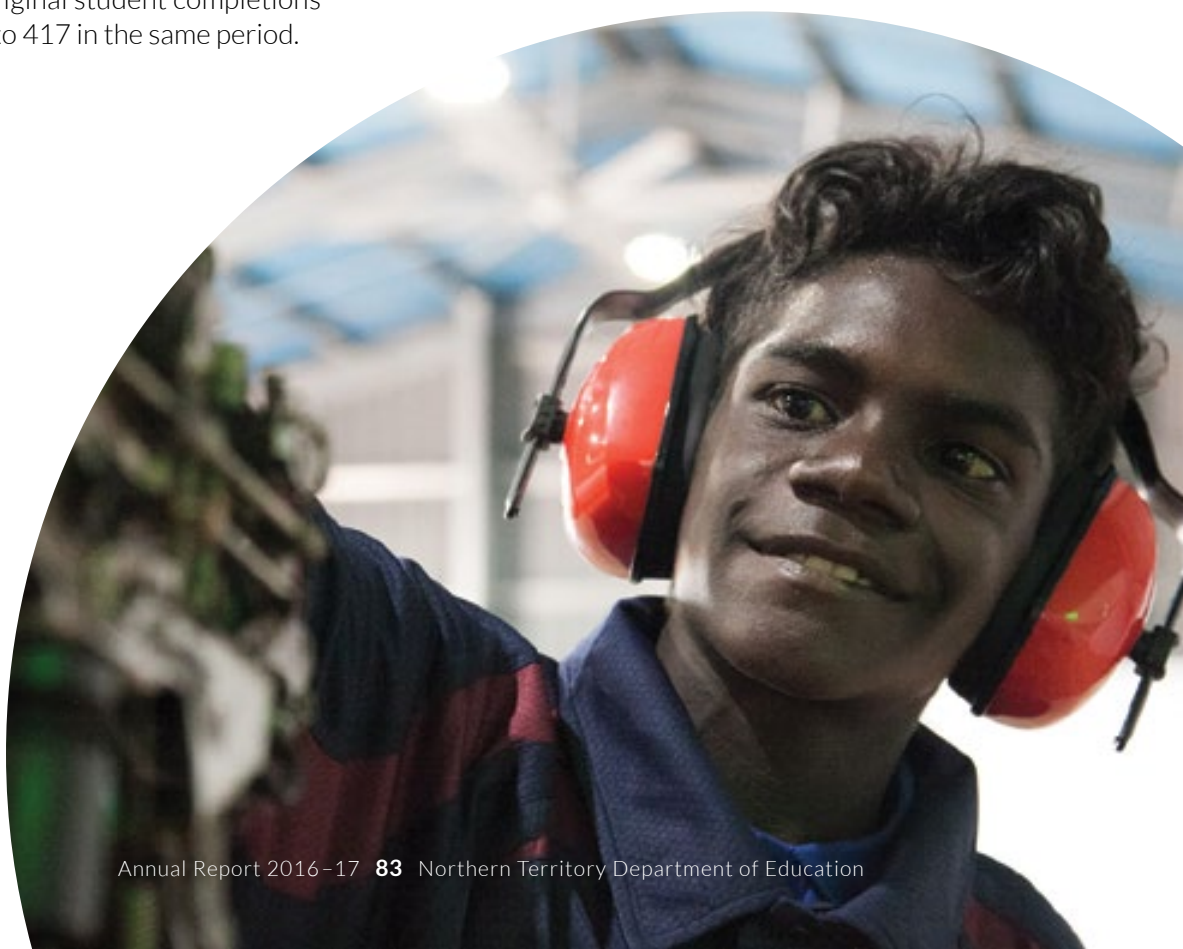


TABLE 12: PRIMARY, MIDDLE AND SENIOR YEARS EDUCATION NON-GOVERNMENT SCHOOLS OUTPUTS BUDGET PAPER NO. 3 KEY DELIVERABLES

PERFORMANCE MEASURES	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ESTIMATE	2016-17 ACTUAL
Total primary, middle and senior student enrolments ¹	10 590	11 094	11 311	11 662	11 763	11 602
Aboriginal primary, middle and senior student enrolments ¹	3 087	3 255	3 173	3 353	3 408	3 259
Attendance rate ² :						
– All students	87%	87%	86%	87%	87%	85%
– Aboriginal students	72%	72%	71%	70%	72%	66%
Students attaining an NTCET	334	442	431	501	516	483
Aboriginal students attaining an NTCET	23	40	51	55	63	66
Students who achieved one or more VET competencies ³	625	623	931	678	690	795
Students who completed a certificate I, II or III qualification ⁴	330	448	432	320	330	390
Students enrolled in school-based apprenticeships or traineeships	43	84	101	70	75	65

Sources: DoE and 2013-14, 2014-15, 2015-16 and 2016-17 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. Attendance rate data is a new measure and is the average attendance rate across the year.

3. The increase in 2016-17 partly reflects an expanded data collection, including additional registered training organisations.

4. New measure.

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 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 2016-17, eight assessments of non-government schools were conducted. All schools were found to meet registration requirements and conditions.

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 2016-17, the registrar authorised one special investigation, and the department is continuing to support this school to meet ongoing registration requirements.

In 2016-17, there was one variation to the registration of a non-government school, and registration was approved for one new non-government school.

FINANCIAL ASSISTANCE FOR NON-GOVERNMENT SCHOOLS

In 2016–17, the department provided total direct funding support to non-government schools of \$229.3 million. This included \$165.9 million in Commonwealth Government funding, mainly untied Students First funding, \$61.8 million in Northern Territory Government funding and \$1.6 million in grants paid to families with children attending non-government schools.

In 2016–17, Northern Territory Government funding to non-government schools included \$1.8 million in financial assistance to Kormilda College and \$21.2 million to the Catholic Education Office for constructing the non-government primary school in Zuccoli.

Further support through a range of in-kind support services was also provided to non-government schools.

TABLE 13: NORTHERN TERRITORY GOVERNMENT DIRECT SUPPORT OF NON-GOVERNMENT SCHOOLS

SUPPORT	2013–14	2014–15	2015–16	2016–17
Recurrent per capita funding	\$32.2M	\$33.3M	\$32.6M	\$32.73M
Isolated Students Education Allowance	\$3.4M	\$1.7M	\$1.6M	\$1.74M
Back to School Payment Scheme	\$1.7M	\$1.7M	\$1.7M	\$1.64M
Capital and Interest Subsidy Scheme	\$3.3M	\$2.9M	\$2.9M	\$3.18M
Catholic Education Office – Zuccoli non-government school capital grant	-	-	-	\$21.2M
Kormilda College Financial Assistance				\$1.78M
Annual supplementary assistance grant	\$1.15M	\$1.15M	\$1.35M	\$1.15M
Infrastructure upgrade for non-government schools	-	-	\$10M	-
TOTAL	\$59.35M	\$56.05M	\$63.45M	\$63.42M

Source: DoE.

TERTIARY EDUCATION

The department, Charles Darwin University (CDU) and Batchelor Institute of Indigenous Tertiary Education (BIITE) continued to work together in 2016–17 to deliver tertiary education options across the Northern Territory.

The Executive Director, Education Partnerships is a member of the BIITE Council.

BIITE supports Aboriginal workforce development through the delivery of training and higher education programs. Beyond the provision of education and training, BIITE auspices the SenaiNT English Language Centre in Timor Leste through contributions to staff funding.

In 2016–17, the department provided CDU with \$7.4 million under the CDU operating grant and \$2.1 million under the CDU Waterfront grant.

The purpose of the operating grant is to supplement Commonwealth Government funding to CDU to support the delivery of programs to remote communities

The Waterfront grant supports CDU to increase international partnerships and grow the number of international student enrolments through the CDU business school at the Darwin Waterfront.

The department has maintained a strong relationship with CDU during 2016–17 to ensure efficient reporting and payment for the grants.

**TABLE 14: TERTIARY EDUCATION OUTPUT
BUDGET PAPER NO. 3 KEY DELIVERABLES**

PERFORMANCE MEASURES	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ESTIMATE	2016-17 ACTUAL
Operating grant to CDU	\$7.6M	\$6.8M	\$7.0M	\$7.2M	\$7.4M	\$7.4M
Operating grant to Waterfront campus	N/A	N/A	\$1.5M	\$2.1M	\$2.1M	\$2.1M

Source: DoE and 2013–14, 2014–15, 2015–16 and 2016–17 Budget Paper No. 3.

Note: The 2016–17 estimate figures reflect planned figures from Budget Paper No.3.

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 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 (MoU) that provides a framework for meeting mutual objectives, including:

- sharing the combined resources of CDU and the Northern Territory Government and concentrating energies towards the attainment of shared goals in specific areas that are of benefit to the Territory
- increasing collaboration and joint investment in common areas of research and workforce development in the higher education and vocational education and training sectors
- enabling whole-of-Territory responses to the Commonwealth Government and other stakeholders about issues affecting the higher education sector
- contributing to the continued expansion of resident intellectual capacity throughout the Northern Territory
- exploring opportunities for cooperation and joint investment in human, physical, information and communications technology, and infrastructure development.

The objectives of the MoU are being reviewed to identify new and ongoing areas for cooperation between the Northern Territory Government and CDU through the partnership.

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.

Achievements of the partnership in 2016–17 included:

- considering a range of options to diversify the Northern Territory economy through international education and training
- coordinating Confucius Classroom agreement for Woodroffe Primary School in partnership with CDU Confucius Institute.



INTERNATIONAL EDUCATION

International education gives Northern Territory students in primary, middle and secondary school the chance to learn in a global context and develop skills in communicating with people from other backgrounds.

The 'NT International Education and Training Strategy, 2014–24' commits to strengthening the international education sector in the Northern Territory across all sectors.

In the school sector, the department has invested in increasing international student numbers, building international school partnership arrangements, forging partnerships with specific regions in priority countries, and capacity building for teachers and students through overseas study tours and exchanges.

In October 2016, a delegation of senior staff from the department travelled to Hong Kong, Anhui Province, and Beijing, China, to participate in educational research workshops and consolidate further partnerships between the Northern Territory and the Anhui Provincial Department of Education.

In April 2017, a delegation of senior staff from the department travelled to the Anhui province in China to progress education partnership arrangements between the Northern Territory and Anhui Provincial Department of Education. The outcomes of this visit included:

- in-principle agreement for international school partnership arrangements for Parap Primary School, Sanderson Middle School and Bakewell Primary School
- signing the 2016–2020 Framework for Collaboration with the Anhui Provincial Department of Education to strengthen cooperation and mutual understanding through sister-school arrangements and an annual education forum.

The department, the Confucius Institute Headquarters of China and Anhui Provincial Department of Education agreed to establish a Chinese language teaching centre in Darwin in 2017. As part of the agreement, up to four Chinese teachers will be placed in government schools in Darwin each year from Semester 2, 2017 until 2021, with the first three teachers arriving in Term 3, 2017.

The department has continued to facilitate the SenaiNT English Language Centre in Timor-Leste, in cooperation with the Timor-Leste Government.

Since opening in 2015, 84 students have graduated from the centre with Certificate I in Written and Spoken English or Certificate I in Foundation Skills. A further 72 students will graduate from these courses in July 2017.

As part of the Northern Territory and Indonesia Exchange Program, two Indonesian exchange students studied at Darwin High School during Term 2, 2017, and an Indonesian exchange teacher was working at Darwin High School.

Through the Northern Territory Teacher Exchange Program, a Nakara Primary School teacher spent a year teaching at a primary school in Colorado, USA, while the incoming teacher taught at Nakara Primary School.

In 2016–17, seven new international sister school partnership arrangements were formalised, taking the total number of school partnerships to 17.

TABLE 15: NEW INTERNATIONAL SCHOOL PARTNERSHIP ARRANGEMENTS, 2016–17

NT GOVERNMENT SCHOOL	OVERSEAS SCHOOL	COUNTRY
Bakewell Primary School	Tun Xi Lu Primary School, Hefei	China
Parap Primary School	Liu An Lu Primary School, Hefei	China
Sanderson Middle School	Meng Yuan Middle School Middle School, Hefei	China
Nemarluk School	Centro Recurso Educacao Inclusivo, Aileau Vila	Timor-Leste
Wulagi Primary School	EPC Mau Lau Primary School	Timor-Leste
Katherine School of the Air	Esperanca da Patria School	Timor-Leste
Durack Primary School	Kansai International Academy	Japan

INTERNATIONAL EDUCATION PERFORMANCE

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

At 30 June 2017, there were 55 full fee paying international students enrolled in Territory government schools and 85 enrolled in non-government schools.

7 new international sister school partnership arrangements formalised, taking the total number to 17, providing students with the opportunity to learn in a global context

TABLE 16: INTERNATIONAL EDUCATION OUTPUTS BUDGET PAPER NO. 3 KEY DELIVERABLES

PERFORMANCE MEASURES	2012–13 ACTUAL	2013–14 ACTUAL	2014–15 ACTUAL	2015–16 ACTUAL	2016–17 ESTIMATE	2016–17 ACTUAL
Full fee-paying international students in Territory government schools ¹	69	56	189	47	56	55
Full fee-paying international students in Territory non-government schools ²	N/A	N/A	53	81	97	85

Source: DoE; 2013–14, 2014–15, 2015–16 and 2016–17 Budget Paper No. 3; and Providers Registration for International Students Management System.

Note: 2016–17 estimate figures reflect planned figures from Budget Paper No.3.

COMMONWEALTH GOVERNMENT PARTNERSHIPS

The department continues to work collaboratively with the Commonwealth Government on joint efforts to improve student outcomes and to secure long-term funding arrangements to support Territory school students.

The Commonwealth Government funds 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 Aboriginal students.

During 2016–17, the department had eight national partnership agreements with the Commonwealth Government, implementing national programs in schools and improving the quality of early childhood education and care services. The agreements are:

- Northern Territory Remote Aboriginal Investment
- Universal Access to Early Childhood Education
- National Quality Agenda for Early Childhood Education and Care
- National School Chaplaincy Program
- Independent Public Schools Initiative
- MoneySmart Teaching
- School Security Program
- Online Safety Programs in Schools.

The department's Children and Schooling Implementation Plan under the Northern Territory Remote Aboriginal Investment National Partnership Agreement provides funding over three years (2015 to 2017) to support initiatives of stage 1 of the Indigenous Education Strategy 2015–2024, reflecting joint investment and shared effort to improve education outcomes for Aboriginal students in the Territory.

Key initiatives include expanding 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.

Negotiations on a new implementation plan will commence with the Commonwealth Government later in 2017 and will be informed by stage 2 of the Indigenous Education Strategy, which is currently under development.

The department has also been working with the Commonwealth Government to implement funding agreements under the Indigenous Advancement Strategy, which provides additional support to the Northern Territory to deliver programs that improve Aboriginal student education outcomes. That strategy provides funding to:

- continue the Learning on Country program that provides Indigenous ranger cadetship training at five sites across Arnhem Land
- operate the Remote School Attendance Strategy Agreement in nine schools across the Northern Territory.

The department works closely with the Commonwealth Government to ensure the effectiveness, alignment and sustainability of programs. A bilateral steering committee meets quarterly to coordinate the joint responsibility of delivering attendance programs in the Northern Territory to ensure policy alignment and to monitor effectiveness of programs.

TABLE 17: COMMONWEALTH GOVERNMENT FUNDING FOR NORTHERN TERRITORY SCHOOLS

FUNDING SOURCE	2013–14	2014–15	2015–16	2016–17
Quality Schools First/National Special Purpose Payments (government schools)	\$58M	\$113M	\$123M	\$181M
Quality Schools/National Special Purpose Payments (non-government schools)	\$116M	\$136M	\$155M	\$151M
National partnership agreements	\$64M	\$51M	\$52M	\$39M
TOTAL	\$238M	\$300M	\$330M	\$371M

RESEARCH PARTNERSHIPS

The Northern Territory Government, represented by the departments of Education, Territory Families, Health and Attorney-General and Justice, has renewed its research partnership with the Menzies School of Health Research – the Child and Youth Development 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 greatest 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 (data linkage service), researchers can access datasets across multiple agencies that can be combined for research and statistical purposes in a way that protects the privacy and confidentiality of individuals.

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

The department and the University of Melbourne also partnered in a three-year research study 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. Funded by the Australian Research Council, the research aimed to increase the school readiness of young Aboriginal children in two remote communities of Maningrida and Galiwin'ku. The research study was completed in June 2017. It is anticipated that an interim research report will be available in December 2017.



OUR PEOPLE






OUR PEOPLE

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AND VALUING OUR PEOPLE

INTRODUCTION

The Department of Education employs 4283 people in a range of professional, administrative and technical positions to support the delivery of quality education services to children in the Northern Territory. The professional development, health and wellbeing of our employees and the culture in our workplaces is a high priority for the department. A summary of our workforce and how we support and value our people is over the page.

A photograph of two women sitting at a desk in what appears to be a library or classroom. The woman on the left is wearing glasses and a blue denim shirt, while the woman on the right is wearing a colorful floral patterned top. They are both smiling at the camera. On the desk in front of them are several educational materials, including a large open book, a spiral-bound notebook, and a stack of colorful books. One book visible is titled 'The Book's Bigger It'. In the background, there are shelves filled with various books and educational resources.

*4283 full time
equivalent employees,
with over 87% working
in schools, including over
2500 teachers*

WORKFORCE PROFILE

At 30 June 2017, the number of full-time equivalent employees increased by 141 (or 3.4 per cent) compared to 2015–16.

TABLE 18: WORKFORCE AT A GLANCE

EMPLOYEES	2012–13	2013–14	2014–15	2015–16	2016–17
Full-time equivalent (FTE) ^{1,2}	4 536	4 288	4 148	4 142	4 283
Part time ³	12.1%	13.9%	12.1%	11.9%	11.1%
Ongoing (permanent)	74.4%	73.3%	68.7%	65.9%	65.0%
Fixed period (temporary/contract)	25.6%	26.7%	31.3%	34.1%	35.0%
EXPENDITURE					
Total employee expenditure	\$453.932M	\$433.709M	\$442.812M	\$446.982M	\$471.367M
WORKFORCE DIVERSITY					
Average age (years)	43.8	44.2	44.6	44.6	44.6
Female	78.1%	76.9%	76.9%	76.6%	77.4%
Male	21.9%	23.1%	23.1%	23.4%	22.6%
Aboriginal	12.5%	13.8%	12.4%	12.4%	13.9%

Source: Personnel Information and Payroll System (PIPS) Pay 26; 2012–13; 2013–14; 2014–15, Pay 27 2015–16 and Pay 26 2016–17.

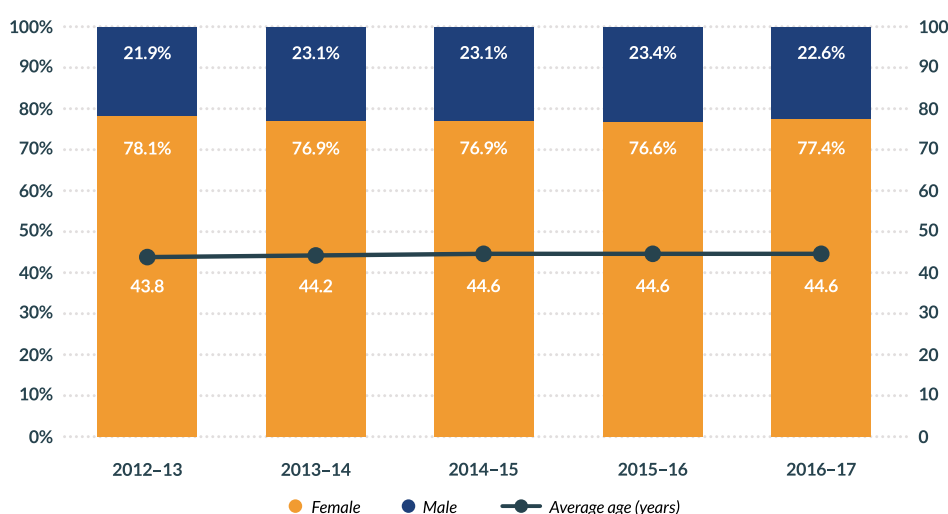
Notes: 1. FTE refers to paid full-time equivalent, which includes all active and inactive paid employees and excludes staff employed directly by school councils.

2. FTE data is revised after each release and may not be consistent with previous releases due to delays in or changes to processing of data.

3. The percentage of part-time employees was based on employee head count.

More than two thirds of our workforce was female and the average age of all employees in 2016–17 was 44.6.

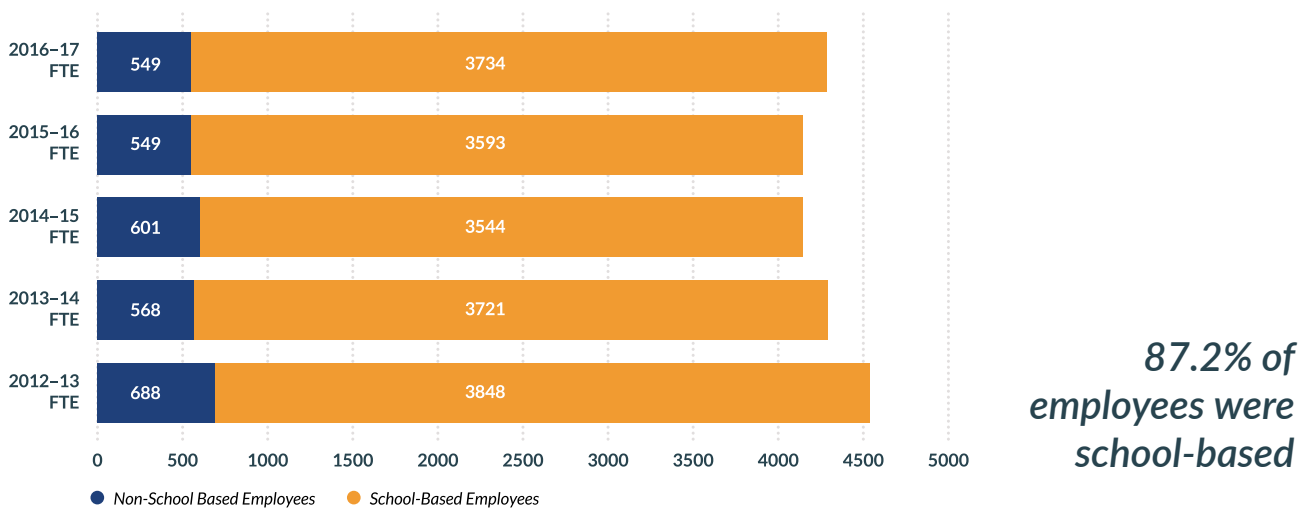
FIGURE 13: WORKFORCE PROFILE – GENDER AND AGE



44.6 was the average age of all employees in 2016–17 and 77.4% were female

At 30 June 2017, the number of full-time equivalent school-based employees was 3734, an increase of 141 employees (or 3.9 per cent) compared to 2015–16, which is attributed to increased school resources.

FIGURE 14: SCHOOL-BASED AND NON-SCHOOL-BASED WORKFORCE AT 30 JUNE 2017



Notes: 1. School-based positions are all positions located at individual schools and their preschools, annexes and homeland centres as well as employees located in regional offices who work with schools to provide a service directly to students and their families, or who provide administrative front office support to one or more schools.

During 2016–17, 4283 staff were employed in workplaces across the Northern Territory, with 58.7 per cent of employees located in urban workplaces, 16.6 per cent in remote workplaces and 24.7 per cent in very remote workplaces.

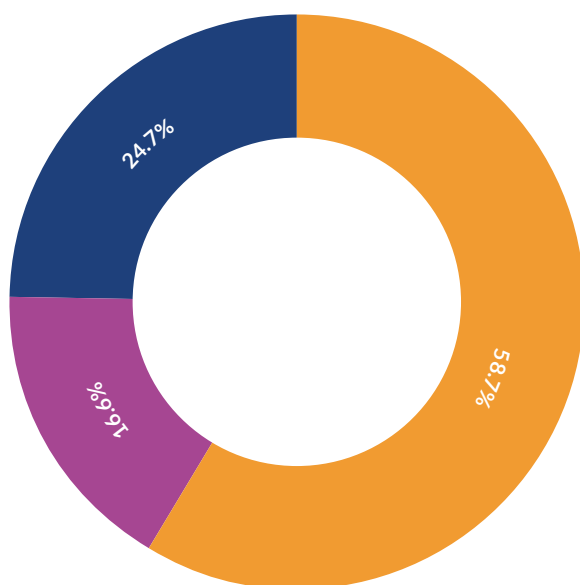


FIGURE 15: PROPORTION OF THE WORKFORCE BY LOCATION

- Urban – 58.7% of employees were in urban workplaces
- Remote – 16.6% of employees were in remote workplaces
- Very Remote – 24.7% employees were in very remote workplaces

41.3% of employees were located in remote or very remote workplaces

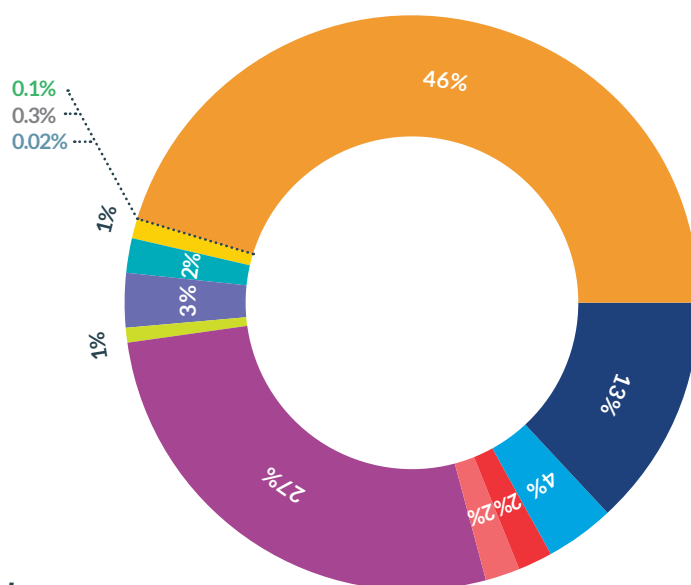
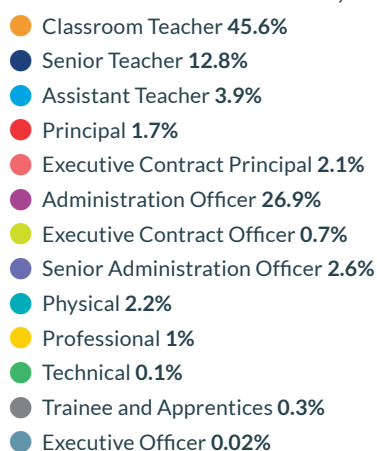
TABLE 19: NUMBER OF STAFF BY CLASSIFICATION GROUP

CLASSIFICATION GROUP	2012-13 FTE	2013-14 FTE	2014-15 FTE	2015-16 FTE	2016-17 FTE
Administration Officer	1 145.2	1 123.1	1 065.8	1 105.8	1 154.2
Assistant Teacher	167.3	165.7	153.0	157.9	167.8
Classroom Teacher	2 080.3	1 972.9	1 909.0	1 876.8	1 952.0
Executive Contract Officer	45.5	35.0	37.9	33.9	31.9
Executive Contract Principal	89.4	85.2	81.0	87.4	89.0
Executive Officer	2.0	-	1.0	2.0	1.0
Physical	101.2	99.2	95.7	93.1	92.5
Principal	93.4	88.1	88.7	82.5	74.4
Professional	64.5	44.5	46.8	43.8	43.8
Senior Administration Officer	82.2	82.1	91.1	110.2	111.5
Senior Teacher	620.1	557.7	546.2	532.9	549.0
Technical	3.0	3.0	2.8	3.0	2.7
Trainee and Apprentice	41.7	31.1	29.4	13.1	13.8
Total	4 535.7	4 287.6	4 145.3	4 142.3	4 283.5

Source: PIPS Pay 26 2011-12; 2012-13; 2013-14; 2014-15, Pay 27 2015-16 and Pay 26 2016-17.

Note: Calculations are based on precise data; therefore, some FTE totals may not correspond with the sum of separate figures due to rounding.

FIGURE 16: PROPORTION OF STAFF BY CLASSIFICATION GROUP, 2016-17



66.1% of employees were classified as teachers, assistant teachers and principals

ATTRACTING AND RECRUITING THE RIGHT PEOPLE

Recruitment strategies are critical to sustaining an innovative and diverse organisation and provide an opportunity to revitalise our workforce.

The department has implemented a range of strategies and programs to ensure we are an employer of choice, our workforce is diverse and our people are the right people to deliver high-quality education to children in the Northern Territory.

TEACHER RECRUITMENT STRATEGY

As part of the 'Strategic Workforce Plan, 2016–2018', the department developed and implemented the 'Teacher and Educator Attraction and Recruitment Strategy, 2016–2017'.

The strategy aims to attract, develop and retain teachers in the Northern Territory. In 2016–17, the department used communication and marketing strategies to recruit teachers and position the department as an employer of choice, including:

- collaborated with teaching website providers and the Department of Corporate and Information Services to promote Northern Territory government schools to a broader, targeted audience
- launched the TeachNT campaign, which shares teacher, student and family stories from across the Northern Territory and will be complemented by a social media and TV campaign aimed at promoting the department as an employer of choice for educators
- conducted TeachNT recruitment roadshows in October 2016 and May 2017 across six locations: Melbourne, Geelong, Ballarat, Wollongong, Newcastle and Brisbane. The roadshows included presentations to university students and public information sessions for pre-service and established teachers, providing an insight into teaching in the Northern Territory and the recruitment process
- participated in the Migration NT – 2017 campaign in Hobart, Perth and Adelaide in June 2017. The information sessions included topics on working and living in the Northern Territory, education services, health services and employment opportunities.

In addition, the partnership agreement between the department and Teach For Australia was renewed in November 2016. Under this agreement, the department is supporting high-performing graduates completing a Masters of Teaching through Deakin University to work as teachers with a reduced teaching load (80 per cent) in Northern Territory government schools over a two-year placement period. On completion of their placement, participants are awarded a post-graduate teaching qualification.

Of the five participants who completed the program in our schools at the end of 2016, two have remained teaching in Northern Territory government schools.

The department also developed various information guides, delivered recruitment training and continued to seek feedback from school staff on how to improve recruitment process support for teaching positions.

*Developed
and implemented
the 'Teacher and
Educator Attraction and
Recruitment Strategy
2016–2017'*



Recruitment roadshow

The second teacher recruitment roadshow of 2016 saw the department engaging with more than 80 interstate teachers about teaching in the Territory in 2017.

University presentations were conducted in Brisbane, Newcastle, Melbourne, Ballarat, Geelong and Adelaide for prospective employees in a campaign that was backed by print, radio and online advertising. Department representatives described teaching opportunities in the Territory. Prospective applicants heard about the advantages and challenges of teaching in the Northern Territory and spoke with department staff about the teacher recruitment process and the support available to urban and remote teachers.

Photo: TeachNT recruitment roadshow in Melbourne - October 2016.

TEACHING SCHOOLS

The Northern Territory Department of Education and Charles Darwin University Teaching Schools Partnership Agreement was established in February 2017.

The department funds a Teaching Schools Coordinator to support the professional experience of Charles Darwin University students in Northern Territory schools and to coordinate the training of mentor teachers and professional learning leaders in schools.

During Semester 1 2017, 12 leaders participated in professional learning activities in Darwin, Alice Springs and Katherine.

In that time, 167 nominations were received from students undertaking a teaching qualification for professional experience in Northern Territory schools. Of these students, 132 were placed with

mentors across the 58 schools (including 54 Northern Territory government schools) that have a teaching school agreement as part of the partnership agreement. The remaining 35 pre-service teachers were supported by schools that do not have a teaching school agreement in place.

Teacher Talk workshops were held in Darwin and Alice Springs in March 2017, with 42 pre-service teachers attending. Key focus areas at the workshops included:

- preparing for practicums
- school culture and working with mentors
- collecting evidence for teachers' portfolios
- teacher registration legislative requirements
- processes and protective practices.

PRE-SERVICE TEACHER PROGRAMS

The department offered a suite of programs in 2016–17 to support people to undertake a teaching qualification.

The **More Indigenous Teachers Initiative** provided support for Aboriginal people to undertake a teaching qualification. The aim of the program is to increase the number of Aboriginal teachers in Northern Territory government schools.

In 2016–17, the department supported six More Indigenous Teachers initiative recipients—three on a fellowship program and three on a scholarship program. Three of these six completed their teaching course in 2016, with one employed in a Northern Territory government school. In 2017, there are three participants continuing this program.

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, seven students with Teacher Education Scholarships successfully completed their teacher training. Three of those commenced employment in government schools. Teacher Education Scholarships continued to support four students in 2016 to study a full-time education qualification through Charles Darwin University.

TABLE 20: SUMMARY OF PRE-SERVICE TEACHER SCHOLARSHIPS FOR 2016–17

PROGRAM	NUMBER OF PARTICIPANTS
More Indigenous Teachers Initiative	6
Teacher Education Scholarships	4

Source: Department of Education.

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 a career 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 2016–17, the department supported eight trainees completing Certificate III traineeships in business; laboratory operations; information, digital media and technology; and education support. Of these trainees, four completed their qualification during the year, one withdrew from the program and three continue to complete their traineeship in 2017.

School-Based Apprenticeships and Traineeships give students practical workplace experience with structured employment and training arrangements. These programs can lead to a nationally recognised qualification, more career choices and opportunities to transition from school to full-time traineeships, employment or further education and training.

In 2016–17, four school-based trainees participated in this program. Of those, one completed their qualification, one withdrew from the program and two continue to complete their traineeships in 2017.

The **Work Integrated Learning Scholarship** sponsors local students through their tertiary degrees at Charles Darwin University. Participants receive a grant to help with the cost 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' when they complete their studies.

In 2016–17, 10 Charles Darwin University students participated in the program. Of those, two completed the program, one resigned from the program and seven received a scholarship.

The **Vacation Employment Program** gives students undertaking a full-time degree at an Australian university the opportunity to gain valuable experiences in the Northern Territory Government during their semester breaks. Five students participated in the program in 2016–17.

The **Graduate Development Program** is designed to increase the capacity and capability of the Northern Territory Government. In 2016–17, 10 graduates participated in the department's program. This involved rotational placements around the department's business areas, giving graduates skills and knowledge about the department's operational and strategic responsibilities. Of these 10 graduates, three completed the program in 2016, gaining ongoing employment in the department, and seven graduates were continuing the program in 2017.

TABLE 21: SUMMARY OF EARLY CAREERS PROGRAMS, 2016–17

PROGRAM	NUMBER OF PARTICIPANTS
Northern Territory Government Traineeship and Indigenous Traineeship	8
School-Based Apprentices/Trainees	4
Workplace Integrated Learning Scholarship	10
Vacation Employment Program	5
Graduate Development Program	10

Source: Department of Education.

EQUALITY AND DIVERSITY

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

CROSS-CULTURAL TRAINING

Equal employment principles are part of the department's values. During our orientation process, employees are introduced to our equal employment policies and programs.

During 2016–17, cross-cultural training was available online and as part of the orientation program. Cross-cultural training is also delivered in schools. This training aligns with the Northern Territory Government's 'Cross Cultural Training Framework' and aims to support a culturally competent and informed workforce. Employees are taught skills in communicating and working effectively across cultures with a focus on:

- the importance of culture and respecting and accepting differences in culture for successful communication
- working and living in a cross-cultural context
- understanding different cultural practices
- cross-cultural skills.

REPRESENTATION OF ABORIGINAL EMPLOYEES IN THE WORKFORCE

The department's 'Indigenous Employment and Workforce Strategy 2016–2020' provides a framework for ensuring we have a workforce that reflects the diversity of our community. It helps us recruit, retain and develop Aboriginal employees.

The strategy is aligned to the department's 'Strategic Workforce Plan 2016–2018', the 'Indigenous Education Strategy' and the 'NT Public Sector Indigenous Employment and Career Development Strategy, 2015–2020'.

The NT public sector strategy includes a global target for Aboriginal employment, which has been distributed across all Northern Territory Government agencies.

The department's target for the number of Aboriginal employees is 670, or 14.6 per cent of the department's workforce, by June 2017 and 933 Aboriginal employees, or 20.3 per cent of the department's workforce, by June 2020.

The department's target for Aboriginal employees occupying senior positions (SAO1, ST1 or equivalent and above) is five per cent by June 2017 and 10 per cent by 2020.

As part of this strategy to increase the number of Aboriginal employees, a special measures plan is being implemented. It gives priority consideration to Aboriginal and Torres Strait Islander people who apply for advertised positions in the department. It also provides that certain positions will only be available to Aboriginal and Torres Strait Islander people.

The special measures plan includes all the department's positions, including school-based positions in all government schools. Since July 2016, 285 corporate and school-based staff have received training through the Office of the Commissioner for Public Employment on special measures.

To oversee the implementation of the Indigenous Employment and Workforce Strategy and to support and advise the Senior Management Team on issues that affect Aboriginal employment and career pathways, the Indigenous Employee Reference Group was established in February 2017.

Since implementation of the special measures plan on 1 June 2016 118 Aboriginal applicants were employed by the department (to 31 May 2017).

At 30 June 2017, the department had 634 Aboriginal employees, an increase of 87 Aboriginal employees compared to the previous year. The proportion of Aboriginal employees in the department's workforce was 13.9 per cent, an increase of 1.5 per cent from

2015–16. The proportion of the department's Aboriginal employees is 3.4 percentage points higher than the current overall Northern Territory Public Sector rate of 10.5 per cent.

At year end, there were 42 Aboriginal employees in senior positions, representing five per cent of the department's senior-level positions and achieving our 2017 target.

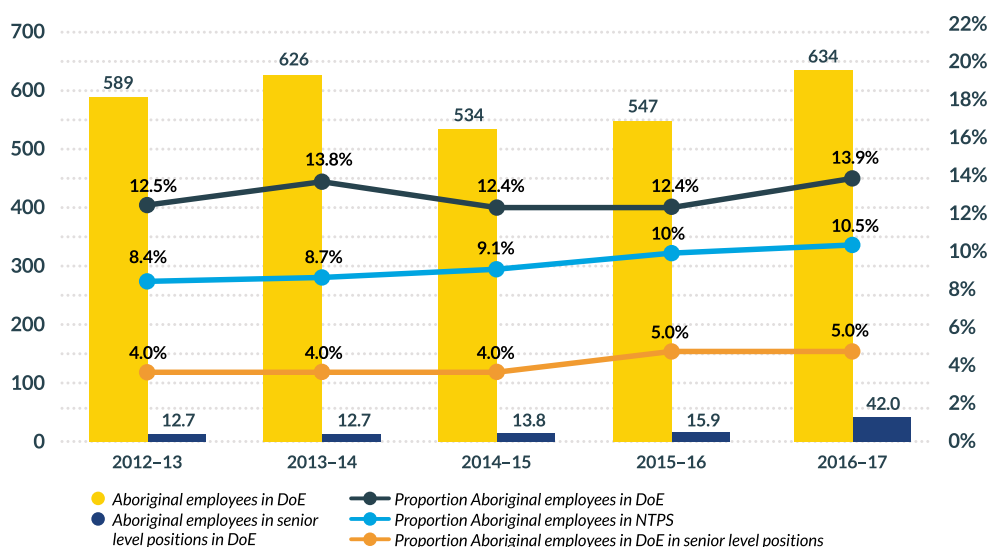
Of our 634 Aboriginal employees, 80.8 per cent were female. The most common classification of Aboriginal employees was assistant teachers, with 249 employees, representing 39.3 per cent of all Aboriginal employees. Assistant teachers work in school-based roles supporting student learning in the classroom and provide a valuable link for students between formal education and local culture.

Aboriginal employee figures are based on the number of employees who have self-identified as Aboriginal or occupy positions designated for Aboriginal people, such as assistant teachers, Aboriginal Islander Education Workers or principals in training. Therefore, it is likely these figures are understated. In addition to department staff, Aboriginal people are employed by school councils, particularly in remote schools, which is not reflected in these figures.

As part of the government's commitment to have 500 more Aboriginal people employed as a teacher, police officer or nurse by 2026, the department is developing a strategy to increase the number of Aboriginal teachers and educational professionals with the Office of the Commissioner for Public Employment.

The department achieved the June 2017 target of 5% of Aboriginal employees in senior positions and 13.9% of the department's employees are Aboriginal - exceeding the current overall NTPS rate of 10.5%

FIGURE 17: ABORIGINAL EMPLOYEES



Source: PIPS Term 2 week 8 2013, 2014, 2015, 2016 and 2017 (head count).

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

DISABILITY

At 30 June 2017, the department had 39 employees who identified as having a disability. This is the same as the previous year.

The department provides accessible workplaces to support employees with special needs. The Minor New Works program includes funding to respond to unforeseen access issues for staff and students with special needs.

All new buildings are constructed to cater for the needs of people with all abilities in the community. During 2016–17, the following works occurred to ensure employees, students and visitors with a disability have improved access to our schools.

- constructed the new Henbury School and stage 1 of the new Forrest Parade School, both that cater for students with special needs
- relocated new transportable double classrooms that are fit-for-purpose for special education to provide Tennant Creek with appropriate facilities for students with special needs
- distributed equipment grants for students with special needs
- installed accessible water bubblers at Bradshaw Primary School
- constructed an access ramp at Alawa Primary School
- replaced pathways at Dripstone Middle School
- installed automatic doors and a disabled toilet at Katherine South Primary School
- installed a disabled toilet at Humpty Doo Primary School.

TABLE 22: EMPLOYEES WITH A DISABILITY

	2012–13	2013–14	2014–15	2015–16	2016–17
Department employees with a disability	60	55	40	39	39
Proportion of department employees with a disability	1.3%	1.2%	0.9%	0.9%	0.9%
Proportion of employees with a disability in NTPS	1.2%	1.1%	1.0%	1.0%	1.0%

Source: PIPS Term 2 week 8 2013, 2014, 2015, 2016 and 2017 (head count).

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

CULTURAL AND LINGUISTIC DIVERSITY

At 30 June 2017, the department had 232 employees who identified as being from a non-English-speaking background, an increase of 24 employees compared with 2015–16.

The proportion of employees from a non-English-speaking background in the department's workforce increased from 4.7 per cent to 5.1 per cent compared to previous year.

TABLE 23: EMPLOYEES FROM A NON-ENGLISH-SPEAKING BACKGROUND

	2012–13	2013–14	2014–15	2015–16	2016–17
Department employees from non-English-speaking background (head count)	179	219	196	208	232
Proportion of employees from non-English-speaking background in the department	3.8%	4.8%	4.5%	4.7%	5.1%

Source: PIPS Term 2 week 8 2012, 2013, 2014, 2015, 2016 and 2017.

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

Harmony Day celebrations

In March 2017, Moil Primary School proudly celebrated Harmony Day and its multicultural school community with a week of activities. Celebrations began with students performing Greek dancing on the Monday followed by an African dance class on the Tuesday.

For the school assembly on the Friday, students dressed in national costumes or wore orange (the colour that represents Harmony Day) and performed cultural songs and dances. Performances included a Congolese dance, a Hebrew Circle Dance, Indonesian dancing and Wombat Wobble. Students also sang *Understanding, Tolerance and Inclusion* (with sign language added), and the Junior Choir performed *We are Home Here*. The Torres Strait Island Dance Group also shared their culture by performing several dances for students, staff and families.



The activities engaged students and families to participate in cultural diversity, fostering an inclusive school community and a sense of belonging for everyone.

Photo: Moil Primary School students performing as part of Harmony Day celebrations.

RETAINING, SUPPORTING AND VALUING OUR PEOPLE

Ensuring our employees' wellbeing is essential in providing high-quality teaching and learning for Northern Territory students. We have implemented a range of initiatives to retain our quality staff and ensure they are valued and supported in fair, safe, rewarding and inclusive workplaces.

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 2016–17, the overall year-to-year retention rate increased by 0.2 per cent, from 84.8 per cent to 85 per cent. This included a school-based staff retention rate of 85.2 per cent, an increase of 0.4 per cent, and a non-school-based staff retention rate decrease from 85.1 per cent to 83.7 per cent compared with the previous year.

The following retention initiatives were introduced in 2017:

- teacher qualification upgrades – 14 remotely located teachers are being provided with financial assistance to undertake a Graduate Certificate Teaching English to Speakers of Other Languages through Deakin University.
- CDU High Achieving Teaching Graduate Program – 18 graduate teachers from Charles Darwin University accepted permanent employment offers to teach in Northern Territory government schools.
- The following retention initiatives have continued from previous years:
 - teacher qualification upgrades – 21 teachers who received Early Childhood Teacher Scholarships continued their studies during 2016–2017 to upgrade their teaching qualification to specialise in early years teaching;
 - Highly Accomplished and Lead Teacher Certification Program which provides an allowance to certified Highly Accomplished and Lead teachers in government schools who are valuable instructional leaders through modelling of effective teaching practices and mentoring of other teachers;
 - Remote Study Leave Initiative, which is a period of paid study leave offered to teachers after four years of teaching in a remote or very remote location; and
 - a range of online training courses provided through the department's Learning Management System to contribute to maintaining teacher registration.

TABLE 24: RETENTION OF EMPLOYEES

PERFORMANCE MEASURE	2012–13 ACTUAL	2013–14 ACTUAL	2014–15 ACTUAL	2015–16 ACTUAL	2016–17 ESTIMATE	2016–17 ACTUAL
Retention rate of teaching staff year to year within their school ^{1,2}	68.9%	66.6%	65.5%	69.6%	≥67%	69.0%
All employees	83.7%	82.2%	81.9%	84.8%	-	85.0%
Non-school based employees	79.3%	80.3%	82.0%	85.1%	-	83.7%
School-based employees	84.4%	82.6%	81.7%	84.8%	-	85.2%

Source: PIPS Term 2, week 8, 2013, 2014, 2015, 2016 and 2017; 2013–14, 2014–15, 2015–16, 2016–17 and 2017–18 Budget Paper No. 3 and DoE.

Note: 1. Reflects the annual change in the number of staff who remained in the school as at week 8, Term 2.
2. The 2016–17 estimate figure reflects planned figure from Budget Paper No.3.

WORKPLACE CULTURE AND WELLBEING

The department aspires to create safe and positive learning and work environments. We are committed to continually improving the health, safety and wellbeing for employees, students, volunteers, visitors and contractors.

WORKPLACE CULTURE

The 'People Matter' Survey is an employee perception survey run by the Office of the Commissioner for Public Employment. The survey is an important measure of employees' experience in their profession, work area, the department and the Northern Territory Public Sector as a whole.

In 2016, 1245 department employees, or 32 per cent, participated in the survey—an increase of four per cent on the last survey in 2014.

The highest results were recorded in the areas of:

- work environment and job satisfaction, with 95 per cent of employees believing the work they do is important and 83 per cent having a sense of accomplishment from their work
- ethical practice, with 83 per cent of employees stating that in the department, earning and sustaining a high level of public trust is seen as important.

Three areas the department identified as a focus for improvement were employment practices, leading change, and giving and receiving feedback.

In response to the results, the department is undertaking the following actions:

- survey results are being shared and discussed with employees across the department
- each work unit is identifying actions to positively influence employees' experience in the workplace
- executive and senior managers are determining changes required across the department to assist with overall job satisfaction.

In 2017, the department also surveyed all corporate employees to gain insights into our workplace culture and climate. This feedback will be used to assist us to enhance our performance and improve services to schools.

In addition, employees are required to follow the department's policies and guidelines on discrimination, harassment, anti-bullying measures and complaint resolution, and are supported with relevant training to do so.

WORK AND LIFE BALANCE

The department is committed to supporting employees to balance the demands of work with the needs of their family, community commitments, and general health and wellbeing. The 'Northern Territory Public Sector Teacher and Educator 2014–2017 Enterprise Agreement' and the 'Northern Territory Public Sector 2013–2017 Enterprise Agreement' include provisions for flexible working conditions. These provisions include flexible hours, part-time work and job sharing, career breaks, part-year employment, home-based work, short-term absences for family and community responsibilities, carer's leave, purchased leave and using recreation leave at half pay, paid parental leave, study leave and unpaid leave.

Flexibility in the way work is performed throughout the department and has been supported and promoted through a variety of policies and guidelines.

During 2016–17, approximately 500 employees were working under part-time work arrangements, and 392 employees took parental leave.

EMPLOYEE ASSISTANCE PROGRAM

The department continued to promote the Northern Territory Government Employee Assistance Program. The program provides solution-based counselling sessions to employees and their immediate families for personal and work-related issues. Employees can access up to three free counselling sessions on the one topic each financial year with any of the six contracted external providers.

In 2016–17, 864 employees or their family members received counselling services under this program at a total cost of \$307 579.

FLU VACCINATION PROGRAM

The department offered all employees a free flu vaccination in their workplace during the reporting period.

This initiative helps employees stay healthy and reduces the impact of seasonal flu in the workplace and home.

In 2016–17, 1430 employees had the vaccine at 58 onsite clinics in urban and regional workplaces. Many more staff took advantage of the program delivery in remote communities at Department of Health and non-government health clinics.

WORKPLACE SAFETY

The department's commitment to workplace safety is underpinned by our Work Health and Safety Framework, which includes policies and resources that comply with the *Northern Territory Work Health and Safety (Uniform National Legislation) Act* and the *Public Sector Employment and Management Act*.

In April 2017, the department's safety management governance structure was enhanced with the establishment of the Work Health and Safety Steering Committee. As a standing committee of the Executive Board, the steering committee manages strategic safety matters. The committee's role and activities are reported in the Corporate Governance section of this report.

Work health and safety hazards and risks are managed by the department's regional and corporate work health and safety committees through developing work health and safety-related practices, procedures and policies, ongoing consultation, education and training.

In 2016–17, the committee developed the Safety Management Policy and enhanced the Work Health and Safety Framework and the Work Health and Safety Management System, as well as their related systems and processes.

The department offers training to help employees understand their work health and safety obligations in maintaining safe learning and work environments. All offices and schools also have trained fire wardens and first aid officers.

In 2016–17, 521 incidents related to safety were reported by employees, an increase of 76 incidents on 2015–16. This reflects the department's promotion of the online incident reporting system and encouraging employees to report all incidents, including those that do not result in an injury.

Reported injury categories are outlined in the figure below.

The most frequently reported injury was being hit by objects, accounting for 47 per cent of the injuries reported. This includes being hit by people (intentionally or accidentally), animals, a moving object or as a result of being trapped between objects.

TABLE 25: REPORTED WORK HEALTH AND SAFETY INCIDENTS, 2013 TO 2017

INCIDENTS	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016	JUNE 2017 ¹
Number of employee-reported incidents	322	322	363	445	521
Proportion of all employees in the department ²	6%	6%	8.3%	9.6%	12.2% ³

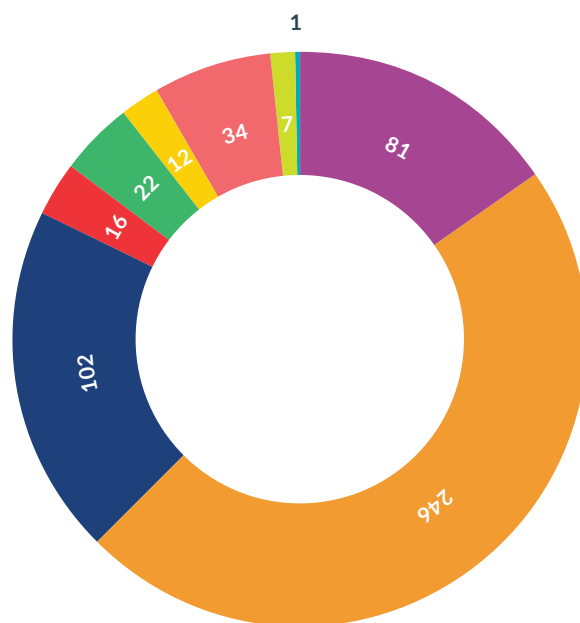
Source: Department of Education Online Reporting System.

Notes: 1. June 2017 data was retrieved from the DCIS HR reporting system - BOXI.

2. Percentage of employees is calculated as a proportion of head count.

3. June 2017 percentage of employees is calculated as FTE.

FIGURE 18: REPORTED WORK HEALTH AND SAFETY INCIDENTS BY CATEGORY, 2016-17



There were 76 more incidents reported in 2016-17 compared with the previous year and 24 fewer workers' compensation claims lodged

WORKERS' COMPENSATION

The department continued to work 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 employee in either their nominal position or an alternative role.

Where possible, early return to work is considered crucial for an employee's overall recovery from a work-related injury.

In 2016–17, there was a decrease in new claims, with 24 fewer workers' compensation claims lodged.

EMPLOYEE RELATIONS

The department continued to ensure compliance with Northern Territory and national employment instruments throughout 2016–17.

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 had started at year end.

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 Appendix 3.

TABLE 26: WORKERS' COMPENSATION CLAIMS

CLAIMS	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016	JUNE 2017
Total costs ¹	\$4.894M	\$5.544M	\$6.135M	\$5.858M	\$4.934M
Cost attributed to finalising prior-year claims	\$0.638M	\$0.431M	\$1.888M	\$2.022M	\$0.808M
New claims	108	108	95	61	77
Claims (mental health factors)	9	20	13	11	12

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

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

RECOGNISING EXCELLENCE IN TEACHING

We are committed to promoting a culture of recognising and acknowledging good performance. Staff achievements are celebrated in our newsletters and on our intranet and internet.

In October 2016 as part of World Teachers' Day celebrations, the department held award ceremonies in each region for our annual Teaching in the Territory Excellence Awards to recognise the contribution of Northern Territory government school principals, teachers, educators, trainers and support staff to quality student learning.

PRIMARY TEACHER OF THE YEAR AWARDS		
Darwin region	Judith Grills	Jingili Primary School
Palmerston and rural region	Aristotle Banaga	Gray Primary School
Alice Springs region	Genevieve Fabijan	Sadadeen Primary School
Arnhem region	April Sage	Yirrkal School
Barkly region	Colin Kiel	Alekarenge School
Katherine region	Georgia Croad	Ngukurr School
Northern Territory winner	Georgia Croad	Ngukurr School
MIDDLE YEARS TEACHER OF THE YEAR AWARDS		
Darwin region	Julie Morton	Darwin Middle School
Palmerston and rural region	Narelle Panjer	Rosebery Middle School
Alice Springs region	Wellington Pasi	Centralian Middle School
Barkly region	William Lutwyche	Tennant Creek High School
Katherine region	Charleen Conroy	Katherine High School
Northern Territory winner	Julie Morton	Darwin Middle School
SENIOR SECONDARY TEACHER OF THE YEAR AWARDS		
Darwin region	Yashodara Pridham	Darwin High School
Palmerston and rural region	Rebekkah Crawford	Palmerston Senior College
Alice Springs region	Judith Coverdale	Centralian Senior College
Arnhem region	Heather Waugh	Nhulunbuy High School
Barkly region	Claire Thorpe	Tennant Creek High School
Katherine region	Adrienne McMahon	Katherine High School
Northern Territory winner	Heather Waugh	Nhulunbuy High School
PRINCIPAL OF THE YEAR AWARDS		
Darwin region	Bernie Bree	Stuart Park Primary School
Palmerston and rural region	Helen Chatto	Girraween Primary School
Alice Springs region	Brenda Jolley	Larapinta Primary School
Arnhem region	Sue McAvoy	Ramingining School
Barkly region	Maisie Floyd	Tennant Creek High School
Katherine region	Marg Chamberlain	Kintore Street School
Northern Territory winner	Maisie Floyd	Tennant Creek High School
EARLY CHILDHOOD TEACHER OF THE YEAR AWARDS		
Darwin region	Carla Hayes	Stuart Park Primary School
Palmerston and rural region	Meg Hewett	Nganmarriyanga School
Alice Springs region	Gaby Bennett	Walungurru School
Arnhem region	Edith Heland	Shepherdson College
Barkly region	Michelle Leonard	Alekarenge School
Katherine region	Lis Jones	Clyde Fenton Primary School
Northern Territory winner	Meg Hewett	Nganmarriyanga School

SUPPORT STAFF MEMBER OF THE YEAR AWARDS		
Darwin region	Fiona Wheatley	Nemarluk School
Palmerston and rural region	Melissa Mullen	Berry Springs Primary School
Alice Springs region	Carmy McLean	Sadadeen Primary School
Arnhem region	Naomi Barba	Nhulunbuy Primary School
Barkly region	Edward Jones	Arlparra School
Katherine region	Penny Archie	Bulla Camp School
Northern Territory winner	Carmy McLean	Sadadeen Primary School
INDIGENOUS EDUCATOR OF THE YEAR AWARDS		
Darwin region	Katina Winsley	Karama Primary School
Palmerston and rural region	Josie Wickham	Batchelor Area School
Alice Springs region	Yvette Pengilly	Rona Glynn Preschool
Arnhem region	Alice Eather	Maningrida College
Barkly region	Sharon Larkins	Alpurrurulam School
Katherine region	Renez Lammon	Casuarina Street Primary School
Northern Territory winner	Renez Lammon	Casuarina Street Primary School
VOCATIONAL EDUCATION TRAINER OF THE YEAR AWARD		
Darwin region	Maria Albion	Senai NT Language Centre
Palmerston and rural region	Trudie Clarke	Taminmin College
Alice Springs region	Rebecca Toll	Yuendumu School
Northern Territory winner	Trudie Clarke	Taminmin College
TEACHER OF THE YEAR IN A SPECIAL SCHOOL		
Darwin region	Jonathan Graham	Nemarluk School
Palmerston and rural region	Michele Sheahan	Taminmin College
Alice Springs region	Jen Guzman	Acacia Hill School
Barkly region	Pauline Hughes	Tennant Creek Primary School
Katherine region	Janette Thompson	Casuarina Street Primary School
Northern Territory winner	Jen Guzman	Acacia Hill School

Chamber award win for special needs staff

The Special Needs unit of Centralian Middle School won an Alice Springs Chamber of Commerce award in 2016 for the Best Government Department Customer Service. The school team eclipsed two other shortlisted contenders at the presentation ceremony.

The award was one of five award categories recognising individuals and organisations that demonstrate service excellence. It acknowledged the school staff's high-quality service that maximises outcomes for special needs students.

Photo: The principal and Special Needs unit staff from Centralian Middle School.



SUSTAINABILITY





SUSTAINABILITY

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INTRODUCTION

Sustainability encompasses environmental, social and economic sustainability concepts, which the department supports through:

- conserving and efficiently using energy and materials and managing our environmental impact and waste
- supporting social equity and social needs, and engaging with the community
- providing pathways to prosperity through inclusive education, developing skills for jobs and enhancing employment opportunities.

THE ENVIRONMENT

ENERGY EFFICIENCY

The department continues to invest in photovoltaic systems, with \$5 million committed to install rooftop solar panels to many school buildings across the Northern Territory. The solar power systems will include monitoring and measuring equipment and lead to innovative school-based educational programs teaching students about the new solar technology.

The department also contributes to environmental sustainability by incorporating energy efficiency and environmental considerations in all major infrastructure projects.

The department works in partnership with the Department of Infrastructure, Planning and Logistics and industry to plan for and design learning environments that incorporate environmental sustainable design. Partnering consultants provide innovative design solutions to ensure cost-effective implementation of environmentally sustainable design features such as low 'e' glazing, shading and building sealing, energy-efficient air-conditioning and ventilation systems, water efficiency features and renewable energy sources such as photovoltaic and solar hot water panels.

Other energy-efficient measures in our buildings include automated switch off for lighting and air conditioning systems outside business hours.



The department provides education and training opportunities to promote and enhance sustainable practices through delivery of the Australian Curriculum, which emphasises sustainability as a priority for area for study. 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.

In 2016–17, the department collaborated with the Power and Water Corporation to develop a school curriculum unit, 'That's My Water!' for Year 5 and 6 students about sustainable water use. It was piloted in Semester 2, 2016, at Jingili, Leanyer and Wanguri primary schools. More than 200 students learnt innovative ways to conserve water and improve water efficiency, including through installing smart irrigation controllers and weather stations.

The smart controllers seasonally adjust irrigation to save schools' water and money and also become part of the Darwin region-wide network of weather stations that school communities can access to help reduce their water use.

'That's My Water!' integrates structured science, technology, engineering and maths topics with the aim of:

- finding and fixing leaks in schools and households
- reducing the amount of water use in the garden
- reducing and regulating shower times.

Many positive outcomes were reported by schools, teachers and students who were part of the pilot program. The program will continue to be offered in schools across the Northern Territory in Semester 2, 2017.

FLEET MANAGEMENT

The department's vehicle fleet has 425 vehicles, including 27 trailers. Overall, fleet levels increased by 35 during 2016–17 as a result of vehicles and trailers purchased outright (with Commonwealth Government funding) for use at school-based trade training centres. These vehicles are used in training students in areas such as maritime, conservation, land management and manufacturing in remote locations.

Overall, fuel costs decreased by \$40 000 in 2016–17, which is partly due to an increase in smaller engine vehicles and trailers, which contributed to improved fuel economy. Staff are encouraged to adopt efficient driving techniques.

TABLE 27: FLEET VEHICLE STATISTICS

FLEET MANAGEMENT	2012-13	2013-14	2014-15	2015-16	2016-17
Fuel costs	\$1.45M	\$1.36M	\$1.19M	\$0.95M	\$0.91M
Lease costs	\$6.45M	\$5.00M	\$4.65M	\$4.58M	\$4.66M
Total vehicle fleet	430	383	370	390	425
4 cylinder	332	305	300	305	323
5 cylinder	0	0	0	11	11
6 cylinder	2	1	3	4	4
8 cylinder	91	73	63	55	58
Trailers	3	2	2	13	27
Forklifts	2	2	2	2	2

Warriors against waste

The Eco Warriors of Parap Primary School subscribe to a strong conservation ethic and endorse the sustainable use of resources.



A focus of the environmentally friendly group, comprising students from all year levels, is creating reusable shopping bags to reduce dumping of single use carriers. The warriors identified the bags as a way of creating more awareness of the reduce, reuse and recycle philosophy. The bags are made by students, parents and teachers and distributed at markets and local shops to combat the overuse of plastics.

Photo: Students displaying their reusable shopping bags.

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PAPER CONSUMPTION

The department encourages employees to set printer default settings to black and white with double-sided printing, use online viewing and, where possible, distribute documents electronically instead of in hard copy.

Where relevant, staff are also encouraged to use electronic devices to replace paper. In 2016–17, the department's Executive Board moved to a paperless system, with all members using electronic devices for meetings, which previously involved significant amounts of paper.

RECYCLING

The department encourages employees to recycle by providing recycling bins for paper, cardboard and confidential documents. General waste bins are also provided.

Printer toners and cartridges are also recycled through Close the Loop – Cartridges 4 Planet Ark.

The total recycling and waste expenditure during the year was \$4723, a reduction of \$3444 on 2015–16. This is attributed to the department's promotion of electronic document creation and storage, and the use of electronic devices such as laptops and tablets at meetings to reduce paper consumption.

TABLE 28: RECYCLING/WASTE EXPENDITURE

	2015–16	2016–17
TOTAL	\$8167	\$4723

Note: Figures represent total expenditure for recycling and general waste bins.

TRAVEL

The total number of trips undertaken by employees during the year was 8003, a decrease of 627 trips compared to 2015–16. This is partly attributed to the department's provision of video conferencing options for schools and staff, which reduces the need for travel, as well as close monitoring of travel to ensure all travel is essential.

Video conferencing facilities enable calls to and from external parties so that the department can collaborate with people in other locations without the need for travel.

The software program REACT is used by the distance education schools to provide online lessons to their students living in remote locations. It is also used to provide professional learning and general communication to both staff in remote schools with satellite connectivity and urban locations.

The Skype for Business program is installed on all department computers and allows staff to communicate by voice, video and instant messaging over the internet, videoconferencing and transferring files.

The majority of overseas travel undertaken was related to the Executive Development for Educational Leaders Programs for study tours to China and Hong Kong and establishment and ongoing operation of an English language centre in Dili, Timor-Leste.

TABLE 29: TRAVEL BY TYPE AND NUMBER OF TRAVELLERS

TRAVEL TYPE	2015–16	2016–17
Intrastate	7641	7061
Interstate	877	831
Overseas	112	111
TOTAL	8630	8003

Note: Data prior to 2014–15 not comparable due to superseded reporting systems.

SUPPORTING THE COMMUNITY

The department is committed to making a positive social contribution. It supports the community funding, sponsorships and use of school facilities outside school hours by community groups and organisations such as the Grow Well, Live Well program. That program is a group of community organisations working together to improve the wellbeing of children and young people in Palmerston, with Driver Primary School premises used as required.

GRANTS

During 2016–17, the department provided funding to families, private and community organisations, and non-government schools. A summary of grants paid by the department is provided in the table below.

Staff across the department also supported various charitable and non-government organisations throughout 2016–17 through activities such as

holding morning teas to 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.

TABLE 30: GRANTS PAID BY THE DEPARTMENT OF EDUCATION TO FAMILIES AND NON-GOVERNMENT ORGANISATIONS

SERVICE PROVIDED	2016-17
Grants to non-government schools	\$61.93M
Tertiary providers assistance	\$9.50M
Back to school grants to NT families	\$6.97M
VET in schools	\$5.03M
Early childhood services subsidy	\$4.78M
Closing the gap	\$1.70M
Girls engagement and mentoring program	\$1.30M
Community-based education organisations	\$0.87M
Edmund Rice Foundation	\$0.70M
The Centre for School Leadership, Learning and Development	\$0.58M
School sport programs	\$0.52M
Student assistance scheme grants to eligible NT families	\$0.39M
COGSO regional governance officers	\$0.30M
Community-based special education program	\$0.23M
Foundation for young Australians	\$0.19M
Early childhood policy partnership and reporting	\$0.15M
Long day care upgrade	\$0.12M
Early childhood programs	\$0.11M
Community library grant	\$0.05M
Grow Well, Live Well in Palmerston – Senior Leadership Group	\$0.01M
Ethnic schools	\$0.01M
Other	\$0.20M
Total	\$95.64M

SPONSORSHIPS

During the year, the department provided funding for awards and sponsorships totalling \$33 636. This included:

- Automotive Apprentice of the Year
- Fulbright NT Sponsorship
- Festival of Teaching.

The Department of Education was a gold plus sponsor for the Early Childhood Australia National Conference held at the Darwin Convention Centre in October 2016. The conference provided an exciting opportunity for the Northern Territory early childhood education and care sector to learn from and engage with national and international experts, leaders and peers. It was last held in Darwin in 1999.

This was the largest national conference ever held by Early Childhood Australia, attracting close to 2000 delegates.

The department's sponsorship of this important conference provided valuable promotion of early childhood education and care programs and services in the Northern Territory as well as other aspects of education and teaching in the Northern Territory. Pre-conference site visits to Gunbalanya and Maningrida for high-profile delegates showcased the integrated early childhood services offered through child and family centres.

COMMUNITY ENGAGEMENT

The department undertook a range of community engagement activities and targeted communications to ensure staff and stakeholders are well informed of education initiatives. These are also an opportunity to celebrate our successes.

In 2016–17, major communications programs were developed for the change to Northern Territory government school term dates, which come into effect from 2018, and the introduction of the Northern Territory Preschool Curriculum.

EXPOS AND EVENTS

Engaging with stakeholders and the community is critical in implementing our initiatives and programs. For example, in developing the next stage of the Indigenous Education Strategy, feedback has been sought in consultation with stakeholders across the Territory to inform where the focus will be for the next three years. Co-designing and working together on education programs and initiatives ensures sustainability through strong participation and ownership, enabling the long-term objectives of the Indigenous Education Strategy to be realised.

Engaging with stakeholders and the community is critical in implementing our initiatives and programs.

We also engage with the community on major infrastructure projects, particularly where the community may be affected or where there is potential for enhancing community outcomes. During the year, the department engaged and consulted with the community on a number of major infrastructure projects, including:

- design and construction of the Forrest Parade School, including engaging the community to vote on the school logo
- 61 projects undertaken in government schools across the Northern Territory as part of the \$58.5 million Boosting our Economy stimulus package.

TABLE 31: DEPARTMENT PARTICIPATION AT EXPOS AND EVENTS

EVENT	DESCRIPTION	PARTNERS/ORGANISERS	PURPOSE
GARMA Festival (July–August 2016)	A celebration of Aboriginal people held in Arnhem Land with more than 250 students from across the Arnhem region engaging in activities.	Yothu Yindi Foundation	Promoted and informed the community of key programs and initiatives under the Indigenous Education Strategy. Strengthened partnerships with the Yothu Yindi Foundation and many of the communities and organisations across the Territory.
Teach NT education recruitment roadshows (October 2016 and May 2017)	Conducted roadshows in Melbourne, Geelong, Ballarat, Wollongong, Newcastle and Brisbane.	Supported by universities across Australia	The roadshows included presentations to university students and public information sessions for pre-service and established teachers, promoting teaching in the Northern Territory.
Defence Expo (February 2017)	Aimed at newly arrived Defence personnel and their families.	Australian Defence Force	Providing information on Northern Territory Government schooling options.
Little People, Big Dreams conference (October 2016)	A two-day conference attended by early childhood education and care service providers from across the Northern Territory.	Child Australia	Promoted the department's early childhood education and care programs and initiatives.
Alice Springs, Darwin, Katherine and Tennant Creek shows	The department was part of the whole-of-Northern Territory Government stand	The Central Australian Show Society The Royal Agricultural Society of the NT Katherine and District Show Society Tennant Creek District Show Society	The display showcased school infrastructure programs across the Territory, the importance of educating children from birth through the Families as First Teachers program, and it promoted teaching in the Territory.

Schools support White Ribbon Australia

A group of Ngukurr School students triumphed at the 2016 National Indigenous Music Awards, collecting the award for Community Music Clip.

The honour was conferred on the video of *Break the Silence*, a hip hop song protesting against violence directed at women. The school partnered with White Ribbon Australia (the campaign to prevent men's violence against women) and the travelling performing artists of the Indigenous Hip Hop Project, to create a video that starts the conversation about domestic violence. The song was written, recorded, and the video clip filmed in one week.

The Stars Foundation and Role Models and Leaders Australia run engagement programs for female Aboriginal students. The program focusses on attendance and educational outcomes and the health and wellbeing of students. Through various workshops and activities, students are given opportunities to develop and grow personally and engage with their schooling.

Middle school students from the program in Katherine held a cupcake fundraiser for White Ribbon Day. Students baked cupcakes, made posters to promote the event and assisted with the sales on the day, building their skills as a team and individually. The fundraiser was a success for the students, and all money raised was donated to the Katherine Women's Crisis Centre to support the important work it does.



Photo: Ngukurr School representatives collecting the award.



1113 followers and 1065 likes for our EducationNT Facebook page in the first six months

ONLINE

In 2016, the department's website transitioned to a new format in line with all Northern Territory Government agencies. The website was simplified so community members can find the information they need quickly and easily. Users can also provide feedback on the website in the form of compliments, concerns and suggestions. This is an opportunity for the department to identify areas that require enhancement and highlight strengths in current service delivery.

Communication with families and external organisations is also achieved through various events and external websites. These include the 'My School' website and the Australian Curriculum, Assessment and Reporting Authority's NAPLAN website.

In addition, parents can use electronic student profile pages to view their child's enrolment history, attendance records, assessments, achievements, certificates, awards and samples of their work.

Most Northern Territory government schools have their own websites, which are administered and managed by the school and include information on school events, policies, procedures and student achievements.

SOCIAL MEDIA

The department has a social media presence through Facebook and YouTube. These are informal avenues for engaging with the community. This communications network has enhanced the department's:

- distribution of timely and factual information about important issues, department and school programs and activities
- promotion of good news stories
- consultation and engagement with stakeholders.

In February 2017, the department launched its own Facebook page – EducationNT (@EducationNT). Developing a social media presence has enabled the department to broaden its engagement with stakeholders, particularly families and the community. In less than six months, 1065 people liked our page, and it had 1113 followers.

Many schools are also developing a social media presence to celebrate student and staff achievements, promote upcoming school events and as an additional communication network to distribute important messages to families and the community.

COMMUNITY PROSPERITY

We recognise that accessing quality education is pivotal to ensuring young Territorians can actively and positively participate in our community. It improves people's social and economic circumstances and plays a key role in building a strong economy.

The department is delivering quality education and training programs and support for students to enhance their education and employment outcomes. Full-time and part-time senior secondary schooling options are provided for students in Northern Territory government schools from Year 10 to Year 12 as is access to Vocational Education and Training (VET) in schools. The range of VET programs reflect the Northern Territory skill shortage list, enhancing students' employment prospects and the economic sustainability of the Territory. The department also offers engagement programs for students and employment pathways programs for Aboriginal students in remote communities, which include employability skills and vocational learning.

Detailed information on education, training and engagement programs that prepare students for further education and employment is in the 'Goal 2' section of this annual report.

The department is investing in children through new and improved school infrastructure and providing local jobs through a continuous stream of projects to enable Northern Territory economic growth.

During 2016–17, the department completed or progressed 21 major infrastructure projects, creating jobs and driving community prosperity. The major infrastructure projects completed or progressed during the year are outlined in the 'Goal 4' section of this report.

Major infrastructure projects completed during the year included the construction of 'Dawurr', the boarding facility at Nhulunbuy, and the Forrest Parade School (preschool to Year 6) which are highlighted below.

Infrastructure initiatives in 2017–18 will include:

- \$300 000 to every Northern Territory school under the Northern Territory Government's 'Building Better Schools' program over a four-year period for refurbishments and upgrades to school facilities
- \$1 million per year over three years for refurbishments and upgrades to homeland schools
- \$42 million over five years for infrastructure at the Bullocky Point Education Precinct to support the delivery of science, technology, engineering, arts and mathematics, new classrooms and innovative teaching and learning spaces
- \$6.5 million to construct an integrated preschool centre on the site of the Tennant Creek Primary School.

The department is investing in children through new and improved school infrastructure, and providing local jobs through a continuous stream of projects to enable Northern Territory economic growth

'Dawurr' boarding facility at Nhulunbuy

'Dawurr', the new boarding facility at Nhulunbuy, specifically tailored to improve education outcomes for young Aboriginal students in north east Arnhem Land, was completed in January 2017. The construction of 'Dawurr' was awarded to local company Norbuilt at a cost of \$20.03 million. At year end, 34 students from remote communities and homelands boarded there and attended Nhulunbuy High School.

As part of the department's commitment to ensure all Territorians have access to high-quality education, 'Dawurr' provides another option for students in remote areas. It allows boarding students to access a range of subjects and opportunities through Nhulunbuy High School, such as maritime studies and tourism, which would not otherwise be available in small remote locations. It has also created 14 ongoing jobs in operational services and care for students.

The Department of Education engaged the Yothu Yindi Foundation to work with a steering group of local people who represented the various north east Arnhem Land communities to consult with residents and stakeholders throughout the region. Consultations

over two years have allowed the community and stakeholders to be involved and guide all aspects of how it will operate, including policy and procedures and student health and wellbeing support.

The boarding facility has one, two and four student bedrooms, a commercial kitchen and dining room, tuition rooms, a multi-purpose art and music centre, amphitheatre, sporting facilities and open-plan gardens.

To maximise energy efficiency through passive climate control measures, the buildings in the boarding residence campus are designed along classical passive tropical design principles. The long axes of buildings are near east-west, minimising insolation from morning and afternoon sun. Generous roof overhangs or verandahs to the north and south elevations ensure minimal sun penetration through windows. The boarding residences have been designed to open up the breezeway spaces through ventilation from the south easterly breezes in the dry season. Roofs are well insulated, and east/west facing masonry end walls are insulated and sheeted externally. Energy-efficient tinted glass was used throughout the buildings.



109 people
employed in the
construction
phase

Forrest Parade School

Children with high-support educational needs in the Palmerston and rural areas now have access to a special education facility, with completion of the Forrest Parade School in October 2016.

The stand-alone facility caters to an increase in demand for special education in the area and provides a flexible, secure and welcoming environment for students.

The primary focus of the school is to ensure the needs of every student are met, with individual programs delivered on literacy, numeracy, communication and self-care. All programs are tailored to meet the needs of individual students and their families. Forrest Parade also offers exciting programs such as 'Mind Your Paws', which brings therapy dogs into the school every Thursday.

**160 people
employed in the
construction
phase**

The construction of Forrest Parade School was awarded to local company Sunbuild at a cost of \$19.55 million and currently has 62 students enrolled and 13 teachers. The school includes three buildings consisting of general learning areas, teacher preparation areas and amenities, hydrotherapy pool, hall and covered learning areas and walkways.

CORPORATE GOVERNANCE





CORPORATE GOVERNANCE

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INTRODUCTION

The department is committed to the principles of corporate governance and accountability and seeks continuous improvement in its practice.

Our Corporate Governance Framework reflects the core principles of good corporate governance. Our governance processes guide us to achieve our purpose; comply with relevant legislation, policy and ethical obligations; and meet public expectations of transparency, accountability and integrity. Consistent with this, we maintain a strong focus on stakeholder engagement and open communication, with detailed information reported in the 'Sustainability' section of this annual report.



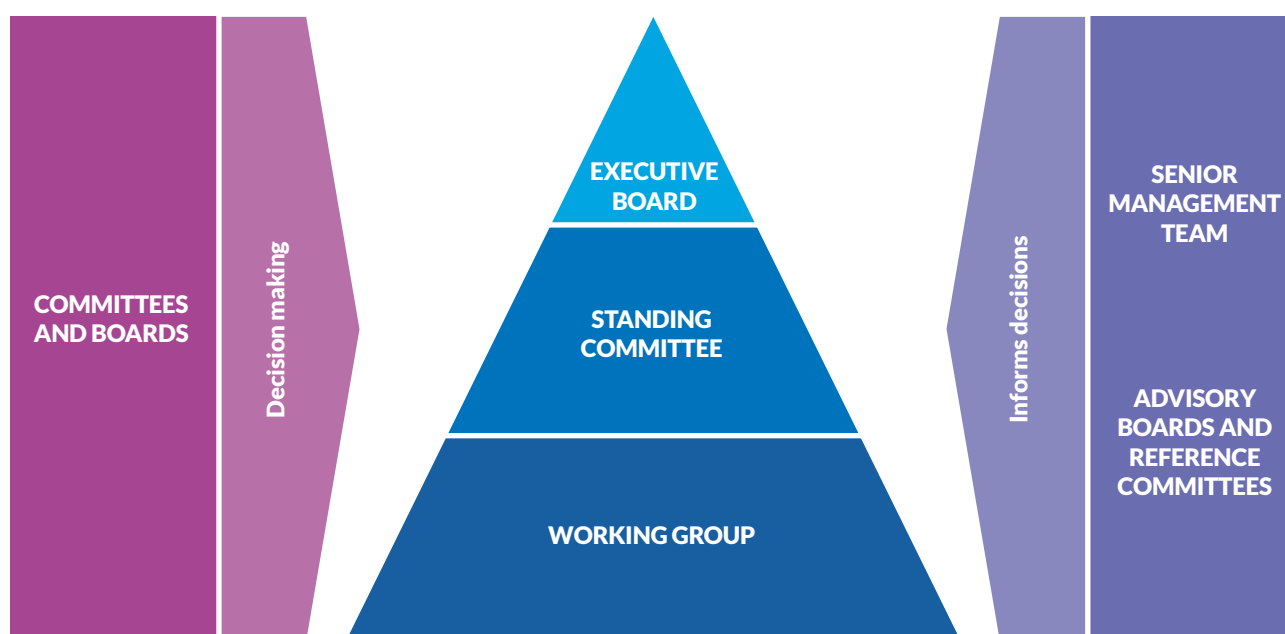
Our governance processes guide us to achieve our purpose, comply with relevant legislation, policy and ethical obligations, and meet public expectations of transparency, accountability and integrity

TRANSPARENCY

CORPORATE GOVERNANCE MODEL

Our corporate governance model directs and manages our business activities to optimise performance, achieve regulatory compliance and deliver efficient and effective services to our stakeholders. It enables us to govern with transparency, accountability and integrity.

FIGURE 19: CORPORATE GOVERNANCE MODEL



STRATEGIC DIRECTION

Our 2016–2018 strategic plan, ‘Growing Success Together’, was developed as part of our planning activities to achieve our vision for young Territorians to become confident and capable global citizens. Five goals and associated ongoing priorities and strategies, and annual key actions are identified to deliver quality educational services for young Territorians. Performance measures are also outlined in our strategic plan to measure our progress and our progress towards achieving performance targets is provided at Appendix 1 of this annual report.

PERFORMANCE REPORTS

Our annual report takes an open and transparent approach to reporting our operational and financial performance. It informs our stakeholders and the public of our progress, expenditure of government funds and of any significant issues.

We publish an overview of our performance against the strategic plan and annual school performance reports on the education services provided and student outcomes.

Copies of all reports are available on our website: www.education.nt.gov.au

INTERNAL AUDITS

Our internal audit function provides objective assurance and consulting activities and reports to the Audit and Risk Committee.

As part of the implementation of our 2016–2018 Strategic Internal Audit Plan, a number of internal audits were undertaken during the year, with finalised reports presented to the Audit and Risk Committee.

Each internal audit resulted in suggested improvements with the aim of strengthening internal controls and improving efficiency.

A summary of internal audits conducted is provided below.

TABLE 32: SUMMARY OF INTERNAL AUDITS, 2016–17

INTERNAL AUDIT	SCOPE
Student Enrolment and Attendance Data – Term 2, 2016 and Term 3, 2016	Two audits were conducted to assess, on a sample basis, the quality of student, enrolment and attendance information held at schools in Term 2, 2016 and Term 3, 2016, to ensure compliance with relevant policies and procedures.
Services for Students with Additional Needs	The audit was conducted to assess the efficiency and effectiveness of processes related to providing services to students with special needs in Northern Territory government schools, with particular focus on processes related to meeting obligations under relevant legislation and standards.
Official Travel	Two audits were conducted to determine, on a sample basis, whether official travel complies with the department's Official Duty Travel Policy and the Northern Territory Government Air Travel Policy for the periods 1 January to 30 June 2016 and 1 July 2016 to 31 December 2016.
Selected Financial Management Processes	The audit was conducted to determine, on a sample basis, whether the selected financial management processes met the requirements of relevant policies and procedures for the period 1 January 2016 to 30 April 2016. The following sub-processes were included in the audit: <ul style="list-style-type: none"> • corporate credit cards • entertainment and hospitality • fuel cards.
Data Reform (Business Intelligence) Project Pre-Implementation	The audit was conducted to assess the pre-implementation of the Business Intelligence Systems and Capabilities project against the project's objectives and project implementation plan, as well as to determine whether effective project governance was in place.
Procurement and Contract Management	The audit was conducted to determine, on a sample basis, whether the department's procurement and contract management controls were operating effectively and in line with Northern Territory Government Procurement Directions and the department's Procurement Framework. The audit also involved ascertaining whether actions agreed as part of the 2015 review of the department's procurement and contract management processes have been fully implemented.
Work, Health and Safety	The audit was conducted to determine whether, and to what degree, actions agreed as part of the 2015 Work Health and Safety audit had been implemented.

EXTERNAL AUDITS

Independent external audits on controls, compliance and assurance are carried out by the Auditor-General of the Northern Territory in accordance with the *Audit Act*. The Auditor-General's opinion is reported to the Legislative Assembly and provided to the department.

During 2016–17, four audits were conducted and finalised by the Auditor-General. The Audit and Risk Committee monitored and reviewed progress of actions resulting from the Auditor-General's audits. A summary of the external audits conducted and the outcome is provided below.

TABLE 33: SUMMARY OF EXTERNAL AUDITS


EXTERNAL AUDIT	SCOPE/ PROGRESS
2015–16 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.</p> <p>No significant matters were identified during the audit. The results of the audit were published in the Auditor-General's November 2016 report to the Legislative Assembly.</p>
Performance Management System Audit of Independent Public Schools (IPS) Governance	<p>The Auditor-General undertook an audit of the performance management system related to independent public schools' governance.</p> <p>The audit found that the department has established the necessary controls to monitor and manage the implementation of the IPS initiative, with recommendations suggested to further enhance existing controls. All resulting audit actions are currently being implemented by the department. The results of the audit were published in the Auditor-General's November 2016 report to the Legislative Assembly.</p>
IT Audit of the Student Administration and Management System (SAMS)	<p>The Auditor-General conducted an information technology audit of the Student Administration and Management System (SAMS). The objective of the audit was to assess the effectiveness of general computer controls associated with the system.</p> <p>The audit found that the controls are generally satisfactory, with recommendations made for their further enhancement. All resulting audit actions are currently being implemented by the department. The results of the audit were published in the Auditor-General's March 2017 report to the Legislative Assembly.</p>
2016–17 Agency Compliance Audit	<p>The Auditor-General of the Northern Territory conducted an Agency Compliance Audit for the year ending 30 June 2017. The audit examined selected systems used 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.</p> <p>Only one significant matter was identified during the audit, relating to the manner in which information is captured in the fixed assets register. The resulting audit action is currently being implemented by the department.</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 annually by a member of the Institute of Chartered Accountants, the Institute of Public Accountants or CPA Australia. The audit report is a reasonable assurance tool, where the auditor provides an opinion about whether the financial statements present a true and fair view of the finance management of a school 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 that represent the auditors' concerns and suggestions noted during the audit.

In 2016, all schools were audited. Audits related primarily to cash receipting, and audit management letters identified some consistent errors mainly with payroll and minor GST recording issues. The summarised results of the audits were presented by Finance division to the department's Audit and Risk Committee in June 2017.



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

ACCOUNTABILITY

DELEGATION OF AUTHORITY

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*. To provide employees with sufficient authority to carry out their daily activities, the Chief Executive has established the following Instruments of Delegation:

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

These delegations were reviewed and updated as appropriate during 2016–17 to reflect amendments to ministerial directions and changes to delegation levels and authorised positions.

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 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
- accountability is attributed across the department.

The process diagram below shows the connection between the system, regions, directorates, divisions/ business units, staff and the Accountability and Performance Improvement Framework.

FIGURE 20: ACCOUNTABILITY AND PERFORMANCE IMPROVEMENT FRAMEWORK PROCESS



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.

Strategic and business plans are developed by directorates, divisions/business units and schools detailing key actions and projects aligned with our strategic plan and government priorities.

Objectives, in alignment with the strategic plan, are incorporated into corporate and regional office annual plans, school strategic improvement plans (developed every three years) and annual school improvement plans.

These plans are developed in consultation with staff and relevant stakeholders, such as school councils and boards, who guide the development of school plans and monitor and review progress against the plans.

Tasks in alignment with these plans are then incorporated into individual business unit plans and employee performance and development plans.

MONITORING, REVIEW AND ANALYSIS

Regional performance reviews and the performance of directorates, divisions and schools are reviewed annually by the Senior Management Team.

School reviews are undertaken at least every four years in government schools to assess each school's performance and identify areas for improvement.

Individual employee performance reviews are conducted mid-cycle and annually and are focussed on the Northern Territory Public Sector Capabilities and Leadership Framework behaviours. They encourage open, honest communication and reflection on the achievement of negotiated tasks and objectives.

Performance against our strategic plan was monitored and reported quarterly to the Executive Board, the Audit and Risk Committee, and staff. Progress against the strategic plan is published in a six-monthly report card and in our annual report.

Schools report annually to the community on their performance, student outcomes and financial position.

Monthly financial and regular operational reports were also presented to the Executive Board during the year.

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.

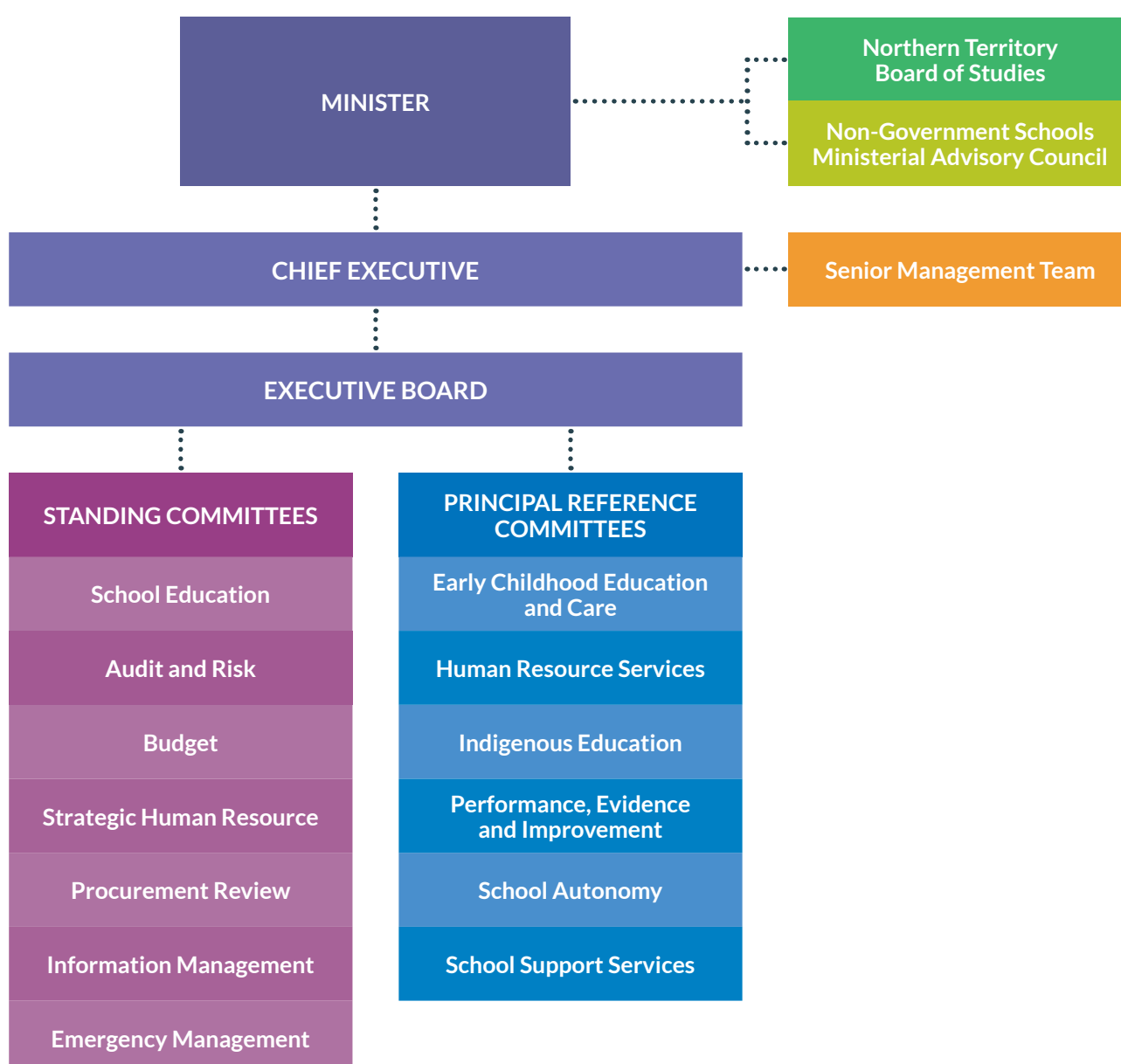
Strategic initiatives and policies to deliver on key educational outcomes are referred to the Executive Board, which is advised by standing committees on specific areas of accountability.

There are a number of boards and committees in 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 21: CORPORATE STRUCTURE AT 30 JUNE 2017



EXECUTIVE BOARD AND STANDING COMMITTEES

The 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 <p>Primary responsibility for strategic leadership and management of the Department of Education rests with the Chief Executive, who is supported by the Executive Board.</p> <p>The Executive Board is the key strategic planning and decision-making body for the department. It determines strategic directions, key performance indicators and policies at the highest level, oversees department operations, monitors performance and manages outcomes.</p>	MEMBERSHIP AT 30 JUNE 2017
PROTOCOL <p>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.</p>	<p>Vicki Baylis, Chief Executive (Chair)</p> <p>Marion Guppy, Deputy Chief Executive, School Education</p> <p>Jasmin Aldenhoven, Executive Director, Corporate Services</p> <p>Kevin Gillan, Executive Director, Education Partnerships</p> <p>Anthony Roberts, Executive Director, Schools North</p> <p>Richard Hunt, Acting Executive Director, Schools South</p> <p>Maree Garrigan, Acting Executive Director, School Support Services</p> <p>Shaun O'Brien, Acting Chief Financial Officer</p> <p>Leanne Cull, General Manager, Human Resource Services</p> <p>Anna King, General Manager, Strategic Services</p> <p>Susan Bowden, General Manager, Early Childhood Education and Care</p> <p>Leanne Taylor, Senior Director, Planning and Infrastructure</p> <p>Tony Considine, General Manager, Indigenous Education Review Implementation</p> <p>Satpinder Daroch, Chief Information Officer</p> <p>Victoria Eastwood, Director, Office of the Chief Executive</p> <p>Hayley Green, Director, Corporate Communications</p> <p>Annette Wilson, Acting Assistant Director Aboriginal Employment and Workforce Development</p> <p>Brenton Toy, Senior Transitions Manager</p>
MEETINGS <p>The board met 12 times in 2016–17.</p>	
2016–17 ACHIEVEMENTS <ul style="list-style-type: none"> established the Department of Education Indigenous Employee Reference Group established the Asset Planning and Infrastructure Steering Committee monitored the implementation of the <i>Education Act</i> (2016) monitored the School Autonomy Project monitored progress of NT English Language Centre in Timor-Leste as part of the 'NT International Education Strategy 2014–2024' monitored the implementation of key initiatives of the Indigenous Education Strategy 2015–2024' monitored monthly finance reports, procurement processes, and media and communications forecasts monitored principal and school reviews monitored progress of the 'NT Remote Aboriginal Investment Strategy' monitored planning and infrastructure works monitored Risk and Audit Committee outcomes monitored NAPLAN and NTCET outcomes approved various new and updated policies, frameworks, guidelines and procedures endorsed the development of a new Department of Education Strategic Plan for 2018–2020 endorsed terms of reference for the Information Management Committee and the Work Health and Safety Steering Committee. 	

Information on the key activities and achievements of the department's standing committees, advisory boards and councils are below. Further information, including Principal Reference Committees, is provided in Appendix 4, 5 and 6.

STANDING COMMITTEES

SCHOOL EDUCATION COMMITTEE

The School Education Committee comprised of 12 members who met 11 times in 2016–17. The committee's key activities and achievements included:

- providing oversight and direction in relation to school finances
- approving five policies and 10 sets of guidelines
- endorsing six policies and eight sets of guidelines
- providing direction to a range of other school education-related matters.

AUDIT AND RISK COMMITTEE

The Audit and Risk Committee comprised of six members and two advisors who met five times in 2016–17. The committee's key activities and achievements included:

- reviewing and providing feedback on the draft annual report for 2015–16
- reviewing and providing feedback on quarterly corporate performance reports and advice on the associated strategic risk assessment approach
- endorsing the updated 2017 and 2018 internal audit work plans
- monitoring progress of actions agreed as part of implementation of 2015 and 2016 internal audit work plans
- monitoring progress of actions resulting from the Auditor-General's audits and a number of operational reviews commissioned by management
- providing advice on suggested revisions of the Gifts and Benefits Policy and Guidelines
- monitoring reporting on and/or progress of additional reporting related to reputational risk items and assurance over legislative compliance, as requested in 2015–16.

BUDGET COMMITTEE

The Budget Committee comprised of five members and four advisors who met 10 times and consulted three times out-of-session in 2016–17. The committee's key activities and achievements included:

- managing the allocation of budgets for schools, corporate and school support services to provide the most efficient educational outcomes with the funds available. Resource consumption was monitored against budgets on a monthly basis and actions initiated when expenditure was not tracking to the budget
- considering requests for funding during the year and made decisions on allocation of resources, including Commonwealth Government funding programs.

STRATEGIC HUMAN RESOURCE COMMITTEE

The Strategic Human Resource Committee comprised of eight members who met 23 times in 2016–17. The committee's key activities and achievements included:

- monitoring and oversight of the implementation of the Strategic Workforce Plan, Indigenous Employment and Workforce Strategy and expenditure on behalf of the Chief Executive relating to personnel. The committee analysed the department's staffing profile and employment data on a regular basis
- monitoring, reviewing and analysing staffing and the Strategic Workforce Plan and Indigenous Employment and Workforce Strategy at a system level and intervening as appropriate in response to workforce data and analysis
- addressing staffing trends and providing strategic guidance relating to managing emerging issues and related staffing expenditure
- providing strategic oversight and advice to assist with the management of unattached and case managed employees
- monitoring and reviewing other strategic human resource issues as required and intervening as appropriate.

PROCUREMENT REVIEW COMMITTEE

The Procurement Review Committee comprised of four members and two advisors who met 13 times and had 23 out-of-session requests in 2016–17. The committee's key activities and achievements included:

- oversight of the development and implementation of the Annual Procurement Management Plan
- independently reviewing procurement activities undertaken by the department to ensure compliance with the NT Government Procurement Framework
- endorsing all procurement activities that required Chief Executive approval
- providing advice or direction on procurement matters referred to the committee
- monitoring the department's performance against established NT Government key performance indicators.

INFORMATION MANAGEMENT COMMITTEE

The Information Management Committee comprised of 11 members who met six times in 2016–17. The committee's key activities and achievements included:

- approving the terms of reference for the Information Management Committee and Expertise Leadership Group through the Executive Board
- developing the draft Digital Strategy in consultation with departmental stakeholders and Chief Information Officers across jurisdictions
- oversight of project development and monitoring progress of actions resulting from the departmental ICT Security Review
- oversight of project development and monitoring progress of actions resulting from the Departmental Privacy Review.

EMERGENCY MANAGEMENT COMMITTEE

The Emergency Management Committee comprised of 13 members who met four times in 2016–17. The committee's key activities and achievements included:

- continuing to oversee preparedness of designated emergency public shelters and providing advice and guidance on proposed new emergency shelters to be constructed as multi-purpose facilities on school sites
- oversight of the ongoing training and support of staff to ensure that resources were in place to activate the emergency shelter plan upon request by the Territory Emergency Management Committee. A successful Emergency Shelter Volunteer recruitment campaign was conducted to boost the pool of available respondents in an emergency. An information session was held for both existing and new shelter managers and volunteers, with an additional session held for new volunteers
- completing a review of emergency shelter plans and preparedness for seasonal and catastrophic events during 2016–17. Inspections of Darwin and Alice Springs shelters were conducted from October to December 2016 to ensure sufficient provisions of supplies for each shelter at the start of the wet season.

ADVISORY BOARDS, COUNCILS AND COMMITTEES

NORTHERN TERRITORY BOARD OF STUDIES

The Northern Territory Board of Studies comprised of 11 members who met four times in 2016–17. The committee's key activities and achievements included:

- continuing to monitor the development and implementation of the Australian Curriculum in the Northern Territory and provide responses to the Australian Curriculum, Assessment and Reporting Authority
- considering other matters that affect Territory education; the Northern Territory Certificate of Education and Training, and Vocational Education and Training
- developing policies, including 'Keeping Indigenous Languages and Culture Strong – A Plan for the Teaching and Learning of Indigenous Languages and Cultures in Northern Territory Schools'
- holding annual award ceremonies to recognise the achievement of students in Northern Territory government and non-government schools.

NON-GOVERNMENT SCHOOLS MINISTERIAL ADVISORY COUNCIL

The Non-Government Schools Ministerial Advisory Council comprised of seven members who met four times in 2016–17. The committee's key activities and achievements included:

- providing advice to the department in response to the review of non-government Indigenous boarding schools
- disseminating information to the non-government school sector, including about NAPLAN Online and Northern Territory Government funding
- providing support and guidance to the department and Minister for Education on matters relevant to the non-government school sector.

ACHIEVEMENT OF EXCELLENCE

The department plays an important role in providing and coordinating emergency public shelters across the Territory.

Mr Ken Lehmann is the department's Shelter Group Leader. Ken is responsible for coordinating designated emergency shelters, including organising staff to operate the emergency shelters and liaising with other organisations.

In November 2016, Ken received the Chief Minister's Award for Excellence in the Public Sector in recognition of his work in emergency management.



RISK MANAGEMENT

RISK MANAGEMENT FRAMEWORK

Risk is defined in 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, focussing 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 has a risk management framework in place that clarifies 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.

RISK ASSESSMENT

Strategic risk assessment is embedded into quarterly corporate performance reporting to the department's Executive Board. To ensure the department is monitoring risks against the achievement of outcomes (i.e. items that the department is measured on), strategic risks are identified and assessed with regard to the department's ability to meet targets set in the strategic plan (i.e. measures of success).

In accordance with the department's risk management framework, risks with a low residual risk rating (i.e. low risks) do not require further treatment and are only monitored by relevant business units. As a result, only details of risks with a medium or high residual risk rating are highlighted for Executive Board's attention.

Risks are identified using the five risk categories:

- over-commitment
- ineffective strategies
- ineffective implementation
- ineffective stakeholder engagement
- ineffective partnerships.

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 management, human resources, financial management and procurement. From time to time, other committees and working groups are established to provide strategic oversight, including assessing risk of specific projects, strategies and initiatives.

Policies, 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 22: LEVELS OF RISK ASSESSMENT CONDUCTED IN 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

FINANCIAL MANAGEMENT

We maintain the highest standards of financial management.

We maintain a comprehensive Accounting Property Manual containing accounting and financial management policies and procedures. These documents communicate accountability for procedures within various responsibility areas and enhance the level of internal control. The manual enables management as well as internal and external auditors to monitor compliance with established policies and procedures.

Financial reports are provided to various committees monthly, including the Executive Board and the Budget Committee, which are both chaired by the Chief Executive.

Financial highlights and progress against key financial performance indicators are included in the financial update provided to the Executive Board.

The Department of Treasury and Finance have access to the department's monthly operating statements. Our financial statements are also provided to that department at the end of the financial year.

These financial statements are subject to audit by the Northern Territory Auditor-General's Office, which serves as an independent check on the integrity of our financial reporting.

In 2016–17, a focus for the department was to increase the number of accounts paid within 30 days. In collaboration with the Department of Corporate and Information Services, the department implemented processes to improve the processing of invoices.

In 2016–17, 92.6 per cent of invoices were paid within 30 days, which represents an increase of 3.9 per cent from 2015–16 and exceeded the estimate in Budget Paper No.3 of 90 per cent.

TABLE 34: ACCOUNTS PAID WITHIN 30 DAYS OUTPUT BUDGET PAPER NO. 3 KEY DELIVERABLES

PERFORMANCE MEASURES	2012–13 ACTUAL	2013–14 ACTUAL	2014–15 ACTUAL	2015–16 ACTUAL	2016–17 ESTIMATE	2016–17 ACTUAL
Accounts paid within 30 days	83.3%	88.1%	87.0%	88.7%	≥90%	92.6%

Source: Business Objects XI and 2013–14, 2014–15, 2015–16, 2016–17 and 2017–18 Budget Paper No.3.

LEGISLATION ADMINISTERED

The department works within a comprehensive legislative framework of Northern Territory and Commonwealth Government legislation.

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 and Education Regulations** which provide for the availability and regulation of education in the Northern Territory, and in particular, to provide for the access of all children and young people to education programs appropriate to their individual needs and abilities.
- **Education and Care Services (National Uniform Legislation) Act and Education and Care Services National Regulations** which provide 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.
- **Higher Education Act and Higher Education Regulations** which provide for approvals and accreditations for providing higher education in the Northern Territory.
- **Teacher Registration (Northern Territory) Act and Teacher Registration (Northern Territory) Regulations** which provide for the registration of teachers and the regulation of the teaching profession.

The department is also obligated to comply with other legislation, regulations and by-laws.



INFORMATION ACT REQUESTS

The department operates in accordance with the requirements of the Northern Territory Information Act to ensure government and personal information is appropriately managed in line with the Information Privacy Principles.

Policies and procedures set out how the department manages requests to access information and requests to correct government records and personal information under the *Information Act*.

The following table shows the number of applications to access or correct information that were formally accepted in 2016–17, in line with the *Information Act*.

TABLE 35: NEW APPLICATIONS UNDER THE INFORMATION ACT

APPLICATION TYPE	2012–13	2013–14	2014–15	2015–16	2016–17
Access government information	6	7	13	10	11
Access personal information	25	18	11	12	19
Correct personal information	0	0	0	0	0
Internal review	3	2	11	3	0

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 are 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 in 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 as well as the policy and guidelines for privacy complaints.

In 2016–17, 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 MANAGEMENT

In 2016–17, the department continued to improve record management practices and drive the use of electronic records management using the Northern Territory Government's HP RM8 (TRIM) system.

Training on the use and benefits of TRIM, including a records management component, is delivered by the Records Management team to staff across the department to ensure proper preservation of records and compliance with the NT *Information Act* and NT Records Management Standards.

The SharePoint records management interface for schools, 'School Central', was launched for all government schools in January 2016. The SharePoint unit staff continue to assist schools with the transition.

Further resources were allocated in Darwin and Alice Springs to support schools in the new administration and document management process.

INTEGRITY

OUR VALUES AND CODE OF CONDUCT

The Northern Territory Public Sector Code of Conduct, the general principles in the *Public Sector Employment and Management Act*, and our Code of Conduct for schools guide the way we work and establish our responsibilities and standards of workplace behaviour. All employees are responsible for their own conduct and for their interactions with our stakeholders, students, the community and with each other. Our guiding principles reflect our values and underpin educating young Territorians to become confident and capable global citizens. They look at how we operate as we work towards achieving our future direction.

All staff learn about their responsibility to act in accordance with the Northern Territory Government Code of Conduct through induction training and regular agency-wide communication.

CONFLICTS OF INTEREST

The department is committed to ensuring all staff perform their duties in the best interest of the public. They must be seen as being open and 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 interests. As a minimum, all Executive Contract Officers, Executive Contract Principals, employees involved in management of procurement processes, 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 they either have or do not have private interests and other associations that may give rise to a conflict of interest. The Risk Management division makes recommendations to the Chief Executive for consideration and approval of employee-agreed actions to manage or eliminate the conflict of interest. These are recorded in the department's Conflict of Interest Register.

The department's Conflict of Interest Register is maintained by the Risk Management division.

During the year, as part of the declaration process, appropriate conflict management measures were identified and agreed upon for all perceived or actual conflicts declared by our employees.



ACCEPTANCE OF GIFTS AND BENEFITS

The Code of Conduct under the *Public Sector Employment and Management Act* outlines specific principles to guide all Northern Territory Public Sector 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 about receiving gifts from parents, guardians, carers or students.

The Gifts and Benefits Register is maintained by the Risk Management unit.

In 2016–17, there were nine gifts and benefits declared by staff and recorded in the department's Gifts and Benefits Register.

FRAUD PREVENTION

The department has a zero tolerance for fraud and is committed to minimising the incidence of fraud through implementation of its Fraud Control Framework. The framework comprises our policy on fraud, fraud control strategies, fraud reporting and response procedures and a fraud awareness factsheet that covers preventing, detecting and responding to fraud.

No instances of suspected fraud against the department were detected during 2016–17.

PROCUREMENT

Our procurement policies and procedures support compliance with the Northern Territory Government Procurement Framework and associated policy instruments.

Our Procurement Review Committee meet fortnightly to independently review procurement activities undertaken by the department to ensure compliance with the Northern Territory Government Procurement Framework.

Reports are also provided to the Executive Board quarterly outlining the activities undertaken by the Procurement Review Committee and reporting on procurement activity for the quarter.

During 2016–17, one grievance was received and addressed. The grievance related to the operation of the 'Buy Local Plan'.

The low number of grievances is consistent with previous years and indicates that our procurement processes continue to be fair and equitable.

The Northern Territory Government Procurement Framework includes the Buy Local Plan, initiatives designed to support local Territory businesses and ensure the largest possible portion of every dollar spent by the Northern Territory Government is retained within and delivers benefits for the Territory economy and community.

In 2016–17, half of all contracts with a value of \$15 000 and above were awarded to local businesses.

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 36: 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, 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 capital works and minor new works are managed by the Department of Infrastructure, Planning and Logistics a repairs and maintenance program is in place for property and asset management and is implemented by both the Department of Infrastructure, Planning and Logistics 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, increasing school autonomy and establishment of independent public schools.
Indemnities	<ul style="list-style-type: none"> risk assessment is conducted for each new agreement and includes legal review, and policies and processes for recording, monitoring and reporting.

During 2016–17, there were 151 insurance claims lodged by schools for:

- building, painting, plumbing and electrical repairs
- vandalism
- pruning and tree removal.

The total cost for self-insurance claims and number of claims for vehicles and buildings are detailed below.

TABLE 37: CLAIMS – SELF-INSURED RISKS

SELF-INSURED RISK	2012–13	2013–14	2014–15	2015–16	2016–17
Property and assets – vehicles					
Total value of claims	\$80 000	\$3 000	\$8 100	\$9 900	\$11 500
Number of claims	4	2	5	4	6
Average cost of claims	\$20 000	\$1 500	\$1 620	\$2 475	\$1 900
Property and assets – buildings (annual claims by schools)					
Total value of claims	\$9.0M	\$10.2M	\$8.9M	\$8.1M	\$10.8M
Number of claims	95	97	146	153	151
Average cost of claims	\$96 000	\$105 000	\$61 000	\$53 000	\$72 000

FINANCIAL REPORT



FINANCIAL REPORT

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FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

CONTEXT

The 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. They provide information in respect of the financial operations and position, changes in equity and cash flow of the department for the year.

The financial statements inform our stakeholders and the public of our performance, expenditure of government funds and of any significant issues.

The 2016–17 financial report for the Department of Education comprises the:

- Comprehensive Operating Statement
- Balance Sheet
- Statement of Changes in Equity
- Cash Flow Statement
- notes to the financial statements.

The resources entrusted to the Department of Education are substantial, with the final approved budget in excess of \$1 billion in 2016–17.

In 2016–17, \$964.8 million of the department's total expenditure of \$994.8 million related to the delivery of frontline services to government and non-government education.

Our aim in using those resources is to ensure the best possible education outcomes for children in the Northern Territory—delivering resources to improve outcomes in the most equitable and efficient manner possible.

Providing resources direct to schools ensures they are managed and used effectively at the local level and complements the strategic principle adopted by the department that decisions are best made and resources have the most impact closest to the point of service delivery.



*\$426 million
distributed directly
to schools to manage,
boosted by an extra
\$20 million for school
resourcing*

Distribution of available direct school resources using a student needs-based funding model, such as the model used by the department, is seen as industry best practice and ensures resources are delivered fairly and equitably on the basis of need.

In 2017, \$488.9 million, almost half (or 49 per cent) of the department's budgeted resources, are directly attributed for schools.

Using the Northern Territory Government schools student needs-based funding model, government schools receive an annual one-line budget directly under their control, managed at the local level.

Budgets managed by principals and school representative bodies locally total \$426 million of the department's budget in 2017, which is additional to a school's own resources that include budget surpluses generated by the schools in prior years that were paid to school bank accounts.

As schools, their principals and school representative bodies gather more experience in the direct management of all their resources, school surpluses are declining in a positive way, ensuring resources are used to benefit the current needs of all students.

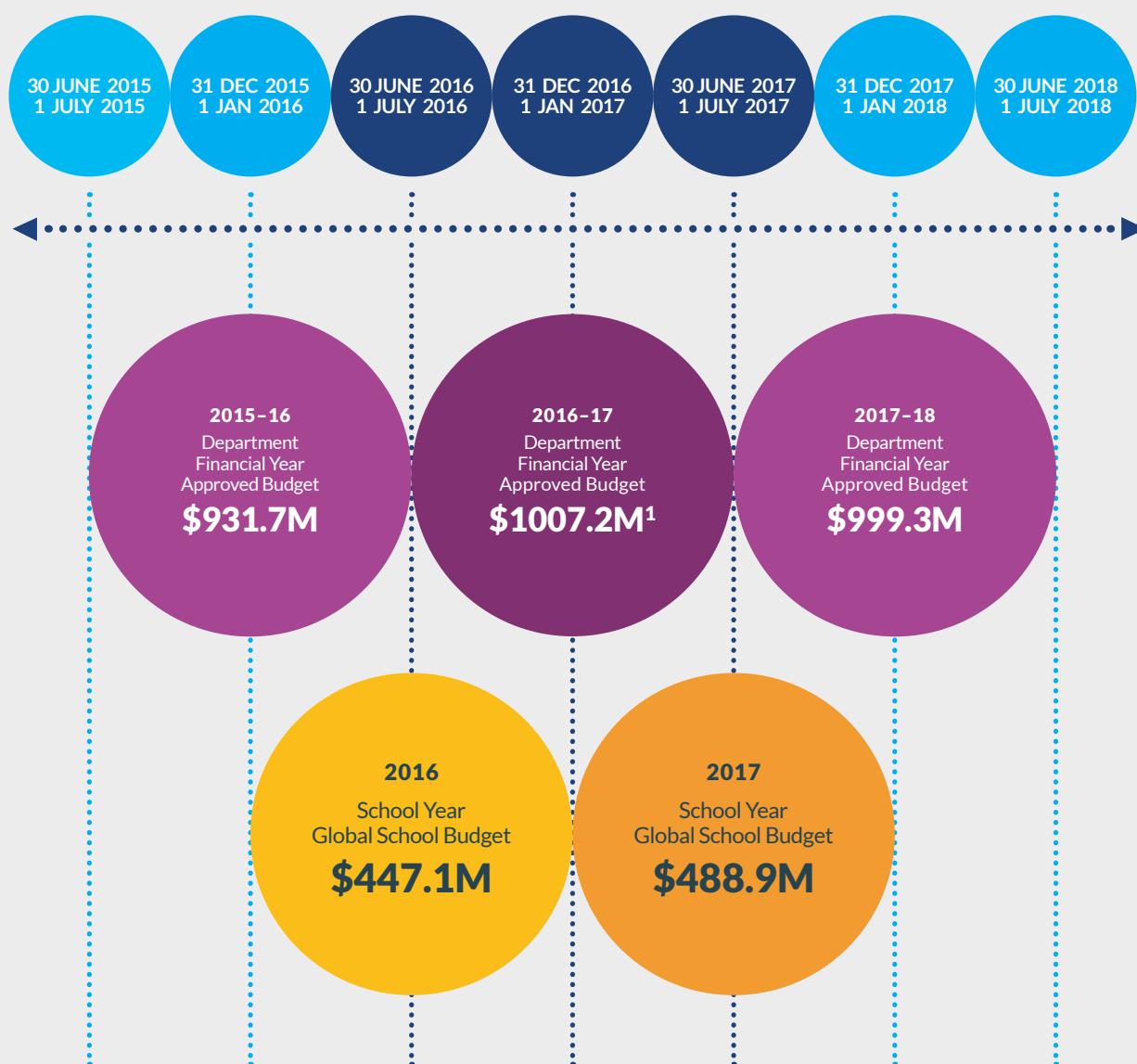
A challenge for financial management continues to be managing departmental budgets on a financial year and overseeing and integrating school budgets on a calendar year cycle. This challenge is being met with the continued refinement of reporting, systems and policy.

Figure 1 provides a snapshot of the departmental and school budget by financial and school calendar years.

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

FIGURE 1: DEPARTMENT AND SCHOOL REPORTING CYCLES



¹ Includes final budget adjustment as at 30 June 2017.

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

HIGHLIGHTS

The department ended the 2016–17 financial year in an improved financial position compared to the final approved budget, with the following highlights:

- The department's final approved expense budget for the 2016–17 financial year was \$1.007 billion.
- The department managed its total expenses for the year within 1.2 per cent of its final approved budget.
- For the year ended 30 June 2017, the department recorded a \$12.5 million surplus against its approved expense budget and reported an operating deficit of \$36.5 million compared to the revised approved budgeted deficit of \$45.8 million.
- Employee costs increased by \$24.3 million from the previous year correlating with a rise in school-based staff and increased resources.
- Resources directly attributed to schools totalled \$488.9 million, \$426 million was allocated directly to schools to manage and \$62.9 million managed centrally, equating to 49 per cent of the department's total budget.

Current grant funding paid and passed on by the department totalled \$350 million for the financial year and included \$18.1 million of surpluses paid to schools, which represented unspent school budgets from 2015 and 2016.

The net assets and equity position increased by \$43.9 million from the previous year. This is largely the result of completed assets transferred from the Department of Infrastructure, Planning and Logistics and an increase in liabilities.

OPERATING INCOME

The department receives revenue from two main sources: Northern Territory Government appropriation, accounting for 60.3 per cent of total income, and Commonwealth Government appropriation and grant funding, representing 37 per cent of total income. The funding mix may change between years depending on the agreements in place. Other sources of income amounted to 2.7 per cent of total income.

Total operating income for 2016–17 was \$958.3 million, an increase of \$70.6 million over 2015–16 that included an additional \$38.7 million of Northern Territory Government appropriation along with an increase in Commonwealth funding mostly attributed to 'Students First' funding.

Operating income comprised output appropriation of \$577.6 million, or 60.3 per cent, from the Northern Territory Government, Commonwealth appropriation of \$354.2 million, or 37 per cent, mostly for government and non-government schools' Student First funding, and other income from grants and subsidies totalling \$7.3 million. In addition, there was notional income of \$16 million, or 1.7 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 \$3.1 million. Figure 2 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.

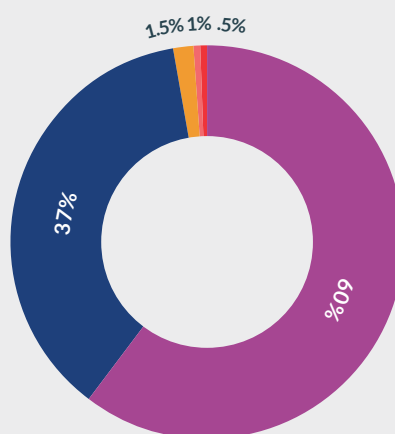


FIGURE 2: COMPOSITION OF OPERATING INCOME FOR 2016–17

- NT Output Appropriation \$577.6M (60%)
- Commonwealth Output Appropriation \$354.2M (37%)
- Services Received Free of Charge \$16M (1.5%)
- Other Grants and Subsidies \$7.3M (1%)
- Other Revenue \$3.1M (0.5%)

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

OPERATING EXPENSES

The department's operating expenditure for the year was \$994.7 million, within 1.2 per cent of the approved budget of \$1.007 billion. Total operating expenses increased by \$67.5 million from \$927.2 million in 2015–16. 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 47 per cent of total expenditure in 2016–17 and includes expenditure for corporate and school-based Northern Territory Public Service employees. The \$24.4 million increase in employee expenditure was budgeted and is consistent with an increase in school-based staff of 141 at 30 June 2017, attributed to increased school resources.

Grant and subsidy expenses for 2016–17 were \$374.4 million, accounting for 37.6 per cent of the department's total expenditure

The majority of grant funding was paid to non-government schools, totalling \$230.3 million, or 61.5 per cent, of total grant payments, including \$162.4 million 'Students First' funding passed on from the Commonwealth and increased capital grant funding for non-government schools provided by the Northern Territory Government.

Total direct grant funds to government schools totalled \$109.4 million, or 29.2 per cent, of total grant expenditure and included the cash component of global school budgets. In 2017, \$18.1 million of surpluses accumulated by schools represented unspent school budgets from 2015 and 2016 and were paid out to schools as grants. 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.

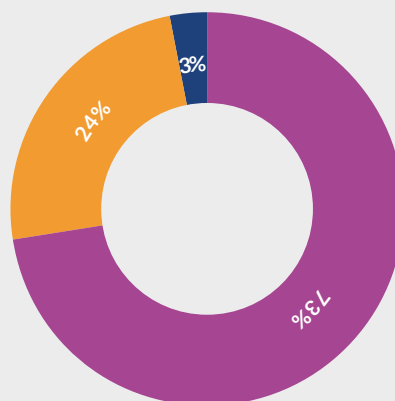


FIGURE 3: EXPENDITURE BY OUTPUT GROUP FOR 2016–17

- Government Education \$722.9M (73%)
- Non-Government Education \$241.8M (24%)
- Corporate and Governance \$30M (3%)

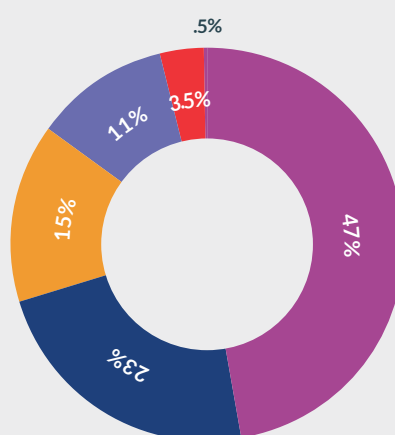


FIGURE 4: OPERATING EXPENSES FOR 2016–17

- Employee Expenses \$471.3M (47%)
- Grants and Subsidies (Non-Government Schools) \$230.3M (23%)
- Grants and Subsidies \$144.1M (15%)
- Administrative Expenses \$112.4M (11%)
- Depreciation and Amortisation \$36.3M (3.5%)
- Interest Expenses \$0.3M (0.5%)

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

Expenditure by category and trends is summarised in Table 1 below. There was an overall increase in expenditure of \$67.6 million, or 7.3 per cent, compared to 2015–16. Variances within expense categories are attributed to:

- Employee expenses increased by \$24.4 million in 2016–17 and were consistent with an increase in school-based staff of 141 at 30 June 2017, largely attributed to increased school resources.
- Purchases of goods and services increased by \$5.9 million in 2016–17, a 12.8 per cent increase, largely related to information technology charges, training and study expenses, and other goods and services.
- Repairs and maintenance expenses increased by \$1.7 million in 2016–17 relating to repairs and maintenance programs in schools, including works under the Boosting our Economy package.
- Other administrative expenses decreased by \$0.3 million in 2016–17, relating to services received free of charge.
- Grants and subsidies increased by \$31.4 million in 2016–17, mainly resulting from increases in Students First grant payments to non-government schools of \$6.9 million from the Commonwealth, capital grant funding of \$21.1 million provided for the Zuccoli Catholic School and other grant payments to government schools and other organisations, including \$18.1 million of surpluses accumulated by schools representing unspent school budgets from 2015 and 2016 that were paid out to schools as grants.

TABLE 1: EXPENDITURE TREND

	2015-16 ACTUAL \$M	2016-17 ACTUAL \$M	VARIANCE \$M	VARIANCE %
Operating Expenses				
Employee expenses	447.0	471.3	24.3	5.4
Purchases of goods and services	46.2	52.1	5.9	12.8
Repairs and maintenance	37.9	39.7	1.8	4.7
Property management	4.3	4.5	0.2	4.7
Depreciation and amortisation	32.1	36.3	4.2	13.1
Other administrative expenses ¹	16.7	16.4	(0.3)	(1.8)
Grants and subsidies – current	331.9	350.7	18.8	5.7
Grants and subsidies – capital ²	11.1	23.7	12.6	113.5
Total	927.2	994.7	67.5	7.3

Notes: 1. Includes services free of charge, interest expense and other administrative expenses.
2. Includes \$21.2 million for the Zuccoli Catholic School.

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

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 \$723 million, or 73 per cent, of the department's expenditure in the 2016–17 financial year.

The total school budget pool for the 2017 calendar year increased by \$41.8 million or 10.8 per cent over 2016 to \$488.9 million. Of this pool, \$426 million was allocated directly to schools to manage themselves.

The remaining \$62.9 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.

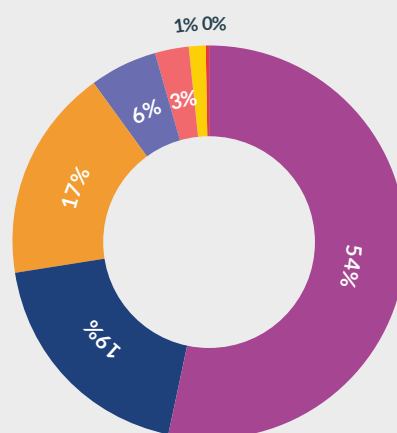


FIGURE 5: EXPENDITURE BY OUTPUT FOR 2016–17

- Primary Education \$387.5M (54%)
- Middle Years Education \$138.6M (19%)
- Senior Years Education \$125.6M (17%)
- Preschool Education \$40.8M (6%)
- Early Years \$19.7M (3%)
- Tertiary Education \$9.8M (1%)
- International Education \$0.9M (0%)

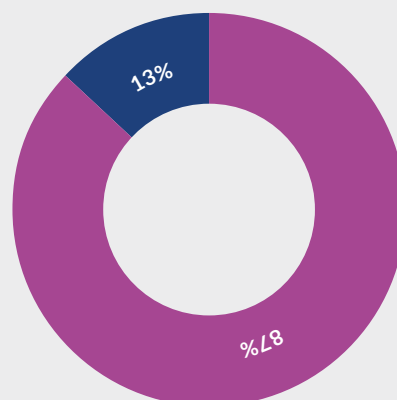


FIGURE 6: GLOBAL SCHOOL BUDGETS FOR 2016–17

- Allocated to schools to manage \$426M (87%)
- Centrally managed direct school costs \$62.9M (13%)

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

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 \$241.8 million, of total departmental expenditure in the 2016–17 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 and interest subsidy scheme payments for approved projects, which assist the non-government schools sector with capital and interest repayments on capital loans raised for infrastructure
- 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
- capital grant funding of \$21.1 million for the Zuccoli Catholic School.

Figure 7 provides a breakdown of the department's non-government schools expenditure by stages of schooling. Figure 8 provides total expenditure by funding source for non-government schools.

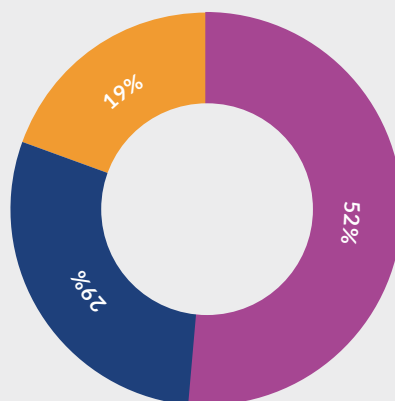


FIGURE 7: NON-GOVERNMENT SCHOOL EXPENDITURE FOR 2016–17

- Primary Education \$124.9M (52%)
- Middle Years Education \$70.2M (29%)
- Senior Years Education \$46.7M (19%)

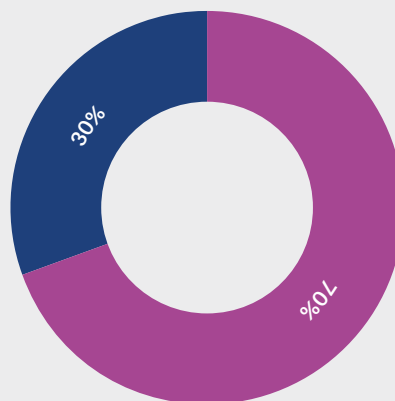


FIGURE 8: NON-GOVERNMENT SCHOOL EXPENDITURE BY SOURCE FOR 2016–17

- Commonwealth Funding \$168.1M (70%)
- NTG Funding \$73.7M (30%)

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

CORPORATE AND GOVERNANCE

Corporate and governance costs of \$30 million incurred in the 2016–17 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 overheads of three per cent of the total expenditure for the department when compared to other government departments, while 97 per cent of costs were focussed 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 department after liabilities are taken into account.

TABLE 2: BALANCE SHEET TREND

	2015–16 ACTUAL \$M	2016–17 ACTUAL \$M	VARIANCE \$M	VARIANCE %
Financial Position				
Total assets	1 177.9	1 223.6	45.7	3.9
Total liabilities	69.3	71.1	1.8	2.6
Net Equity	1 108.6	1 152.5	43.9	4.0

The department's assets increased by \$45.7 million during 2016–17, with overall equity increasing by \$43.9 million.

The largest component of the department's assets is property, plant and equipment, representing \$1 147.1 million of the total asset balance of \$1 223.6 million. In 2016–17, the department revalued land and buildings in accordance with a rolling revaluation plan. This resulted in a decrease of \$2.2 million in building values and an increase of \$0.8 million in land values. The department's buildings portfolio is 89.1 per cent of the department's property, plant and equipment assets with land, which is primarily the land on which government schools are located, representing 9.7 per cent of total assets.

In 2016–17, a number of capital and minor new infrastructure projects were completed. The value of infrastructure projects completed during the year and transferred from Department of Infrastructure, Planning and Logistics to the department was \$70.7 million, primarily consisting of new facilities such as the Forrest Parade School, NT School of Distance Education, Nhulunbuy regional boarding facility and refurbishments and upgrades to government schools and additions to trade training centres.

The increase in liabilities of \$1.7 million is attributed to an increase in accrued expenses at 30 June 2017.

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

CASH FLOW STATEMENT

The cash flow statement summarises the movement in the department's cash holdings over the year. Cash held of \$70 million at the end of 2016–17 was \$2.5 million higher than the previous year. The final cash position reflects the department's 2016–17 surplus operating position and cash flow outcome.

TABLE 3: CASH FLOW STATEMENT SUMMARY

	2015–16 ACTUAL \$M	2016–17 ACTUAL \$M	VARIANCE \$M	VARIANCE %
Cash Flow				
Cash at beginning of year	134.1	67.5	(66.6)	(49.7)
Cash received	889.9	955.9	66.0	7.4
Less cash spent	(956.5)	(953.4)	3.1	(0.3)
Cash at End of Reporting Period	67.5	70.0	2.5	3.7

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2017

CERTIFICATION OF THE FINANCIAL STATEMENTS

We certify that the attached financial statements for the department 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 2017 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.



VICKI BAYLIS
Chief Executive

31 August 2017



SHAUN O'BRIEN
A/Chief Financial Officer

31 August 2017

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

COMPREHENSIVE OPERATING STATEMENT – FOR THE YEAR ENDED 30 JUNE 2017

	NOTE	2017 \$'000	2016 \$'000
INCOME			
Taxation revenue		-	-
Grants and subsidies revenue			
Current		7 287	4 525
Capital		-	-
Appropriation			
Output		577 616	538 935
Commonwealth		354 220	325 773
Sales of goods and services		2 890	1 483
Goods and services received free of charge ¹	4	15 992	16 173
Loss on disposal of assets	5	-	-
Other income		249	731
TOTAL INCOME	3	958 254	887 620
EXPENSES			
Employee expenses	6	471 367	446 982
Administrative expenses			
Purchases of goods and services	7	52 052	46 161
Repairs and maintenance		39 679	37 940
Property management		4 510	4 298
Depreciation and amortisation	8	36 293	32 126
Services received free of charge ¹		15 992	16 173
Other administrative expenses		138	165
Grants and subsidies expenses			
Current		350 655	331 900
Capital		23 712	11 067
Finance expenses			
Interest expenses		347	347
TOTAL EXPENSES	3	994 745	927 159
NET SURPLUS/(DEFICIT)		(36 491)	(39 539)
OTHER COMPREHENSIVE INCOME			
Items that will not be reclassified to net surplus/deficit			
Asset revaluation reserve	18	(906)	115 062
Transfers from reserves		-	-
TOTAL OTHER COMPREHENSIVE INCOME		(906)	115 062
COMPREHENSIVE RESULT	3	(37 397)	75 523

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.

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

BALANCE SHEET – AS AT 30 JUNE 2017

	NOTE	2017 \$'000	2016 \$'000
ASSETS			
Current Assets			
Cash and deposits	10	69 995	67 507
Receivables	11	3 358	2 916
Loans and advances	20	2 000	2 000
Prepayments		1 111	1 403
Total Current Assets		76 464	73 826
Non-Current Assets			
Loans and advances	20	-	-
Property, plant and equipment	12	1 147 115	1 104 066
Total Non-Current Assets		1 147 115	1 104 066
TOTAL ASSETS		1 223 579	1 177 892
LIABILITIES			
Current Liabilities			
Deposits held		5	-
Payables	14	6 283	6 379
Borrowings and advances	15	117	104
Provisions	16	52 634	46 092
Other liabilities		-	100
Total Current Liabilities		59 039	52 675
Non-Current Liabilities			
Borrowings and advances	15	8 492	8 074
Provisions	16	3 531	8 566
Total Non-Current Liabilities		12 023	16 640
TOTAL LIABILITIES		71 062	69 315
NET ASSETS		1 152 517	1 108 577
EQUITY			
Capital		1 335 017	1 253 679
Asset revaluation reserve	18	194 027	194 933
Accumulated funds		(376 527)	(340 035)
TOTAL EQUITY		1 152 517	1 108 577

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

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

STATEMENT OF CHANGES IN EQUITY – FOR THE YEAR ENDED 30 JUNE 2017

	NOTE	EQUITY AT 1 JULY \$'000	COMPREHENSIVE RESULT \$'000	TRANSACTIONS WITH OWNERS IN THEIR CAPACITY AS OWNERS \$'000	EQUITY AT 30 JUNE \$'000
2016-17					
Accumulated Funds		(340 035)	(36 491)	-	(376 527)
Transfers from reserves		-	-	-	-
		(340 035)	(36 491)	-	(376 527)
Reserves					
Asset revaluation reserve	18	194 933	(906)	-	194 027
Capital – Transactions with Owners		1 253 679	-	-	1 253 679
Equity injections					
Capital appropriation		-	-	-	-
Equity transfers in		-	-	81 305	81 305
Other equity injections		-	-	32	32
Specific purpose payments		-	-	-	-
Equity withdrawals					
Capital withdrawal		-	-	-	-
Equity transfers out		-	-	-	-
		1 253 679	-	81 337	1 335 017
Total Equity at End of Financial Year		1 108 577	(37 398)	81 337	1 152 517
2015-16					
Accumulated Funds		(300 497)	(39 539)	-	(340 035)
Transfers from reserves		-	-	-	-
		(300 497)	(39 539)	-	(340 035)
Reserves					
Asset revaluation reserve	18	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

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

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

CASH FLOW STATEMENT – FOR THE YEAR ENDED 30 JUNE 2017

	NOTE	2017 \$'000	2016 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Operating Receipts			
Grants and subsidies received			
Current		7 287	4 525
Capital		-	-
Appropriation			
Output		577 616	538 935
Commonwealth		354 220	325 773
Receipts from sales of goods and services		16 751	16 307
Total Operating Receipts		955 874	885 540
Operating Payments			
Payments to employees		468 154	457 951
Payments for goods and services		110 089	100 254
Grants and subsidies paid			
Current		350 655	331 900
Capital		23 712	11 067
Interest paid		347	347
Total Operating Payments		952 957	901 519
Net Cash From/(Used in) Operating Activities	19	2 917	(15 979)
CASH FLOWS FROM INVESTING ACTIVITIES			
Investing Receipts			
Proceeds from asset sales	5	-	-
Repayment of advances		-	2 000
Total Investing Receipts		-	2 000
Investing Payments			
Purchases of assets		340	3 315
Advances and investing payments		-	-
Total Investing Payments		340	3 315
Net Cash From/(Used in) Investing Activities		(340)	(1 315)
CASH FLOWS FROM FINANCING ACTIVITIES			
Financing Receipts			
Deposits received		5	-
Equity injections			
Capital appropriation		-	933
Commonwealth appropriation		-	-
Other equity injections		32	1 403
Total Financing Receipts		37	2 336
Financing Payments			
Finance lease payments		125	107
Equity withdrawals		-	51 525
Total Financing Payments		125	51 632
Net Cash From/(Used in) Financing Activities		(88)	(49 296)
Net increase/(decrease) in cash held		2 488	(66 590)
Cash at beginning of financial year		67 507	134 097
CASH AT END OF FINANCIAL YEAR	10	69 995	67 507

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

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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 department 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 department controls resources to carry on its functions and deliver outputs. For reporting purposes, outputs delivered by the department are summarised into three output groups as follows:

- government education
- non-government education
- corporate and governance.

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

A) MACHINERY-OF-GOVERNMENT CHANGES

Transfers Out

Details of Transfer: Study NT unit transferred to the Department of Trade, Business and Innovation

Basis of Transfer: Administrative Arrangements Order 12 September 2016

Date of Transfer: Effective from 1 July 2016

The assets and liabilities transferred as a result of this change were as follows:

	\$'000
Assets	
Cash	-
Total	-
Liabilities	
Payables	3
Provisions	29
Total	32
Net Assets	(32)

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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 department to prepare financial statements for the year ended 30 June based on the form determined by the Treasurer. The form of department financial statements 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
- 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 department 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 2016–17:

AASB 124 RELATED PARTY DISCLOSURES This standard applies to the not-for-profit sector for the first time in 2016–17. The accounting standard requires disclosures about the remuneration of key management personnel, transactions with related parties, and relationships between parent and controlled entities. For any such transactions, disclosures will include the nature of the related party relationship, as well as information about those transactions' terms/conditions and amounts, any guarantees given/received, outstanding receivables/payables, commitments, and any receivables where collection has been assessed as being doubtful.

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

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

C) AUSTRALIAN ACCOUNTING STANDARDS AND INTERPRETATIONS

At the date of authorisation of the financial statements, the following standards and interpretations were in issue but are not yet effective and are expected to have a potential impact on future reporting periods:

AASB 16 LEASES AASB 16 Leases is effective for annual reporting periods beginning on or after 1 January 2019 and will be reported in these financial statements for the first time in 2019–20. When the standard is effective it will supersede AASB 117 Leases and requires the majority of leases to be recognised on the balance sheet.

For lessees with operating leases, a right-of-use asset will now come onto the balance sheet together with a lease liability for all leases with a term of more than 12 months, unless the underlying assets are of low value. The Comprehensive Operating Statement will no longer report operating lease rental payments, instead a depreciation expense will be recognised relating to the right-to-use asset and interest expense relating to the lease liability.

While for lessors, the finance and operating lease distinction remains largely unchanged. For finance leases, the lessor recognises a receivable equal to the net investment in the lease. Lease receipts from operating leases are recognised as income either on a straight-line basis or another systematic basis where appropriate.

Consequently, it is expected that approximately \$10.4 million in operating lease commitments will be required to be recognised in the balance sheet through a lease liability and corresponding right to use asset from 2019–20 in accordance with AASB 16 Leases. In the comprehensive income statement the operating lease expense will be replaced with a depreciation expense relating to the right to use asset and interest expense relating to the lease liability. These cannot be quantified at this time.

AASB 1058 INCOME FOR NOT-FOR-PROFIT ENTITIES AND AASB 15 REVENUE FROM CONTRACTS WITH CUSTOMERS AASB 1058 Income for Not-for-Profit Entities and AASB 15 Revenue from Contracts with Customers are effective for annual reporting periods beginning on or after 1 January 2019 and will be reported in these financial statements for the first time in 2019–20.

Under the new AASB 1058 Income for Not-for-Profit Entities, revenue from grants and donations will be recognised when any associated performance obligation to provide goods or services is satisfied, and not immediately upon receipt as currently occurs. Consequently, more liabilities will be recognised in the balance sheet after adoption of this standard.

AASB 1058 clarifies and simplifies income-recognition requirements that apply to not-for-profit entities in conjunction with AASB 15 Revenue from Contracts with Customers.

While the full impacts are yet to be determined, potential impacts identified include:

- Grants received to construct or acquire a non-financial asset will be recognised as a liability, and subsequently recognised as revenue as the performance obligations under the grant are satisfied. At present, such grants are recognised as revenue on receipt.
- Grants with an enforceable agreement and sufficiently specific performance obligations will be recognised as revenue progressively as the associated performance obligations are satisfied. At present, such grants are recognised as revenue on receipt.
- Grants that have an enforceable agreement but no specific performance obligations but have restrictions on the timing of expenditure will also continue to be recognised on receipt as time restriction on the use of funds is not sufficiently specific to create a performance obligation.
- Grants that are not enforceable and/or not sufficiently specific will not qualify for deferral, and continue to be recognised as revenue as soon as they are controlled.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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

D) REPORTING ENTITY

The financial statements cover the department as an individual reporting entity. 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) DEPARTMENT AND TERRITORY ITEMS

The financial statements of the department include income, expenses, assets, liabilities and equity over which the department has control (Department items). Certain items, while managed by the department, are controlled and recorded by the Territory rather than the department (Territory items). Territory items are recognised and recorded in the Central Holding Authority as discussed below.

CENTRAL HOLDING AUTHORITY

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

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

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

The Central Holding Authority recognises and records all Territory items, and as such, these items are not included in the department’s financial statements. However, as the department is accountable for certain Territory items managed on behalf of government, these items have been separately disclosed in Note 25 – Schedule of Administered Territory Items.

F) COMPARATIVES

Where necessary, comparative information for the 2015–16 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 2016–17 as a result of management decisions.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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.

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 Taxation Office (ATO). In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of the expense.

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

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

K) CONTRIBUTIONS BY AND DISTRIBUTIONS TO GOVERNMENT

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

The Statement of Changes in Equity provides additional information in relation to contributions by, and distributions to, government.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

3. COMPREHENSIVE OPERATING STATEMENT BY OUTPUT GROUP

		GOVERNMENT EDUCATION		NON-GOVERNMENT EDUCATION		CORPORATE AND GOVERNANCE		TOTAL	
	NOTE	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
INCOME									
Grants and subsidies revenue									
Current		7 275	4 483	12	21	-	21	7 287	4 525
Capital		-	-	-	-	-	-	-	-
Appropriation									
Output		474 356	448 158	73 006	61 280	30 254	29 497	577 616	538 935
Commonwealth		190 323	170 107	163 897	155 666	-	-	354 220	325 773
Sales of goods and services		2 638	1 378	94	32	158	73	2 890	1 483
Goods and services received free of charge ¹	4	12 425	12 577	3 567	3 596	-	-	15 992	16 173
Loss on disposal of assets	5	-	-	-	-	-	-	-	-
Other income		232	659	4	1	13	71	249	731
TOTAL INCOME		687 249	637 362	240 580	220 596	30 425	29 662	958 254	887 620
EXPENSES									
Employee expenses	6	445 528	420 344	2 668	2 346	23 171	24 292	471 367	446 982
Administrative expenses									
Purchases of goods and services	7	41 074	35 748	5 003	4 433	5 975	5 980	52 052	46 161
Repairs and maintenance		39 616	37 656	60	74	3	210	39 679	37 940
Property management		3 742	3 740	25	13	743	545	4 510	4 298
Depreciation and amortisation	8	36 124	31 982	169	144	-	-	36 293	32 126
Services received free of charge ¹		12 425	12 577	3 567	3 596	-	-	15 992	16 173
Other administrative expenses		138	-	-	-	-	165	138	165
Grants and subsidies									
Current		143 958	132 601	206 585	198 820	112	479	350 655	331 900
Capital		6	1 067	23 706	10 000	-	-	23 712	11 067
Finance expenses									
Interest expenses		347	227	-	120	-	-	347	347
TOTAL EXPENSES		722 958	675 942	241 783	219 546	30 004	31 671	994 745	927 159
NET SURPLUS/(DEFICIT)		(35 709)	(38 580)	(1 203)	1 050	421	(2 009)	(36 491)	(39 539)

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

	NOTE	GOVERNMENT EDUCATION		NON-GOVERNMENT EDUCATION		CORPORATE AND GOVERNANCE		TOTAL	
		2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
OTHER COMPREHENSIVE INCOME									
Items that will not be reclassified to net surplus/deficit									
Asset revaluation reserve	18	(906)	115 062	-	-	-	-	(906)	115 062
Transfers from reserves		-	-	-	-	-	-	-	-
TOTAL OTHER COMPREHENSIVE INCOME		(906)	115 062	-	-	-	-	(906)	115 062
COMPREHENSIVE RESULT		(36 615)	76 482	(1 203)	1 050	421	(2 009)	(37 397)	75 523

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.

INCOME

Income encompasses both revenue and gains.

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

GRANTS AND OTHER CONTRIBUTIONS

Grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the department 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 department for the outputs they provide and is calculated as the net cost of department outputs after taking into account funding from department 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 Students First funding (SFF) and National Partnership (NP) payments being made by the Commonwealth Treasury to state treasuries, in a manner similar to arrangements for GST payments. These payments are received by the Department of Treasury and Finance on behalf of the Central Holding Authority and then passed on to the relevant departments as Commonwealth appropriation.

Revenue in respect of appropriations is recognised in the period in which the department gains control of the funds.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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 department 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 department
- 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
- 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 department obtains control of the asset or contribution. Contributions are recognised at the fair value received or receivable.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

	2017 \$'000	2016 \$'000
4. GOODS AND SERVICES RECEIVED FREE OF CHARGE		
Corporate and information services	13 538	13 646
Department goods and services	2 454	2 527
	15 992	16 173
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	398 775	380 078
Payroll tax	23 230	22 516
Fringe benefits tax	4 588	4 479
Superannuation expenses	37 225	35 095
Workers compensation	7 549	4 814
	471 367	446 982
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⁾	2 436	1 602
Advertising ⁽²⁾	65	40
Marketing and promotion ⁽³⁾	498	847
Document production	1 282	1 622
Legal expenses ⁽⁴⁾	354	144
Recruitment ⁽⁵⁾	1 476	1 106
Training and study	2 968	2 232
Official duty fares	3 033	2 448
Travelling allowance	1 417	1 138
Information technology charges, hardware & software expenses	18 719	17 352
Motor vehicle expenses	6 096	6 085
Relocation expenses	1 511	1 576
Other goods and services	12 197	9 969
	52 052	46 161

⁽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.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

REPAIRS AND MAINTENANCE EXPENSE

Funding is received for repairs and maintenance works associated with department assets as part of output revenue. Costs associated with repairs and maintenance works on department assets are expensed as incurred.

INTEREST EXPENSE

Interest expenses include interest and finance lease charges. Interest expenses are expensed in the period in which they are incurred.

	2017 \$'000	2016 \$'000
8. DEPRECIATION AND AMORTISATION		
Buildings	34 752	30 960
Plant and equipment	206	313
Computer hardware	545	511
Land leases	221	199
Computer software	55	54
Transport equipment	514	89
	36 293	32 126

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

9. WRITE-OFFS, POSTPONEMENTS, WAIVERS, GIFTS AND EX-GRATIA PAYMENTS

	DEPARTMENT		DEPARTMENT		TERRITORY ITEMS		TERRITORY ITEMS	
	2017 \$'000	NO. OF TRANS.	2016 \$'000	NO. OF TRANS.	2017 \$'000	NO. OF TRANS.	2016 \$'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 a department written off	13	18	43	30	-	-	-	-
Public property written off	-	-	-	-	-	-	-	-
Total Written Off, Postponed and Waived by Delegates	13	18	43	30	-	-	-	-
<i>Amounts written off, postponed and waived by the Treasurer</i>								
Irrecoverable amounts payable to the Territory or a department written off	9	1	14	1	-	-	-	-
Total Written Off, Postponed and Waived by the Treasurer	9	1	14	1	-	-	-	-

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

	2017 \$'000	2016 \$'000
10. CASH AND DEPOSITS		
Cash on hand	1	1
Cash at bank	69 994	67 506
	69 995	67 507

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. Cash at bank includes monies held in the Accountable Officer's Trust Account (AOTA) that are ultimately payable to the beneficial owner – refer also to Note 24.

	2017 \$'000	2016 \$'000
11. RECEIVABLES		
Current		
Accounts receivable	1 264	1 300
Less: Allowance for impairment losses	(478)	(526)
	786	774
GST receivables	2 513	2 084
Other receivables	59	58
	2 572	2 142
Total Receivables	3 358	2 916

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 department estimates are likely to be uncollectible and are considered doubtful. Analysis of the age of the receivables that are past due as at the reporting date are disclosed in an ageing schedule under credit risk in Note 20 Financial Instruments. Reconciliation of changes in the allowance accounts is also presented. Accounts receivable are generally settled within 30 days.

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.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

	2017 \$'000	2016 \$'000
12. PROPERTY, PLANT AND EQUIPMENT		
Land		
At fair value	111 329	108 471
	111 329	108 471
Leased Land		
At capitalised cost	9 052	8 495
Less: Accumulated amortisation	(758)	(537)
	8 294	7 958
Buildings		
At fair value	1 945 080	1 756 871
Less: Accumulated depreciation	(922 496)	(774 854)
	1 022 584	982 017
Plant and Equipment		
At fair value	10 174	11 158
Less: Accumulated depreciation	(8 954)	(8 744)
	1 220	2 414
Computer Software		
At capitalised cost	372	369
Less: Accumulated depreciation	(167)	(111)
	205	258
Computer Hardware		
At capitalised cost	3 444	3 445
Less: Accumulated depreciation	(2 486)	(1 942)
	958	1 503
Transport Equipment		
At capitalised cost	2 909	1 379
Less: Accumulated depreciation	(603)	(89)
	2 306	1 290
Construction (WIP)		
At capitalised cost	219	155
	219	155
Total Property, Plant and Equipment	1 147 115	1 104 066

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

2017 PROPERTY, PLANT AND EQUIPMENT RECONCILIATIONS

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of 2016–17 is set out below:

	LAND \$'000	LEASED LAND \$'000	BUILDINGS \$'000	PLANT AND EQUIPMENT \$'000	COMPUTER SOFTWARE \$'000	COMPUTER HARDWARE \$'000	TRANSPORT EQUIPMENT \$'000	CONSTRUC- TION (WIP) \$'000	TOTAL \$'000
Carrying Amount as at 1 July 2016	108 471	7 958	982 017	2 414	258	1 503	1 290	155	1 104 066
Additions	-	557	-	(1 194)	2	-	1 530	-	895
Disposals	-	-	-	-	-	-	-	-	-
Depreciation/ amortisation	-	(221)	(34 752)	(206)	(55)	(545)	(514)	-	(36 293)
Additions/ (disposals) from asset transfers	2 050	-	77 535	206	-	-	-	64	79 855
Revaluation increments/ (decrements)	808	-	(2 216)	-	-	-	-	-	(1 408)
Other adjustments	-	-	-	-	-	-	-	-	-
Carrying Amount as at 30 June 2017	111 329	8 294	1 022 584	1 220	205	958	2 306	219	1 147 115

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	CONSTRUC- TION (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

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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

REVALUATIONS AND IMPAIRMENT

Revaluation of assets

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

- land
- buildings

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

The latest revaluations as at 30 June 2017 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.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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 department assets are assessed for indicators of impairment on an annual basis or whenever there is an indication of impairment. If an indicator of impairment exists, the department determines the asset's recoverable amount. The asset's recoverable amount is determined as the higher of the asset's 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 18 provides additional information in relation to the asset revaluation surplus.

Department property, plant and equipment assets were assessed for impairment as at 30 June 2017. No impairment adjustments were required as a result of this review.

DEPRECIATION AND AMORTISATION EXPENSE

Items of property, plant and equipment, including buildings but excluding land, have limited useful lives and are depreciated 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:

	2017	2016
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.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

LEASED ASSETS

Leases under which the department 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/department 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.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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
2016-17				
Asset Classes				
Land (Note 12)	-	-	111 329	111 329
Buildings (Note 12)	-	-	1 022 584	1 022 584
Plant & Equipment (Note 12)	-	-	1 220	1 220
Computer Software (Note 12)	-	-	205	205
Computer Hardware (Note 12)	-	-	958	958
Transport Equipment (Note 12)	-	-	2 306	2 306
Total	-	-	1 138 602	1 138 602
2015-16				
Asset Classes				
Land (Note 12)	-	-	108 471	108 471
Buildings (Note 12)	-	-	982 017	982 017
Plant & Equipment (Note 12)	-	-	2 414	2 414
Computer Software (Note 12)	-	-	258	258
Computer Hardware (Note 12)	-	-	1 503	1 503
Transport Equipment (Note 12)	-	-	1 290	1 290
Total	-	-	1 095 953	1 095 953

Note: Fair values of non-financial assets exclude finance lease liabilities.

There were no transfers between Level 1 and Levels 2 or 3 during 2016-17.

Fair values are in accordance with AASB 13 *Fair Value Measurement*:

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

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

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

Level 3 – inputs are unobservable.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

B) VALUATION TECHNIQUES AND INPUTS

Valuation techniques used to measure fair value in 2016–17 are:

ASSET CLASSES	LEVEL 2 TECHNIQUES	LEVEL 3 TECHNIQUES
Land	-	Highest and best use
Buildings	-	Cost approach
Plant and equipment	-	Cost approach
Computer software	-	Cost approach
Computer hardware	-	Cost approach
Transport equipment	-	Cost approach

There were no significant changes in valuation techniques from 2015–16 to 2016–17.

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 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 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 department is such they are generally low value and have short life spans with little opportunity to revalue.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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
2016-17							
Fair value as at 1 July 2016	108 471	982 017	2 414	258	1 503	1 290	1 095 953
Additions/transfers in	1 548	77 628	(1 194)	2	-	1 530	79 514
Disposals/transfers out	-	(93)	206	-	-	-	113
Transfers from Level 2	-	-	-	-	-	-	-
Transfers to Level 2	-	-	-	-	-	-	-
Depreciation/amortisation	-	(34 752)	(206)	(55)	(545)	(514)	(36 072)
Gains/losses recognised in net surplus/deficit	-	-	-	-	-	-	-
Gains/losses recognised in other comprehensive income	1 310	(2 216)	-	-	-	-	(906)
Fair value as at 30 June 2017	111 329	1 022 584	1 220	205	958	2 306	1 138 602

	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

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

(ii) SENSITIVITY ANALYSIS

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

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

Equipment and computer assets – Unobservable inputs include Northern Territory Government policy requiring assets to be recorded initially at cost, the nature of these assets for the department is such they are generally low value and have short life spans with little opportunity to revalue. 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.

	2017 \$'000	2016 \$'000
14. PAYABLES		
Accounts payable	2 182	4 277
Accrued expenses	4 101	2 102
Other payables	-	-
Total Payables	6 283	6 379

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 department. Accounts payable are normally settled within 30 days.

	2017 \$'000	2016 \$'000
15. BORROWINGS AND ADVANCES		
Current		
Finance lease liabilities	117	104
	117	104
Non-Current		
Finance lease liabilities	8 492	8 074
	8 492	8 074
Total Borrowings and Advances	8 609	8 178

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

	2017 \$'000	2016 \$'000
16. PROVISIONS		
Current		
<i>Employee benefits</i>		
Recreation leave	33 681	27 727
Special remote study leave	6 843	7 078
Leave loading	3 980	3 636
Recreational leave fares	796	675
<i>Other current provisions</i>		
Employer superannuation contribution	3 355	3 202
Fringe benefits tax	1 137	1 093
Payroll tax	2 842	2 681
Total Current	52 634	46 092
Non-Current		
<i>Employee benefits</i>		
Recreation leave	-	5 496
Special remote study leave	3 531	3 070
Total Non-Current	3 531	8 566
Total Provisions	56 165	54 658

The department employed 4283 full-time equivalent employees as at 30 June 2017 (4142 full-time equivalent employees as at 30 June 2016).

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 12 months of reporting date are classified as current liabilities and are measured at amounts expected to be paid. Non-current employee benefit liabilities that fall due after 12 months of the reporting date are measured at present value, 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
- other types of employee benefits.

As part of the financial management framework, the Central Holding Authority assumes the long-service leave liabilities of government departments, including the Department of Education, and as such, no long-service leave liability is recognised in department financial statements.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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

- (i) Liability calculated for those employees who have 20 or 40 study leave points, or employees who will accrue enough points based on their locality at 30 June 2017 to reach 20 or 40 points by 30 June 2018

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.

SUPERANNUATION

Employees' superannuation entitlements are provided through the:

- Northern Territory Government and Public Authorities Superannuation Scheme (NTGPASS)
- Commonwealth Superannuation Scheme (CSS)
- non-government employee-nominated schemes for employees commencing on or after 10 August 1999.

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

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

17. COMMITMENTS

Disclosures in relation to capital and other commitments, including lease commitments. Commitments are those contracted as at 30 June where the amount of the future commitment can be reliably measured.

	2017		2016	
	INTERNAL \$'000	EXTERNAL \$'000	INTERNAL \$'000	EXTERNAL \$'000
(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	-	2 622	-	6 997
Later than one year and not later than five years	-	-	-	-
Later than five years	-	-	-	-
	-	2 622	-	6 997
(ii) Operating Lease Commitments				
The department leases property under non-cancellable operating leases. Leases generally provide the department with a right of renewal at which time all lease terms are renegotiated. The department 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	4 137	-	3 823	-
Later than one year and not later than five years	6 259	-	5 953	-
Later than five years	-	-	-	-
	10 396	-	9 776	-
(iii) Other Expenditure Commitments				
Other non-cancellable expenditure commitments not recognised as liabilities are payable as follows:				
Within one year	4 731	37 205	4 624	36 575
Later than one year and not later than five years	4 731	64 528	9 247	70 040
Later than five years	-	10 681	-	7 953
	9 462	112 414	13 871	114 568

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

	2017 \$'000	2016 \$'000
18. 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	194 933	79 871
Increment/(Decrement) – land	1 310	4 003
Increment/(Decrement) – buildings	(2 216)	111 059
Net movement	(906)	115 062
Balance as at 30 June	194 027	194 933

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

	2017 \$'000	2016 \$'000
19. NOTES TO THE CASH FLOW STATEMENT		
Reconciliation of Cash		
The total of department 'Cash and deposits' of \$69 995 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)	(36 491)	(39 539)
Non-cash items:		
Depreciation and amortisation	36 293	32 126
Repairs and maintenance - Minor new works (non cash)	1 953	570
Loss on disposal of assets	-	-
Asset write-offs/write-downs	-	-
Changes in assets and liabilities:		
Decrease/(Increase) in receivables	(442)	2 136
Decrease/(Increase) in prepayments	292	(137)
(Decrease)/Increase in payables	(96)	(10 498)
(Decrease)/Increase in provision for employee benefits	1 150	667
(Decrease)/Increase in other provisions	358	(1 404)
(Decrease)/Increase in other deferred income	(100)	100
Net Cash from Operating Activities	2 917	(15 979)

Non-Cash Financing and Investing Activities

Finance Lease Transactions

During the financial year the department acquired land with an aggregate fair value of \$0.557 million (\$0.934 million in 2016) by means of finance leases.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

20. FINANCIAL INSTRUMENTS

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

Financial assets and liabilities are recognised on the Balance Sheet when the department becomes a party to the contractual provisions of the financial instrument. The department's financial instruments include cash and deposits, receivables, loans and advances, payables and finance leases. The department has limited exposure to financial risks as discussed below.

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.

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

A) CATEGORISATION OF FINANCIAL INSTRUMENTS

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

	FAIR VALUE THROUGH PROFIT OR LOSS						
	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	TOTAL \$'000
2016-17							
Financial Assets							
Cash and deposits	-	-	-	69 995	-	-	69 995
Loans and advances	-	-	-	2 000	-	-	2 000
Receivables							
Accounts receivable	-	-	-	786	-	-	786
Other receivables	-	-	-	59	-	-	59
Total Financial Assets	-	-	-	72 840	-	-	72 840
Financial Liabilities							
Payables	-	6 288	-	-	-	-	6 288
Finance lease liabilities	-	-	-	-	-	8 609	8 609
Total Financial Liabilities	-	6 288	-	-	-	8 609	14 897

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

A) CATEGORISATION OF FINANCIAL INSTRUMENTS

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

	FAIR VALUE THROUGH PROFIT OR LOSS						
	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	TOTAL \$'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
Total Financial Liabilities	-	6 479	-	-	-	8 178	14 657

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
- available-for-sale financial assets.

Financial liabilities are classified into the following categories:

- financial liabilities at fair value through profit or loss (FVTPL)
- 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.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

B) CREDIT RISK

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

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

RECEIVABLES

Receivable balances are monitored on an ongoing basis to ensure that exposure to bad debts is not significant. A reconciliation and ageing analysis of receivables is presented below.

INTERNAL RECEIVABLES	AGEING OF RECEIVABLES \$'000	AGEING OF IMPAIRED RECEIVABLES \$'000	NET RECEIVABLES \$'000
2016-17			
Not overdue	24	-	24
Overdue for less than 30 days	-	-	-
Overdue for 30 to 60 days	-	-	-
Overdue for more than 60 days	-	-	-
Total	24	-	24
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	-	-	-
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	-	-	-

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

EXTERNAL RECEIVABLES	AGEING OF RECEIVABLES \$'000	AGEING OF IMPAIRED RECEIVABLES \$'000	NET RECEIVABLES \$'000
2016-17			
Not overdue	220	-	220
Overdue for less than 30 days	342	27	315
Overdue for 30 to 60 days	22	-	22
Overdue for more than 60 days	656	451	205
Total	1 240	478	762
Reconciliation of the Allowance for Impairment Losses			
Opening	-	526	-
Written off during the year	-	(22)	-
Recovered during the year	-	-	-
Increase/(Decrease) in allowance recognised in profit or loss	-	(26)	-
Total	-	478	-
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	-

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

C) LIQUIDITY RISK

Liquidity risk is the risk that the department will not be able to meet its financial obligations as they fall due. The department's approach to managing liquidity is to ensure that it will always have sufficient liquidity to meet its liabilities when they fall due.

The following tables detail the department's remaining contractual maturity for its financial assets and liabilities.

2017 MATURITY ANALYSIS FOR FINANCIAL ASSETS AND LIABILITIES

	VARIABLE INTEREST RATE			FIXED INTEREST RATE			NON-INTEREST BEARING \$'000	TOTAL \$'000	WEIGHTED AVERAGE %
	LESS THAN A YEAR \$'000	1 TO 5 YEARS \$'000	MORE THAN 5 YEARS \$'000	LESS THAN A YEAR \$'000	1 TO 5 YEARS \$'000	MORE THAN 5 YEARS \$'000			
Assets									
Cash and deposits	-	-	-	-	-	-	69 995	69 995	-
Loans and advances	-	-	-	-	-	-	2 000	2 000	-
Receivables	-	-	-	-	-	-	845	845	-
Total Financial Assets	-	-	-	-	-	-	72 840	72 840	-
Liabilities									
Payables	-	-	-	-	-	-	6 288	6 288	-
Finance lease liabilities	-	-	-	117	-	8 492	-	8 609	3.9
Total Financial	-	-	-	117	-	8 492	6 288	14 897	-

2016 MATURITY ANALYSIS FOR FINANCIAL ASSETS AND LIABILITIES

	VARIABLE INTEREST RATE			FIXED INTEREST RATE			NON-INTEREST BEARING \$'000	TOTAL \$'000	WEIGHTED AVERAGE %
	LESS THAN A YEAR \$'000	1 TO 5 YEARS \$'000	MORE THAN 5 YEARS \$'000	LESS THAN A YEAR \$'000	1 TO 5 YEARS \$'000	MORE THAN 5 YEARS \$'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	-	-	-	104	-	8 074	-	8 178	3.7
Total Financial	-	-	-	104	-	8 074	6 479	14 657	-

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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 department is not exposed to interest rate risk as department 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 department to interest rate risk.

(ii) PRICE RISK

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

(iii) CURRENCY RISK

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

E) NET FAIR VALUE

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 department 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 department adjustments to observable data to take account of particular and potentially unique characteristics/functionality of assets/liabilities and assessments of physical condition and remaining useful life.

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

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

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

Level 3 – inputs are unobservable.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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

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

For financial instruments measured and disclosed at fair value, the following table groups the instruments based on the level of inputs used.

2017	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	69 995	69 995	-	-	69 995
Loans and advances	2 000	2 000	-	-	2 000
Receivables	845	845	-	-	845
Total Financial Assets	72 840	72 840	-	-	72 840
Financial Liabilities					
Payables	6 288	6 288	-	-	6 288
Finance lease liabilities	8 609	8 609	-	-	8 609
Total Financial Liabilities	14 897	14 897	-	-	14 897

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

There were no changes in valuation techniques during the period.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

21. RELATED PARTIES

1. RELATED PARTIES

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

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

2. KEY MANAGEMENT PERSONNEL (KMP)

Key management personnel of the Department of Education are people with authority and responsibility for planning, directing and controlling the activities of the department. These include the Minister for Education, the Chief Executive Officer and the 17 members of the senior management team of the department and six former members of the senior management team.

3. REMUNERATION OF KEY MANAGEMENT PERSONNEL

The details below excludes the salaries and other benefits of the Minister for Education as the minister's remuneration and allowances are payable by the Department of the Legislative Assembly and consequently disclosed within the Treasurer's annual financial statements.

The aggregate compensation of KMP for the department is set out below:

	2017 \$'000
Short-term benefits	4 422
Long-term benefits	-
Post-employment benefits	513
Termination benefits	-
Total	4 935

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

4. RELATED PARTY TRANSACTIONS:

TRANSACTIONS WITH NORTHERN TERRITORY GOVERNMENT-CONTROLLED ENTITIES

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

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

RELATED PARTY	REVENUE FROM RELATED PARTIES 2017 \$'000	PAYMENTS TO RELATED PARTIES 2017 \$'000	AMOUNTS OWED BY RELATED PARTIES 2017 \$'000	AMOUNTS OWED TO RELATED PARTIES 2017 \$'000
All NT Government departments	13 830	55 800	57	2 966
Associates	-	-	-	-
Subsidiaries	-	-	-	-

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

22. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

A) CONTINGENT LIABILITIES

The department had no contingent liabilities as at 30 June 2017 or 30 June 2016.

B) CONTINGENT ASSETS

The department had no contingent assets as at 30 June 2017 or 30 June 2016.

23. 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.

24. ACCOUNTABLE OFFICER'S TRUST ACCOUNT

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

NATURE OF TRUST MONEY	OPENING BALANCE \$'000	RECEIPTS \$'000	PAYMENTS \$'000	CLOSING BALANCE 30 JUNE 2017 \$'000
Key deposits	-	7	2	5
Total	-	7	2	5

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

25. SCHEDULE OF ADMINISTERED TERRITORY ITEMS

The following Territory items are managed by the department on behalf of the government and are recorded in the Central Holding Authority.

	2017 \$'000	2016 \$'000
TERRITORY INCOME AND EXPENSES		
Income		
Grants and subsidies revenue		
Capital	2 308	3 470
Fees from regulatory services	689	625
Total Income	2 997	4 095
Expenses		
Central Holding Authority income transferred	2 997	4 095
Total Expenses	2 997	4 095
Territory Income less Expenses	-	-
TERRITORY ASSETS AND LIABILITIES		
Assets		
Other receivables	-	-
Total Assets	-	-
Liabilities		
Central Holding Authority income payable	-	-
Total Liabilities	-	-
Net Assets	-	-

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

26. BUDGETARY INFORMATION

COMPREHENSIVE OPERATING STATEMENT	2016-17 ACTUAL \$'000	2016-17 ORIGINAL BUDGET \$'000	VARIANCE \$'000	NOTE
INCOME				
Grants and subsidies revenue				
Current	7 287	4 847	2 440	
Capital	-	-	-	
Appropriation				
Output	577 616	560 604	17 012	1
Commonwealth	354 220	340 021	14 199	2
Sales of goods and services	2 890	1 504	1 386	
Goods and services received free of charge	15 992	16 148	(156)	
Other income	249	100	149	
TOTAL INCOME	958 254	923 224	35 030	
EXPENSES				
Employee expenses	471 367	478 676	(7 309)	3
Administrative expenses				
Purchases of goods and services	52 052	56 152	(4 100)	
Repairs and maintenance	39 679	33 088	6 591	4
Property management	4 510	2 857	1 653	
Depreciation and amortisation	36 293	33 567	2 726	
Services received free of charge ¹	15 992	16 148	(156)	
Other administrative expenses	138	-	138	
Grants and subsidies expenses				
Current	350 655	328 168	22 487	5
Capital	23 712	21 201	2 511	
Finance expenses				
Interest expenses	347	300	47	
TOTAL EXPENSES	994 745	970 157	24 588	
NET SURPLUS/(DEFICIT)	(36 491)	(46 933)	10 442	
OTHER COMPREHENSIVE INCOME				
Items that will not be reclassified to net surplus/deficit				
Asset revaluation reserve	(906)	-	(906)	
Transfers from reserves	-	-	-	
TOTAL OTHER COMPREHENSIVE INCOME	(906)	-	(906)	
COMPREHENSIVE RESULT	(37 397)	(46 933)	9 536	

¹ Includes Department of Corporate and Information Services service charges.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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

1. The variation of \$17 million in output appropriation relates to:
 - additional \$15.5 million for the government's school resourcing package that commenced in January 2017
 - additional \$2.1 million for increased government school student enrolments in 2017.
2. Commonwealth appropriation increased by \$14.2 million as a result of:
 - additional \$18.2 million in Commonwealth Government Students First funding for government schools
 - decrease of \$3.5 million in Commonwealth Government Students First funding for non-government schools.
3. Employee expenses decreased by \$7.3 million predominately relating to:
 - additional funding of \$12.5 million received as part of the government's school resourcing package
 - \$14 million of employee expense budget transferred to current grants for payments to schools relating to final 2016 global school budget surpluses
 - additional funding of \$2.1 million for increased government school student enrolments in 2017
 - the remaining variance relates to surpluses in global school budgets in 2017.
4. Repairs and maintenance expenses increased by \$6.6 million over the original budget mainly relating to:
 - additional funding of \$2.2 million for repairs resulting from the Alice Springs hail storm
 - completed WIP transfer of \$2.6 million from the Department of Infrastructure, Planning and Logistics
 - additional expenditure on the Boosting Our Economy projects of \$2 million.
5. Current grants increased by \$22.5 million relating to:
 - payout of final 2016 global school budget surpluses to government schools totalling \$18.1 million
 - additional payments to schools and other organisations relating to increased NT Government and Commonwealth Government funding received during 2016-17.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

BALANCE SHEET	2016-17 ACTUAL \$'000	2016-17 ORIGINAL BUDGET \$'000	VARIANCE \$'000	NOTE
ASSETS				
Current assets				
Cash and deposits	69 995	64 943	5 052	1
Receivables	3 358	5 055	(1 697)	
Loans and advances	2 000	-	2 000	
Prepayments	1 111	1 266	(155)	
Total current assets	76 464	71 264	5 200	
Non-current assets				
Loans and advances	-	-	-	
Property, plant and equipment	1 147 115	959 518	187 597	2
Total non-current assets	1 147 115	959 518	187 597	
TOTAL ASSETS	1 223 579	1 030 782	192 797	
LIABILITIES				
Current liabilities				
Deposits held	5	-	5	
Payables	6 283	16 881	(10 598)	3
Borrowings and advances	117	92	25	
Provisions	52 634	47 928	4 706	
Other liabilities	-	-	-	
Total current liabilities	59 039	64 901	(5 862)	
Non-current liabilities				
Borrowings and advances	8 492	7 259	1 233	
Provisions	3 531	7 467	(3 936)	
Total non-current liabilities	12 023	14 726	(2 703)	
TOTAL LIABILITIES	71 062	79 627	(8 565)	
NET ASSETS	1 152 517	951 155	201 362	
EQUITY				
Capital	1 335 017	1 258 737	76 280	
Reserves	194 027	79 871	114 156	
Accumulated funds	(376 527)	(387 453)	10 926	
TOTAL EQUITY	1 152 517	951 155	201 362	

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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

1. The increase in cash and deposits of \$5 million reflects the 2016–17 operating and cash flow statement outcome.
2. The increase in property, plant and equipment of \$187.6 million predominately relates to:
 - transfer of completed buildings of \$70.7 million from the Department of Infrastructure, Planning and Logistics
 - transfer of the Katherine and Tennant Creek training centres from the Department of Trade, Business and Innovation valued at \$6.6 million
 - upward revaluation of government buildings of \$111.1 million and Crown land of \$3.7 million from 2015–16, which was not included in the May 2016 Budget.
3. The decrease in payables reflects a reduction in outstanding creditors in 2016–17.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

CASH FLOW STATEMENT	2016-17 ACTUAL \$'000	2016-17 ORIGINAL BUDGET \$'000	VARIANCE \$'000	NOTE
CASH FLOWS FROM OPERATING ACTIVITIES				
Operating receipts				
Grants and subsidies received				
Current	7 287	4 847	2 440	
Capital	-	-	-	
Appropriation				
Output	577 616	560 604	17 012	1
Commonwealth	354 220	340 021	14 199	2
Receipts from sales of goods and services	16 751	1 604	15 147	3
Total operating receipts	955 874	907 076	48 798	
Operating payments				
Payments to employees	468 154	478 676	(10 522)	4
Payments for goods and services	110 089	92 097	17 992	5
Grants and subsidies paid				
Current	350 655	328 168	22 487	6
Capital	23 712	21 201	2 511	
Interest paid	347	300	47	
Total operating payments	952 957	920 442	32 515	
Net cash from/(used in) operating activities	2 917	(13 366)	16 283	
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	340	-	340	
Advances and investing payments	-	-	-	
Total investing payments	340	-	340	
Net cash from/(used in) investing activities	(340)	2 000	(2 340)	
CASH FLOWS FROM FINANCING ACTIVITIES				
Financing receipts				
Deposits received	5	-	5	
Equity injections				
Capital appropriation	-	-	-	
Commonwealth appropriation	-	-	-	
Other equity injections	32	-	32	
Total financing receipts	37	-	37	
Financing payments				
Finance lease payments	125	-	125	
Equity withdrawals	-	-	-	
Total financing payments	125	-	125	
Net cash from/(used in) financing activities	(88)	-	(88)	
Net increase/(decrease) in cash held	2 488	(11 366)	13 854	7
Cash at beginning of financial year	67 507	76 309	(8 802)	7
CASH AT END OF FINANCIAL YEAR	69 995	64 943	5 052	

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

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

1. The variation of \$17 million in output appropriation relates to:
 - additional \$15.5 million for the government's school resourcing package, which commenced in January 2017
 - additional \$2.1 million for increased government school student enrolments in 2017.
2. Commonwealth appropriation increased by \$14.2 million as a result of:
 - additional \$18.2 million in Commonwealth Government Students First funding for government schools
 - decrease of \$3.5 million in Commonwealth Government Students First funding for non-government schools.
3. Receipts from sales of goods and services are greater than originally budgeted, largely as a result of GST receipts from the Australian Taxation Office of \$13.7 million not included in the original budget.
4. Payments to employees decreased by \$10.5 million since the May 2016 budget predominately relating to:
 - additional funding of \$12.5 million received as part of the government's school resourcing package
 - \$14 million of employee expense budget transferred to current grants for payments to schools relating to final 2016 global school budget surpluses
 - additional funding of \$2.1 million for increased government school student enrolments in 2017
 - the remaining variance relates to surpluses in global school budgets in 2017.
5. Payments for goods and services are greater than originally budgeted, largely as a result of GST payments to the Australian Taxation Office of \$14.1 million not included in the original budget.
6. Current grants payments increased by \$22.5 million relating to:
 - payout of final 2016 global school budget surpluses to government schools totalling \$18.1 million
 - additional payments to schools and other organisations relating to increased NT Government and Commonwealth Government funding received during 2016–17.
7. The increase in cash of \$5 million reflects the 2016–17 operating and cash flow statement outcome.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2017

27. BUDGETARY INFORMATION: ADMINISTERED TERRITORY ITEMS

In addition to the specific departmental operations included in the financial statements, the department administers or manages other activities and resources on behalf of the Territory such as taxes, fines and regulatory fees. The department does not gain control over assets arising from these collections; consequently, no income is recognised in the department's financial statements. The transactions relating to these activities are reported as administered items in this note.

ADMINISTERED TERRITORY ITEMS	2016-17 ACTUAL \$'000	2016-17 ORIGINAL BUDGET \$'000	VARIANCE \$'000	NOTE
TERRITORY INCOME AND EXPENSES				
Income				
Grants and subsidies revenue				
Capital	2 308	-	2 308	1
Fees from regulatory services	689	514	175	2
Total income	2 997	514	2 483	
Expenses				
Central Holding Authority income	2 997	514	2 483	3
Total expenses	2 997	514	2 483	
Territory income less expenses	-	-	-	
TERRITORY ASSETS AND LIABILITIES				
Assets				
Other receivables	-	1 650	(1 650)	
Total assets	-	1 650	(1 650)	
Liabilities				
Central Holding Authority income payable	-	1 650	(1 650)	
Total liabilities	-	1 650	(1 650)	
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 \$2.3 million since the May 2016 Budget due to:
 - contribution of \$1.5 million from the INPEX-operated Ichthys LNG project
 - funding of \$0.8 million received for minor new works projects at Bakewell Primary School, Barunga School, Pigeon Hole School and Yirrkala Homeland School.
- The increase of \$0.18 million in fees from regulatory services relates to an increase in teacher registration fees received.
- Other administrative expenses reflects the transfer of Territory revenue to the Central Holding Authority (CHA).

APPENDICES



APPENDICES

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APPENDIX 1:

SUMMARY OF PERFORMANCE AGAINST THE DEPARTMENT OF EDUCATION'S STRATEGIC PLAN PERFORMANCE MEASURES AND TARGETS

As part of our commitment to achieving our vision, we measure our progress towards achieving our performance targets by December 2018.

PERFORMANCE MEASURE	LEVEL OF ACHIEVEMENT AGAINST DECEMBER 2018 STRATEGIC PLAN TARGET	STRATEGIC PLAN TARGET DECEMBER 2018	STATUS	DETAILS
GOVERNMENT EDUCATION				
Average number of days a child attended a FaFT program per week	1	3 days	working towards	Page 24
Proportion of education and care services meeting or above the National Quality Standard				
- all education and care services	59%	70%	working towards	Page 27
- government preschools	59%	80%	working towards	Page 27
Proportion of children enrolled in preschool the year before full time schooling for 600 hours per year				
- non-Aboriginal students	98.2%	95%	exceeded	Page 28
- Aboriginal students	98.6%	95%	exceeded	Page 28
Proportion of students attending four days or more per week				
- non-Aboriginal students	85.6%	91%	working towards	Page 79
- Aboriginal students	35.3%	57%	working towards	Page 79
Proportion of Year 3 students achieving at or above National Minimum Standard in Reading				
- non-Aboriginal students	92%	90%	exceeded	Page 48
- Aboriginal students	48%	56%	working towards	Page 48
Proportion of Year 3 students achieving at or above National Minimum Standard in Numeracy				
- non-Aboriginal students	94%	93%	exceeded	Page 48
- Aboriginal students	56%	66%	working towards	Page 48
Proportion of Year 5 students achieving at or above National Minimum Standard in Reading				
- non-Aboriginal students	90%	94%	working towards	Page 48
- Aboriginal students	31%	55%	working towards	Page 48
Proportion of Year 5 students achieving at or above National Minimum Standard in Numeracy				
- non-Aboriginal students	92%	93%	working towards	Page 48
- Aboriginal students	46%	57%	working towards	Page 48
Proportion of Year 7 students achieving at or above National Minimum Standard in Reading				
- non-Aboriginal students	89%	93%	working towards	Page 49
- Aboriginal students	40%	56%	working towards	Page 49
Proportion of Year 7 students achieving at or above National Minimum Standard in Numeracy				
- non-Aboriginal students	93%	94%	working towards	Page 49
- Aboriginal students	50%	66%	working towards	Page 49
Proportion of Year 9 students achieving at or above National Minimum Standard in Reading				
-non-Aboriginal students	88%	92%	working towards	Page 49
-Aboriginal students	41%	54%	working towards	Page 49
Proportion of Year 9 students achieving at or above National Minimum Standard in Numeracy				
-non-Aboriginal students	93%	93%	achieved	Page 49
-Aboriginal students	52%	63%	working towards	Page 49

PERFORMANCE MEASURE	LEVEL OF ACHIEVEMENT AGAINST DECEMBER 2018 STRATEGIC PLAN TARGET	STRATEGIC PLAN TARGET DECEMBER 2018	STATUS	DETAILS
Number of senior secondary students completing the Northern Territory Certificate of Education and Training (NTCET)				
-non-Aboriginal students	766	788	working towards	Page 51
-Aboriginal students	156	200	working towards	Page 51
Proportion of senior secondary students completing the Northern Territory Certificate of Education and Training (NTCET)				
-non-Aboriginal students	79.6%	80%	working towards	Page 51
-Aboriginal students	42.50%	54%	working towards	Page 51
Number of senior secondary students attaining an Australian Tertiary Admissions Rank score of 90 or above				
-non-Aboriginal students	65	102	working towards	Page 51
-Aboriginal students	2	6	working towards	Page 51
Proportion of senior secondary students attaining an Australian Tertiary Admissions Rank score of 90 or above				
-non-Aboriginal students	14%	16%	working towards	Page 51
-Aboriginal students	6.90%	6%	exceeded	Page 51
Number of students who achieved one or more VET competencies	1379	1632	working towards	Page 51
Number of students who completed a Certificate I, II or III qualification	906	722	exceeded	Page 51
Number of students enrolled in school-based apprenticeships or traineeships	84	156	working towards	Page 51

Note: 1. NAPLAN results are not published until November each year; therefore, performance is reported against the 2016 NAPLAN results. The 2017 NAPLAN results will be reported in the 2017–18 annual report.

APPENDIX 2:

SUMMARY OF PERFORMANCE AGAINST KEY PERFORMANCE INDICATORS OUTLINED IN THE NORTHERN TERRITORY BUDGET 2016-17 – BUDGET PAPER NO. 3

PERFORMANCE MEASURE	LEVEL OF ACHIEVEMENT AGAINST 2016-17 ESTIMATE	BUDGET PAPER NO.3 ESTIMATE 2016-17	DETAILS
GOVERNMENT EDUCATION			
Subsidised early childhood places	4944	5489	Page 27
Total preschool student enrolments	3396	3539	Page 28
Aboriginal preschool student enrolments	1302	1349	Page 28
Preschool attendance rate:			
- non-Aboriginal students	87%	88%	Page 28
- Aboriginal students	59%	61%	Page 28
Total primary, middle and senior student enrolments	29914	29966	Page 79
Aboriginal primary, middle and senior student enrolments	13306	13287	Page 79
Primary, middle and senior attendance rate			
- non-Aboriginal students	89%	90%	Page 79
- Aboriginal students	67%	71%	Page 79
Primary, middle and senior students attending at least four days per week or more			
- non-Aboriginal students	86%	89%	Page 79
- Aboriginal students	36%	43%	Page 79
NAPLAN - students achieving national minimum standard			
Reading - non-Aboriginal students			
- Year 3	92%	90%	Page 47
- Year 5	90%	90%	Page 47
- Year 7	89%	94%	Page 47
- Year 9	88%	91%	Page 47
Reading - Aboriginal students			
- Year 3	48%	45%	Page 47
- Year 5	31%	50%	Page 47
- Year 7	40%	55%	Page 47
- Year 9	41%	37%	Page 47
Numeracy - non-Aboriginal students			
- Year 3	94%	94%	Page 47
- Year 5	92%	94%	Page 47
- Year 7	93%	95%	Page 47
- Year 9	93%	94%	Page 47
Numeracy - Aboriginal students			
- Year 3	56%	54%	Page 47
- Year 5	46%	54%	Page 47
- Year 7	50%	61%	Page 47
- Year 9	52%	61%	Page 47
Students attaining a Northern Territory Certificate of Education and Training (NTCET)	922	872	Page 51

PERFORMANCE MEASURE	LEVEL OF ACHIEVEMENT AGAINST 2016-17 ESTIMATE	BUDGET PAPER NO.3 ESTIMATE 2016-17	DETAILS
Aboriginal students attaining a NTCET	156	139	Page 51
Students who achieved one or more VET competencies	1379	1030	Page 51
Students who completed a Certificate I, II or III qualification	906	555	Page 51
Students who enrolled in school-based apprenticeships or traineeships	84	100	Page 51
Full fee-paying international students in NT government schools	55	56	Page 89
Full fee-paying international students in NT non-government schools	85	97	Page 89
Operating grant to Charles Darwin University	\$7,400,000	\$7,400,000	Page 86
Charles Darwin University Waterfront grant	\$2,100,000	\$2,100,000	Page 86
NON-GOVERNMENT EDUCATION			
Total primary, middle and senior student enrolments	11602	11763	Page 84
Aboriginal primary, middle and senior student enrolments	3259	3408	Page 84
Primary, middle and senior attendance rate:			
- all students	85%	87%	Page 84
- Aboriginal students	66%	72%	Page 84
Students attaining a NTCET	483	516	Page 84
Aboriginal students attaining a NTCET	66	63	Page 84
Students who achieved one or more VET competencies	795	690	Page 84
Students who completed a Certificate I, II or III qualification	390	330	Page 84
Students who enrolled in school-based apprenticeships or traineeships	65	75	Page 84
CORPORATE AND GOVERNANCE			
Accounts paid within 30 days	92.6%	≥90%	Page 143
Retention rate of teaching staff year to year within their school	69%	≥67%	Page 105

Note: 1. NAPLAN results year to year are volatile due to small cohorts of students. Projections for the 2016-17 Budget are based on trend data.
 2. NAPLAN results are not published until November each year; therefore, performance is reported against the 2016 NAPLAN results. The 2017 NAPLAN results will be reported in the 2017-18 annual report.

APPENDIX 3:

ACTIONS AGAINST THE PUBLIC SECTOR EMPLOYMENT INSTRUCTIONS

EMPLOYMENT INSTRUCTION	ACTIONS
<p>NUMBER 1 FILLING VACANCIES</p> <p>Chief Executive must develop a procedure for the filling of vacancies.</p>	<ul style="list-style-type: none"> The department requires that all selection panel members, unless they have a legitimate reason, will have completed the NTPS eLearning Selection Training course, or other selection training offered or approved by OCPE. Merit Selection Training opportunities were provided to staff throughout April and May 2017, with 31 employees attending in Darwin and Nhulunbuy. A further 285 employees completed online training since 1 July 2016. Refresher sessions were also delivered in November 2016. 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. The department collaborated with teaching website providers and the Department of Corporate and Information Services to include the teaching websites as an additional standalone advertising option in eRecruit, enabling schools to reach a broader targeted audience. Teach NT recruitment roadshows were undertaken in October 2016 and June 2017 to promote the Department of Education as an employer of choice to graduates and established professionals, in addition to participating at the 2017 National Worker Attraction Program in Hobart, Adelaide and Perth in June 2017. The department also participates in the Darwin and Alice Springs careers expos each year.
<p>NUMBER 2 PROBATION</p> <p>Chief Executive must develop a probation procedure.</p>	<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 12 months. For experienced teachers, with at least five years of successful practice, the probation period may be completed in a period of six months.
<p>NUMBER 3 NATURAL JUSTICE</p> <p>A person who may be adversely affected by an impending decision must be afforded natural justice before a final decision is made.</p>	<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.
<p>NUMBER 4 EMPLOYEE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEMS</p> <p>Chief Executive must develop and implement an employee performance management and development procedure.</p>	<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. The NT Assistant Teacher standards underpin performance and development processes for assistant teachers. Performance agreements address learning and development needs of staff. In 2016–17, 1.1 per cent of the department's annual employee budget was used for formal learning and development activities. In 2016–17, continued revision of processes and systems occurred to support staff performance development processes. New performance and development processes and associated resources were developed for assistant teachers and principals.

EMPLOYMENT INSTRUCTION	ACTIONS
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 asked to attend a medical examination. In 2016–17, 11 employees undertook a medical examination for a range of matters, including assessment for medical retirement, fitness for duty and to inform employee inability matters.
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. Eight employees commenced assessment for inability under the PSEMA Act in 2016–17, of which two matters were finalised and six 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. Eighteen discipline processes were commenced with staff in 2016–17. Two staff were formally cautioned and both were directed to attend training or counselling. Two matters resulted in termination of employment, and seven 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 policies 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 2016–17, 19 grievances were lodged with the department for internal review, of which five matters were not accepted, nine matters are ongoing and five matters were resolved.
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. The department continued to support the application of the Special Measures Plan (approved by the NT 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 online through the employee orientation program. The Human Resources Aboriginal Employment and Workforce Development unit is reviewing the previous cross-cultural training model and its relevance to present circumstances. In October 2016, the department's Indigenous Employment and Workforce Strategy 2016–2020 (was launched, and the department is in the process of implementing key actions of the strategy. The strategy aims to increase the department's Aboriginal workforce in line with the Aboriginal employment targets set by OCPE.

EMPLOYMENT INSTRUCTION	ACTIONS
<p>NUMBER 11 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 range of initiatives were advanced in 2016–17 to support employees in understanding their responsibilities and meeting compliance requirements, including: <ul style="list-style-type: none"> ○ improvements to the work health and safety (WHS) governance structure. As part of this, the existing WHS Advisory Committee was reframed as the WHS Steering Committee, with representatives from all regions and the corporate site (Mitchell Centre, Darwin). As a standing committee of the Executive Board, the steering committee provides a link between the regional and corporate WHS committees and Executive Board to provide oversight over strategic WHS matters ○ the establishment of the Safety Management Policy ○ continued enhancement of the existing WHS policy framework, management system and controls.
<p>NUMBER 12 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. • Performance and conduct principles are reflected in relevant policies and procedures.
<p>NUMBER 13 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"> • The values that underpin the department's culture and behaviours are 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 inappropriate workplace behaviours.
<p>NUMBER 14 REDEPLOYMENT AND REDUNDANCY PROCEDURES</p>	<ul style="list-style-type: none"> • The department continued to support five formal redeployees, one of which was newly declared and one was permanently appointed to a position within the NTPS. • There were no employees made redundant.
<p>NUMBER 15 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 people with priority consideration for job vacancies. • Special measures were applied to positions across the department. This included school-based positions (excluding non-advertised, fixed-term vacancies for teachers) 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 1 July 2016, 285 corporate and school-based staff have completed Special Measures Training.

APPENDIX 4:

STANDING COMMITTEES

SCHOOL EDUCATION COMMITTEE

PURPOSE

The School Education Committee is a standing committee of the department's Executive Board. It 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 has the mandate to approve operational policies that affect school management and education delivery in the Northern Territory. It may also endorse policies for referral to Executive Board.

MEMBERSHIP AT 30 JUNE 2017

Marion Guppy, Deputy Chief Executive, School Education (Chair)

Richard Hunt, Acting Executive Director, Schools South

Sue Beynon, Regional Director, Arnhem

Anthony Roberts, Executive Director, Schools North

Bryan Hughes, Regional Director, Palmerston and Rural

Maree Garrigan, Acting Executive Director, School Support Services

Sasha Robinson, Regional Director, Alice Springs

Aderyn Chatterton, Regional Director, Darwin

Tony Considine, General Manager, Indigenous Education Review Implementation

Laurie Andrew, Regional Director, Katherine

Bill Armstrong, Regional Director, Barkly

AUDIT AND RISK COMMITTEE

PURPOSE

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

The Audit and Risk Committee provides strategic advice to the Chief Executive and Executive Board on emerging risks, as well as 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 reviewing 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.

MEMBERSHIP AT 30 JUNE 2017

John Cossons, External Member (Chair)

Peter Plummer, External Member

Jasmin Aldenhoven, Executive Director, Corporate Services

Shelley Withers, External Member – Attorney-General and Justice

Paul Nyhuis, Principal, Bakewell Primary School

Marion Guppy, Deputy Chief Executive, School Education

In addition to the membership, advisory officers are invited to attend meetings.

ADVISORS

Shaun O'Brien, Acting Chief Financial Officer

Sanja Hill, Director Risk Management

The committee's membership was revised in 2016–17 with the aim of increasing the diversity of views expressed at meetings and reducing the risk of a top-heavy internal membership. This resulted in:

- the external membership increasing to three members to include a member from another Northern Territory Government department who could contribute and provide critical analysis and feedback from a whole-of-government perspective
- the inclusion of an additional internal member from a school education or a school/regional environment who could add value with 'frontline' insights on risks to strategic outcomes and the practicalities around implementing various corporate governance initiatives.

BUDGET COMMITTEE

PURPOSE

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

MEMBERSHIP AT 30 JUNE 2017

Vicki Baylis, Chief Executive (Chair)

Jasmin Aldenhoven, Executive Director, Corporate Services

Anna King, General Manager, Strategic Services

Marion Guppy, Deputy Chief Executive, School Education

Kevin Gillan, Executive Director, Education Partnerships

In addition to the membership, advisory officers are invited to attend meetings.

ADVISORS

Shaun O'Brien, Acting Chief Financial Officer

Kosta Boubaris, Director, Budget Development and Management

Sophia Tutton, Director, Corporate Accounting

Vicki McAskill, Manager, Budget Services

STRATEGIC HUMAN RESOURCE COMMITTEE

PURPOSE

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

MEMBERSHIP AT 30 JUNE 2017

Jasmin Aldenhoven, Executive Director, Corporate Services (Chair)

Marion Guppy, Deputy Chief Executive, School Education

Richard Hunt, Acting Executive Director, Schools South

Leanne Cull, General Manager, Human Resources

David Guy, Indigenous Advisor

Anthony Roberts, Executive Director, Schools North

Shaun O'Brien, Acting Chief Financial Officer

Johanna Stieber, Director, Workforce Operations

PROCUREMENT REVIEW COMMITTEE

PURPOSE

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

MEMBERSHIP AT 30 JUNE 2017

Jasmin Aldenhoven, Executive Director, Corporate Services (Chair)

Sasha Robinson, Regional Director, Alice Springs

Shaun O'Brien, Acting Chief Financial Officer

Maree Garrigan, Acting Executive Director, School Support Services

In addition to the membership, advisory officers are invited to attend meetings.

ADVISORS

Carol Sexton, Senior Lawyer

Sanja Hill, Director Risk Management

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, information technology and data management projects and monitors their progress against agreed 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.

MEMBERSHIP AT 30 JUNE 2017

Susan Bowden, General Manager, Early Childhood Education and Care (Chair)

Jasmin Aldenhoven, Executive Director, Corporate Services

Satpinder Daroch, Chief Information Officer

Maree Garrigan, Acting Executive Director, School Support Services

Anna King, General Manager, Strategic Services

Shaun O'Brien, Acting Chief Financial Officer

Leanne Cull, General Manager, Human Resource Services

Sasha Robinson, Regional Director, Alice Springs

Aderyn Chatterton, Regional Director, Darwin

Doug Cooke, Senior Director, ICT Policy and Governance (Department of Corporate and Information Services)

Helene Delahunty, Director, Information Technology Services

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.

MEMBERSHIP AT 30 JUNE 2017

Jasmin Aldenhoven, Executive Director, Corporate Services (Chair)

Ken Lehmann, Assistant Director, Infrastructure Operations (Shelter Group Leader)

Satpinder Daroch, Chief Information Officer

Anthony Roberts, Executive Director, Schools North

Marion Guppy, Deputy Chief Executive, School Education

Shaun O'Brien, Acting Chief Financial Officer

Richard Hunt, Acting Executive Director, Schools South

Hayley Green, Director, Corporate Communications

Jayne McAlister, Acting Director, School Operations South

Leanne Taylor, Senior Director, Planning and Infrastructure (Deputy Group Leader)

Ron Greaves, Director, Schools Operations North

Victoria Eastwood, Director, Office of the Chief Executive

Leanne Cull, General Manager, Human Resource Services

APPENDIX 5:

ADVISORY BOARDS AND COUNCILS

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 to the Minister for Education, Chief Executive of the department and all schools in the Northern Territory. The board also works with other authorities on education matters, issues certificates of education attainment and maintains records on student achievement.

MEMBERSHIP AT 30 JUNE 2017

Ralph Wiese, Independent Chair, nominated by the Minister for Education as an expert

Cheryl Salter, Association of Independent Schools of the Northern Territory representative

Professor Peter Kell, nominated by minister as an expert

Christopher Pollard, Catholic Education Office, Northern Territory representative

Paul Mathews, nominated by minister as an expert

Vicki Baylis, Department of Education nominee

Rachel Boyce, nominated by minister as an expert

Greg Bicknell, employer representative

Charles Richardson, parent representative

Pauline Schober, Indigenous representative

Anne Donnelly, teacher representative

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.

MEMBERSHIP AT 30 JUNE 2017

Vicki Stokes, Independent Chair

Gail Barker, Association of Independent Schools of the Northern Territory

Debra Twartz, Northern Territory Christian Schools Association

Greg O'Mullane, Northern Territory Catholic Education Office, Diocese of Darwin

Dr Kevin Gillan, Department of Education

Rachel Boyce, Lutheran Schools Association of South Australia, Northern Territory and Western Australia

Anna King, Department of Education

APPENDIX 6:

PRINCIPAL REFERENCE COMMITTEES

PURPOSE

The committees enable principals to provide a school perspective and inform departmental policy and direction of key services and systems.

MEETINGS

Principal reference committees are expected to meet at least once a term, however the committees may determine more regular meetings if they are required to provide advice on key issues affecting schools. 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	
Belinda Pearson	Braitling Primary School
Brenda Jolley	Larapinta Primary School
Joe Hewett	Nganmarriyanga School
Leah Crockford	Leanyer Primary School
Lynda Pascoe	Ngukurr School
Kerry Hudson	Anula Primary School
Sue McAvoy	Ramingining School

INDIGENOUS EDUCATION	
Esther Djayhurrnga	Gunbalanya School
Julie Permezel	Arlparra School
Kathryn Leo	Milikapiti School
Marcia Harvey	NT Open Education Centre
Sabina Smith	Nhulunbuy High School
Miranda Watt	Maningrida School
Sue Trimble	Gunbalanya School

SCHOOL SUPPORT SERVICES	
Caroline Edwards	Henbury School
Gail Smith	Rosebery Primary School
Marg Chamberlain	Kintore Street School
Vanessa Haw	Nhulunbuy Primary School
Paul van Holsteyn	Bradshaw Primary School
Wendy Haynes	Acacia Hill School
Miriam McDonald	Taminmin College
Petrina Hayward	Tennant Creek Primary School
Annie Keighran	Forrest Parade School

PERFORMANCE, EVIDENCE AND IMPROVEMENT	
Sandy Cartwright	Alawa Primary School
Jen Coad	Wanguri Primary School
John Cleary	Casuarina Street Primary School
Simon Cotton	Shepherdson College
Paul van Holsteyn	Bradshaw Primary School
Philip Hearnden	Baniyala Garrangali School
Rob Presswell	Driver Primary School
Daniel Murtas	Katherine South Primary School
Sue Healy	Palmerston Senior College
Liz Veel	Sanderson Middle School
Hannah Switzer	Berry Springs Primary School

HUMAN RESOURCE SERVICES	
Paul Mathews	Casuarina Senior College
Sharni Wilson	Katherine School of the Air
Klate McFarlane	Yuendumu School
Belinda Pearson	Braitling Primary School
Bernie Bree	Stuart Park Primary School
Cheryl Dwyer	Numbulwar School
Marcia Harvey	NT School of Distance Education
Miriam McDonald	Taminmin College
Tim Morgan	Karama Primary School
Sue Neal (Assistant Principal)	Darwin Middle School
Clarice O'Leary	Gapuwiyak School
Paul Nyhuis	Bakewell Primary School

SCHOOL AUTONOMY	
Liz Veel	Sanderson Middle School
Sue Healy	Palmerston Senior College
Miranda Watt	Maningrida School
Trevor Read	Darwin High School
Sharon Reeves	Woodroffe Primary School
Paul Mathews	Casuarina Senior College
Lorraine Hodgson	Nemarluk School
Karen Blanchfield	Ross Park Primary School
Daniel Murtas	Katherine South Primary School
Deb Williams	Laramba School
Julie Permezel	Arlparra School

APPENDIX 7:

HOW TO CONTACT US

	LOCATION	PHONE	WEBSITE/EMAIL
DEPARTMENT OF EDUCATION	Level 10, Mitchell Centre 55–59 Mitchell Street DARWIN NT 0800 GPO Box 4821 DARWIN NT 0801	08 8999 5659	www.education.nt.gov.au infocentre.det@nt.gov.au
EARLY CHILDHOOD SERVICES	Level 10, Mitchell Centre DARWIN NT 0801	08 8999 3561	earlychild.det@nt.gov.au
FREEDOM OF INFORMATION AND PRIVACY	Level 10, Mitchell Centre DARWIN NT 0801	08 8901 4907	detfoi.det@nt.gov.au
INTERNATIONAL EDUCATION SERVICES	Level 10, Mitchell Centre DARWIN NT 0801	08 8901 1336	internationalservice@nt.gov.au
MEDIA AND MARKETING	Level 10, Mitchell Centre DARWIN NT 0801	08 8901 4968	icmm.det@nt.gov.au
NORTHERN TERRITORY GOVERNMENT SCHOOLS	<i>The Northern Territory Department of Education operates 153 schools across the Northern Territory. Addresses and contact details for these schools are available on our website.</i>		www.education.nt.gov.au/contact
VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS	Level 10, Mitchell Centre DARWIN NT 0801	08 8944 9350	vetis.det@nt.gov.au

APPENDIX 8:

ACRONYMS AND GLOSSARY

ACRONYMS	
AASB	Australian Accounting Standards Board
ABLES	Abilities Based Learning and Education Support
ATAR	Australian Tertiary Admission Rank
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
FaFT	Families as First Teachers program
FELA NT	Foundations of Early Literacy Assessment – Northern Territory
FTE	Full-time equivalent
GST	Goods and services tax
HALT	Highly Accomplished and Lead Teacher
LANE	Literacy and Numeracy Essentials program
NAPLAN	National Assessment Program – Literacy and Numeracy
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	Public Sector Employment and Management Act
PIPS	Personnel Information and Payroll System
RSAS	Remote School Attendance Strategy
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.

