

LEGISLATIVE ASSEMBLY OF THE NORTHERN TERRITORY

WRITTEN QUESTION

Mrs Finocchiaro to the Minister for Education, Minister for Children, Minister for Youth, Minister for Seniors, Minister for Women – for all agencies falling under the Ministers' portfolios.

AGENCY ADMINISTRATION

Notes:

The following questions can be answered from existing Agency data as at 31 March 2021. Please include a note if a response is affected by Machinery of Government changes following the General Election in August 2020.

You have previously referred questions requiring a Whole of Government response to the Minister responsible at a time that enables a response within the same timeframe as the remainder of the questions.

Further, you have previously inserted the question at the beginning of each answer.

My Office would be very grateful if these practices are continued.

STAFFING

1. (a) Please advise the number of staff employed in the following categories as at 31 March 2021:

Category	Number
Total Full Time Equivalent	4 379
<i>Break-up:</i>	
1. Ongoing Full Time	2 501
2. Ongoing Part Time	193
3. Fixed Term Full Time*	1 402
4. Fixed Term Part Time*	156
5. Casual Contract	1
6. Executive Contract	126

Source: Department of Education Staff Activity dataset

- Calculations are based on precise data. Due to rounding totals may not correspond with the sum of separate figures. Due to backdated information in the government payroll system (PIPS/myHR), some data might vary from the previous reported data.
- Paid FTE does not include employees on worker's compensation.
- * Fixed Term excludes Executive Contract staff.

- (b) Please provide, for each of the six categories above: the relevant position classifications and the number of staff employed against each classification.

Classification	Part Time or Full Time	Employment Status	FTE Number
Administration Officer	Full Time	Ongoing	711
		Fixed Term	387
	Part Time	Casual	1
		Ongoing	57
		Fixed Term	38
Administration Officer			1 193
Assistant Teacher	Full Time	Ongoing	71
		Fixed Term	47
	Part Time	Ongoing	10
		Fixed Term	24
Assistant Teacher			151
Executive Contract Officer	Full Time	Fixed Term	32
Executive Contract Officer			32
Executive Contract Principal	Full Time	Fixed Term	94
	Part Time	Fixed Term	1
Executive Contract Principal			94
Executive Officer	Full Time	Ongoing	3
Executive Officer			3

Classification	Part Time or Full Time	Employment Status	FTE Number
Physical	Full Time	Ongoing	37
		Fixed Term	41
	Part Time	Ongoing	2
		Fixed Term	4
Physical			83
Principal	Full Time	Ongoing	64
		Fixed Term	16
Principal			80
Professional	Full Time	Ongoing	34
		Fixed Term	11
	Part Time	Ongoing	2
		Fixed Term	1
Professional			48
Senior Administration Officer	Full Time	Ongoing	115
		Fixed Term	17
	Part Time	Ongoing	3
		Fixed Term	1
Senior Administration Officer			137
Senior Teacher	Full Time	Ongoing	453
		Fixed Term	109
	Part Time	Ongoing	8
		Fixed Term	1
Senior Teacher			571
Teacher	Full Time	Ongoing	1 013
		Fixed Term	764
	Part Time	Ongoing	110
		Fixed Term	81
Teacher			1 968
Technical	Full Time	Ongoing	1
		Fixed Term	2
Technical			3
Trainee and Apprentices	Full Time	Fixed Term	8
	Part Time	Fixed Term	7
Trainee and Apprentices			15
		Total:	4 379

Source: Department of Education Staff Activity dataset

- Calculations are based on precise data. Due to rounding totals may not correspond with the sum of separate figures. Due to backdated information in the government payroll system (PIPS/myHR), some data might vary from the previous reported data.
- #Paid FTE does not include employees on worker's compensation.

2. **Please advise the number of staff held against the following categories as at 31 March 2021.**

Category	Number (headcount)
Resigned	399
Made Redundant	0
Terminated	4
Unattached	134
Classified Redeployee	0
Supernumerary	175

Source: BOXI HR and Department of Education Staff Activity dataset

- Calculations are based on precise data. Due to backdated information in the government payroll system (PIPS/myHR), some data might vary from the previous reported data.

3. **Please advise the number of staff who identify as Aboriginal and Torres Strait Islander as at 31 March 2021**

A whole-of-government response to Question 3 will be provided by the Office of the Commissioner for Public Employment.

4. **(a) Please advise the number of Frontline staff as FTE as at 31 March 2021 and as a percentage of the Agency total employment.**

Category (1)	FTE Number	%age of Total Staff
Frontline (Service Based) (2)	3 934	89.8%

Source: Department of Education Staff Activity dataset

1. Calculations are based on precise data. Due to rounding totals may not correspond with the sum of separate figures. Due to backdated information in the government payroll system (PIPS/myHR), some data might vary from the previous reported data.
2. Service-based staff are used as a proxy for the frontline staff. Service Based / Non Service Based is a new measure replacing the previously used "School-based" measure. Service-based and school-based are not comparable and so figures will not match previous reporting for "Frontline" staff.

- (b) Please advise how the Agency determines which staff fall under the category of Frontline.**

Service-based staff are considered frontline staff. Service-based staff provide a direct service to children, students or families and/or directly conducts activities to operate an early childhood service.

All positions attached to schools are considered service-based, including teachers, assistant teachers, principals, service or school administration staff.

Corporate positions that work with children, students or families directly for at least 50 per cent of the week on average, or are physically based at an early childhood service or school for at least 50 per cent of the week on average and are delivering a service to that service or school, or positions that deliver service operations for one or many schools or services and are located in corporate offices due to scale or program arrangements are considered service-based. These include but are not limited to counsellors, engagement officers and hearing advisors.

- 5. Please advise how many staff have been engaged through employment agency arrangements, for what purpose, for what duration and at what cost as at 31 March 2021. Please use the table format presented below for your response.**

Individual business units utilise employment agencies only in instances where the vacancy is deemed hard to fill. In these instances, individual procurement processes are followed to ensure the department is adhering to whole-of-government procurement policies. Due to the individual nature of the procurement process, this data would require a significant level of administrative effort to respond.

- 6. Please advise how many locums have been employed, for what purpose, for what duration and at what cost as at 31 March 2021. Please use the table format presented below for your response.**

Not applicable

- 7. (a) How many positions were advertised during the period 1 July 2020 to 31 March 2021?**

743 positions were advertised during the period 1 July 2020 to 31 March 2021.

- (b) Of the total number advertised above, how many positions had Special Measures applied?**

730 positions had Special Measures applied.

(c) Please break down the levels of positions that had Special Measures applied.

Position classification	Number of Positions with Special Measures
Administrative Officer 3	21
Administrative Officer 3 92%	1
Administrative Officer 3 96%	12
Administrative Officer 4	39
Administrative Officer 4 92%	19
Administrative Officer 4 96%	38
Administrative Officer 5	44
Administrative Officer 6	72
Administrative Officer 7	43
Assistant Teacher	3
Classroom Teacher	41
Executive Contract Officer 1	3
Executive Contract Officer 2	3
Executive Contract Principal Level 2	19
Executive Contract Principal Level 3	7
Executive Contract Principal Level 4	1
Executive Contract Principal Level 5	1
Executive Officer 2, Executive Contract Officer 2	1
Physical 2	7
Physical 2 - RDO	2
Physical 3	2
Physical 3 - RDO	3
Physical 4	1
Physical 4 - RDO	1
Principal Level 1	4
Professional 2	1
Professional 3	19
Senior Administrative Officer 1	38
Senior Administrative Officer 2	17
Senior Professional Officer 1	2
Senior Teacher 1	132
Senior Teacher 2	50
Senior Teacher 3	37
Senior Teacher 4	17
Senior Teacher 5	3
Senior Teacher 7	1
Teaching Principal 1	18
Teaching Principal 2	6
Technical 4	1
Department of Education	730

OUTSOURCING

8. For the period 1 July 2020 to 31 March 2021, detail any decision(s) to outsource, contract out or privatise functions that have traditionally been carried out by the Agency.

Is consideration being given to outsource, contract-out or privatise in financial year 2021/22? If so, provide details.

Nil response for the period 1 July 2020 to 31 March 2021.

As part of the Northern Territory Government's Root and Branch Review of Programs, the Department of Education was asked to develop options to outsource department-operated boarding facilities to an external operator for consideration by government.

The department will test the market with an expression of interest proposal. It should be noted that this project is impacted by the current COVID-19 environment.

LEGAL EXPENSES

9. What has been the expenditure on legal advice or related expenses for the period 1 July 2020 to 31 March 2021? Provide details on:
- a) The matter(s) (designate which ones are finalised and which ones are ongoing)
 - b) The amount paid by matter
 - c) The amount paid to each outside legal firm or barrister engaged

The expenditure on external legal advice and related expenses for the period 1 July 2020 to 31 March 2021 was \$124 923.

- a) & b) Providing details in relation to the nature of the matters and those that are finalised has the potential to prejudice the interests of the Northern Territory and other parties.
- c) The amount paid to each outside legal firm or barrister engaged:

Legal Firm/Barrister	Amount \$
Lyma Thuy Nguyen	1 575
Jonathan Martyn Bortoli	3 030

Legal Firm/Barrister	Amount \$
Minter Ellison Lawyers	4 462
Hunt & Hunt NT	6 160
Helena Blundell Barrister at Law	25 400
Cozens Johansen Lawyers	40 263
Ward Keller Pty Ltd	44 033
Total	124 923

PROCUREMENT / CONSULTANCIES

- 10. For the period 1 July 2020 to 31 March 2021, please detail expenditure on each report and consultancy (excluding annual reports) that have been obtained from outside the NTPS. For each report/consultancy detail:**
- a) Purpose**
 - b) Cost**
 - c) Person or entity engaged**
 - d) Whether the person or entity has their principal place of business in the Northern Territory or elsewhere (if elsewhere, please provide the address of the principal place of business of the person or entity)**
 - e) Whether a report has been tabled in the Legislative Assembly as a result of the report or consultancy**
 - f) Outcomes or key performance indicators for the report or consultancy**
 - g) Whether tenders or expressions of interest were invited prior to work on the report or consultancy being undertaken**

The total expenditure on consultancies for the period 1 July 2020 to 31 March 2021 was \$1 570 158. Details of this expenditure are at Attachment A.

11. Please advise the number of contracts awarded to business entities with a principal place of business in the NT and outside the NT for the period 1 July 2020 to 31 March 2021.

The number of contracts awarded to business entities with a principal place of business in the NT and outside the NT for the period 1 July 2020 to 31 March 2021 is as follows:

Number in the NT	Number outside of the NT
12	8

The number of contracts awarded in this period differs to the number of contracts listed in Attachment A – *Total expenditure on consultancies for the period 1 July 2020 to 31 March 2021*. Attachment A also includes contracts awarded in previous years.

12. For each of the contracts awarded to business entities with a principal place of business outside the Northern Territory, please advise the selection criteria on the applicable contract or tender.

Contract	Business Entity	Address
D20-0290 - All Centres - Consultancy - To Reduce Non-teaching and Learning Workload for School-based Teachers and School Leaders for a Period of 12 Months	Education Changemakers Pty Ltd	South Melbourne, VIC
Q20-0333 - All Centres - Provision of Wellbeing Conversations for Classroom Teachers for a Period of 12 Months	The Cairnmillar Institute	Hawthorn East, VIC
20-0868 - Review of Culturally Responsive Practices and Culturally Nourishing Schooling Through a Whole School Approach	Evidence 4 Learning	Sydney, NSW
20-0968 - Supply of System Priority Evaluation and Target Setting	Dandolo Partners Pty Ltd	Melbourne, VIC
20-1182 - Darwin - Provision of EBSCO Database Subscription	EBSCO International Inc	Newstead, NSW
20-1279 - Evaluating the Impact of Professional Supervision on Teachers Wellbeing	Deakin University	Geelong, VIC

Contract	Business Entity	Address
20-1309 - Consultancy - Facilitation of the Principal Classification Review Focus Group	ZeD Management Consulting Australia	Darwin, NT <i>Note: Did not meet the full criteria for a Territory Enterprise</i>
20-1622 - Darwin - Provision of Student Perception Survey and Related School Improvement Research and Services	Pivot Professional Learning Pty Ltd	Spotswood, VIC

Note: Information around the selection criteria for each contract would require excessive administrative effort and would result in undue diversion of resources from service delivery.

While the agency seeks to maximise engagement with local suppliers with the ability to deliver required goods and services, the agency also has a need for specialist educational sector resources, services and consultancies, which can only be procured from limited suppliers generally located outside of the Territory. When procuring sector specific resources and consultancies, the agency works with ICN NT to seek to identify local suppliers, as part of the procurement planning phase.

- 13. For Tier 3, Tier 4 and Tier 5 procurement activities, how many public tenders were advertised during the period 1 July 2020 to 31 March 2021?**

Three contracts were awarded through the public tender process.

- 14. For Tier 3, Tier 4 and Tier 5 procurement activities, how many contracts or tenders were awarded without undertaking a public tender process during the period 1 July 2020 to 31 March 2021?**

There were no contracts awarded without undertaking a public tender process.

15. For each instance identified in the question above, where a public quotation process was not undertaken, including for those with a Certificate of Exemption:
- a) What is the description of the goods and services contracted?
 - b) What is the value of the goods and services contracted?
 - c) What was the reason for not using the public tender process or for requiring a Certificate of Exemption?
 - d) Who recommended the course of action in c) above?
 - e) Who approved the course of action in c) above?

Not applicable

FOCUS GROUPS / POLLING / SURVEYS

For the period 1 July 2020 to 31 March 2021:

16. Please detail expenditure on opinion polls and focus groups, including costs and entities that conducted the work.

The Department of Education spent a total of \$12 099 on opinion polls and focus groups during the period of 1 July 2020 to 31 March 2021 as detailed below

- **Education Services Australia (ESA) subscription and associated services (\$11 750)**
Subscription (6 months) to use the School Survey tool developed by ESA. The survey is mandatory for government schools to run for parents, staff and students.
- **Survey Monkey subscription (\$349)**
Subscription to Survey Monkey which is used in the agency for internal surveys.

17. Detail all surveys undertaken in relation to the focus groups and opinion polls above, including their, form, the cost and what inducements were provided to incentivize participation.

During the period of 1 July 2020 to 31 March 2021, the Department of Education conducted one survey open to stakeholders outside of the department.

Details of the survey open to external stakeholders is as per below:

NT School Survey 2020 (Education Services Australia)

- The annual School Survey collects the opinions of students, families and school staff about school performance, culture and services.
- The survey was conducted from 10 August 2020 to 28 August 2020.
- 17 337 respondents completed the school survey (9108 students, 5536 parents/carers, 2693 school-based staff).
- The results of the survey will be used to inform school improvement planning, improve student outcomes and meet student, parent and staff expectations.
- Feedback will be shared with school communities so they can gain a deeper understanding of their school, what it does well and where it can improve.
- There were no inducements associated with the survey.

18. Please provide copies of each survey and the results of each survey.

NT School Survey 2020

- Attachment B and Attachment C provide further details.

COMMUNICATIONS AND MARKETING

19. Please detail expenditure on advertising and communications during the period 1 July 2020 to 31 March 2021.

For each advertisement for which an expense was incurred:

- a) What was the purpose / description of the advertisement?
- b) Who was the advertisement placed with, i.e. media outlet, newspaper, and television station or similar?
- c) What was the total production cost, including, but not limited to, design, commissions, and placement costs?
- d) Were tenders or expressions of interest called? If not, why not?

The total advertising and communications expenditure from 1 July 2020 to 31 March 2021 was \$193,341.23.

The below table details the advertising expenditure undertaken by the Department of Education from 1 July 2020 – 31 March 2021.

Description (a)	Advertising Placement (b)	Cost (c)	Tenders/EOI called (d) Y/N. If no, why not?
<p>Back to School Campaign <i>Advise of school term dates and promote school attendance</i></p>	<p>Newspapers, TV and radio stations including: Channel 7 Imparja Mix FM Hot100 CAAMA Territory FM Facebook Instagram Messenger Aud Network NITV NT News</p>	<p>\$67,723.69</p>	<p>No. Advertising booked through Atomic 212, WOG booking service.</p>

Description (a)	Advertising Placement (b)	Cost (c)	Tenders/EOI called (d) Y/N. If no, why not?
Back to School Campaign <i>Advise of school term dates and promote the benefits of attending school</i>	Facebook	\$750.00	No. This was done directly through Facebook Ads Manager.
NT Board of Studies Feature <i>Advertising feature through local newspapers to promote Year 12 student results</i>	Placement in newspapers and online: NT News Centralian Advocate	\$3,993.31	No. Advertising booked through Atomic 212, WOG booking service.
My First Day Feature <i>Advertising feature showcasing Transition students from across the NT</i>	NT News	\$2,742.59	No. Advertising booked through Atomic 212, WOG booking service.
Northern Territory Certificate of Education and Training Feature <i>Advertising feature through local newspaper to promote Year 12 student results</i>	NT News	\$4,447.50	No. Advertising booked through Atomic 212, WOG booking service.

Description (a)	Advertising Placement (b)	Cost (c)	Tenders/EOI called (d) Y/N. If no, why not?
Get Set in the NT Campaign: <i>Radio campaign promoting opportunities in the Get Set in the NT program</i>	Placement on radio, including: Hot100 Mix 104.9 CAAMA	\$10,977.45	No. Advertising booked through Atomic 212, WOG booking service.
Get Set in the NT Campaign: <i>Social media campaign promoting opportunities in the Get Set in the NT program</i>	Facebook	\$1,525.00	No. This was done directly through Facebook Ads Manager.
Recruitment <i>Recruitment advertisement for identified hard to recruit position (1 position)</i>	Nine SEEK	\$3,819.00	No. Advertising booked through Atomic 212, WOG booking service.
Bereavement Notices <i>Publication of notices for staff bereavements</i>	NT News Tennant and District Times	\$669.32	No. Advertising booked through Atomic 212, WOG booking service.

Description (a)	Advertising Placement (b)	Cost (c)	Tenders/EOI called (d) Y/N. If no, why not?
<p>Own our Own Campaign <i>Advertising promoting school attendance</i></p>	<p>Placement on radio and TV: Nine Imparja Indigenous Community TV Aboriginal TV CAAMA Hot 100 Mix 104.9 Territory FM</p>	<p>\$86,017.11</p>	<p>No. Advertising booked through Atomic 212, WOG booking service.</p>
<p>FaFT promotion in Yolgnu language <i>Advertising promoting the FaFT programs across the region and encourage participation</i></p>	<p>Radio advertising in Yolgnu language: Radio Larrakia (ABA) TEABBA Yolgnu Radio</p>	<p>\$2,856.20</p>	<p>No. Advertising booked through Atomic 212, WOG booking service.</p>
<p>Teach in the Territory Campaign <i>Advertising promoting Department and Northern Territory as a place to work</i></p>	<p>Facebook Instagram</p>	<p>\$3,006.27</p>	<p>No. Advertising booked through Atomic 212, WOG booking service.</p>

Description (a)	Advertising Placement (b)	Cost (c)	Tenders/EOI called (d) Y/N. If no, why not?
Teach in the Territory Campaign <i>Advertising promoting Department and Northern Territory as a place to work</i>	Facebook LinkedIn	\$1,448.95	No. This was done directly through Facebook Ads Manager and LinkedIn Campaign Manager.
Aboriginal Teacher Education Scholarships <i>Advertising promoting the scholarship program</i>	Facebook	\$1,500.00	No. This was done directly through Facebook Ads Manager.
Cyclone Shelter <i>Call for volunteers</i>	Facebook	\$270.00	No. This was done directly through Facebook Ads Manager
NT School Survey campaign <i>Promote the survey and encourage participation</i>	Facebook LinkedIn	\$750.63	No. This was done directly through Facebook Ads Manager and LinkedIn Campaign Manager.
Barker College <i>notification of application to register a non-government school</i>	NT News Classifieds	\$844.21	No. Advertising booked through Atomic 212, WOG booking service.
Total		\$193,341.23	

TRAVEL

20. Please provide the total expenditure and itemised details of travel, including, but not limited to travel-related costs such as accommodation, travel allowance, entertainment, car rental, meals and incidentals, in each Agency and authority during the period 1 July 2020 to 31 March 2021 broken down to:
- a) International Travel
 - b) Interstate Travel
 - c) Intrastate Travel

Travel for the period 1 July 2020 and ending 31 March 2021 is provided below.

Travel Type	Amount in \$000
International Travel	Nil
Interstate Travel	28
Intrastate Travel	3 477
Total	3 506

21. In the case of international travel identified in response to the question above, please provide the purpose, itinerary, persons and costs involved in each trip.

Nil

22. Please provide itemised details and costs of all travel undertaken by the Minister that was paid for by the Agency or authority, including travel on charters during the period 1 July 2020 to 31 March 2021.

Nil

HOSPITALITY / FUNCTIONS AND EVENTS

23. Please provide full details of all official hospitality provided for the period 1 July 2020 to 31 March 2021.

In relation to each occasion where official hospitality was provided:

- a) What was the purpose of the hospitality?
- b) How many guests attended?
- c) How many Ministers attended?
- d) How many Ministerial staff attended?
- e) How many MLAs attended?
- f) How many Public Sector employees attended?
- g) What was the total cost incurred?

Information is provided at Attachment D.

GRANTS, DONATIONS AND INCENTIVES

24. Please detail expenditure on grants, donations and incentives paid by your Agency (including the recipient of each payment) during the period 1 July 2020 to 31 March 2021.

Grants and donations¹ paid by the Department of Education for the period beginning 1 July 2020 and ending 31 March 2021 totalled \$322 519 084, as follows:

Grant Paid	1 July 2020 to 31 March 2021 Amount \$
Non-Government Schools*	197 017 314
Government Schools**	93 786 940
Charles Darwin University	13 316 356
NT Families and Individuals	7 109 541
Early Childhood Services Subsidy	3 789 181
Stars Foundation Ltd	2 095 155
Clontarf Foundation	696 875
NT Council of Government School Organisations (NTCOGSO)	540 000
School Sport NT	520 000
Girls Academy	332 697
St Joseph's Catholic Flexible Learning Centre Youth Plus	306 173
Murin Travel and Freight Services	241 117
Professional Teachers' Association of the NT	200 000
Department of Territory Families, Housing and Communities	198 000
Aviation Australia Pty Ltd	193 386
Duke of Edinburgh's Awards (NT Division) Inc	184 563

Grant Paid	1 July 2020 to 31 March 2021 Amount \$
Down Syndrome Association of the NT Inc	180 000
Transforming Training	148 294
Central Land Council	145 850
Batchelor Institute of Indigenous Tertiary Education	144 811
Swinburne University of Technology	140 419
AFL Northern Territory Ltd	122 500
Total Recreation NT Inc	100 000
Autism Northern Territory	95 000
Train Safe NT	91 132
Housing Industry Association	88 090
The Patch Inc	60 000
Australian Fisheries Academy Ltd	57 674
Vision Australia	53 000
Guide Dogs Association	50 000
NT Police, Fire and Emergency Services	47 818
Ripponlea Institute Pty Ltd	47 599
Connect'N'Grow Pty Ltd	37 561
Fox Education and Consultancy	36 084
Karen Sheldon Catering Pty Ltd T/A Karen Sheldon Training	30 859
Australian Children's Television Foundation	30 119
Royal Life Saving Society Australia NT Branch Inc	30 000
Board of the Museum and Art Gallery of the NT	30 000
SEDA Group	29 228
Central Australian Community Toy Library Inc	25 000
Civil Contractors Federation South Australia Ltd	21 655
Nightcliff Outside School Hours Care	19 091
Centre for Appropriate Technology Ltd	17 530
St Mary's Catholic Primary School	13 636
Foundations for Life Early Learning Centre	13 636
Arnhem Land Progress Aboriginal Corporation	13 328
Murrupurtiyanuwu Catholic Primary School	12 200
Response Services Employment and Training Pty Ltd	11 918
Gap Community Childcare Centre	11 364
Darwin Toy Library Inc	10 000
Stuart Park Child Care Centre	10 000
Humpty Doo Community and Childcare Centre Inc	9 091
The Academy of Interactive Entertainment Ltd	7 300
Total***	322 519 084

¹ Expenditure on incentives paid is not known, and the administrative effort required to respond is excessive and would result in undue diversion of resources from service delivery

*Includes Commonwealth Quality Schools funding (\$159.1M), where the NTG acts as a 'post-box' arrangement for the distribution of grants to non-government schools

**This amount represents funds paid to schools and includes the amount schools have elected to take via a cash grant under the School Resourcing Model

***Excludes awards refer to question 25 and 26 below

25. Please detail the funds utilised to distribute awards and sponsorships in the period 1 July 2020 to 31 March 2021.

During the period 1 July 2020 to 31 March 2021, the Department of Education provided funding for awards totalling \$48 818 and sponsorships of \$17 303.

26. Indicate which awards and sponsorships were managed by Regional Offices. What is anticipated for the 2021/22 financial year?

Awards and sponsorships were both funded by the NT Government and were managed in the Darwin regional office. The anticipated budget for 2021-22 is \$26 029 for awards and \$18 000 for sponsorships.

27. Please detail the amounts paid on grants, donations and incentives to non-Government organisations for the period 1 July 2020 to 31 March 2021, including to which organisation and the services to be provided?

Grants paid by the Department of Education to non-government organisations for the period beginning 1 July 2020 and ending 31 March 2021 totalled \$221 346 785 as per Attachment E.

MEDIA MONITORING SERVICES

28. Provide expenditure details on media monitoring services for the period 1 July 2020 to 31 March 2021 (including entities engaged and who utilises the service).

A whole-of-government response to Question 28 will be provided by the Department of the Chief Minister and Cabinet.

INFRASTRUCTURE PROJECTS

- 29. How many projects have been submitted or are in the process of being submitted to Infrastructure Australia to be considered for the Infrastructure Priority List?**

A whole-of-government response to Question 29 will be provided by the Department of Infrastructure, Planning and Logistics.

- 30. Please provide details of newly committed projects for the period 1 July 2020 to 31 March 2021.**

A whole-of-government response to Questions 30 and 31 will be provided by the Department of Infrastructure, Planning and Logistics.

- 31. Please provide details of contracts awarded to interstate firms, for what purpose, the cost and why a Territory firm was not chosen.**

A whole-of-government response to Questions 30 and 31 will be provided by the Department of Infrastructure, Planning and Logistics.

GOVERNMENT LEASED BUILDINGS

- 32. What is the total annual power bill of each Government building owned/leased/used by each Department for the period 1 July 2020 to 31 March 2021?**

Total annual power bill for the period 1 July 2020 to 31 March 2021 is provided below:

Department of Education Buildings	Total \$
Alice Springs Plaza	22 837
Educational Store, Alice Springs	772
Educational Store, Tennant Creek	1 097
Ethos House, NT COGSO	2 229
Katherine Training Centre	80 966
Mitchell Centre ¹ , Darwin	78 648
Palmerston and Rural Regional Office, Goyder Centre	10 030
Plenty Pathways Trades Skills Centre	1 710
Regional Director's Office, Tennant Creek	1 779
Satellite To All Remote Sites (STARS)	11 375

Department of Education Buildings	Total \$
Tennant Creek Training Centre	56 361
Top End School of Flexible Learning	2 728
Transition Support Unit, Winnellie	5 004
Warehouse, Nhulunbuy	265
Total power costs for Department of Education-leased buildings²	\$275 801

¹Mitchell Centre is leased tenancy, power costs are included in the lease costs. Reported costs relate to afterhours usage.

²Schools are excluded as they are separate legal entities under the *Education Act 2015* and their power costs are reported in their respective annual Financial Statement on a calendar year basis.

33. What is the total annual leased space of each Government building used by each Agency/authority and at what cost for the period 1 July 2020 to 31 March 2021?

A whole-of-government response to Questions 33 and 34 will be provided by the Department of Corporate and Digital Development.

34. How much Government owned or leased premises or office space is currently under-utilised (at less than 100 per cent occupied) or vacant?

A whole-of-government response to Questions 33 and 34 will be provided by the Department of Corporate and Digital Development.

FEES AND CHARGES

35. Please detail the statutory or legislative fees and charges levied by your Agency/authority, the revenue raised in the 2020/21 financial year and whether any of these fees and charges was increased following the passage of the 2020/21 financial year budget.

Fees and charges levied by the Department of Education during the period 1 July 2020 to 31 March 2021 are detailed in Attachment F. Revenue raised from fees and charges for the period 1 July 2020 to 31 March 2021 was \$1 974 433.

There were no increases to non-government school registration application fees levied by the *Education Act 2015*, located in the relevant regulations at: <https://legislation.nt.gov.au/en/Legislation/EDUCATION-REGULATIONS-2015>

There were increases to Teacher Registration Fees levied by the *Teacher Registration (Northern Territory) Act 2004* and are able to be located in the relevant regulations at:

<https://legislation.nt.gov.au/api/sitecore/Act/PDF?id=12200>

International student fees were increased from January 2021, levied in accordance with section 67 and regulation 14 of the *Education Act 2015*. These fees are published on the NT Government Education and Learning website:

<https://nt.gov.au/learning/international-education/study-at-an-nt-government-school/school-fees-for-international-students>

There were increases to Early Childhood Registration Fees levied by the department, set under the *Education and Care Services National Law Act 2010*. These fees are published on the Australian Children's Education and Care Quality Authority (ACECQA) website:

<https://www.acecqa.gov.au/resources/applications/indexation-of-fees>

There were also increases in the following fees:

- Application for qualification to be assessed for inclusion on lists of approved qualifications
- Application for determination of equivalent qualification.

*Wherever possible, the department takes into consideration the affordability of its fees and charges and where increases occur, this has been to off-set increased costs, such as indexation.

INTERNAL AUDITS

36. How many internal audits and financial investigations were conducted in the period 1 July 2020 to 31 March 2021?

Two internal audits were conducted during the period 1 July 2020 to 31 March 2021:

- Official Travel – completed in February 2021
- Procurement and Value for Territory – completed in March 2021
- There were no financial investigations.

37. What were the terms of reference or focus for each investigation?

Internal audit/investigation	Terms of Reference or focus
Official Travel	The focus of the internal Official Travel audit was to determine whether official travel complied with the Department of Education official travel policy and the Northern Territory Government Travel Policy Framework.
Procurement and Value for Territory	The focus of the internal Procurement and Value for Territory audit was to determine compliance with the Procurement Rules relating to the Buy Local Plan and to assess the efficiency and effectiveness of the department's implementation of the Buy Local Plan.

38. Please provide detail of any fraud, anomalies, breaches of financial legislation or Northern Territory Government policy and procedures exposed by the audits and financial investigations.

The internal Official Travel audit did not identify any fraud or serious breaches of financial legislation, policies or procedures. The audit identified four non-compliance findings out of 30 compliance tests where the paperwork was not completed in accordance with the policies.

The internal Procurement and Value for Territory audit did not identify any fraud or serious breaches of financial legislation, policies or procedures. The audit identified eight non-compliance findings out of 62 samples tested where the paperwork was not completed in accordance with the policies.

BOARDS / ADVISORY BODIES

- 39. Please detail all boards and advisory bodies in your Agency in 2020/21, also providing the following information:**
- a) The Terms of Reference, if changed from last year**
 - b) The current members and when they were appointed**
 - c) The total remuneration paid to each Board member during the 2020/21 financial year**
 - d) The itemised total cost incurred by the Board during the 2020/21 financial year**

The boards and advisory bodies included within this response are those recorded within the Northern Territory Government Boards and Committees database. This database captures:

- statutory bodies established under an Act of the Northern Territory with at least one member external to government
- non-statutory bodies established by a NT Government Minister or by Cabinet Decision with at least one member external to Government.

- (a) A response to question 39(a) is provided at Attachment G.
- (b) A response to question 39(b) is provided at Attachment G.
- (c) *The Assembly Members and Statutory Officers (Remuneration and Other Entitlements) Act 2006* governs the setting of remuneration and other entitlements for members of statutory bodies.
- (d) A response to question 39(d) is provided at Attachment G.

- 40. The number of times the Board met during the period 1 July 2020 to 31 March 2021.**

A response to question 40 is provided at Attachment G.

REVIEWS AND INQUIRIES

- 41. Details of all reviews and inquiries completed or commenced during the 2020/21 financial year, also providing the following information:**
- a) The Terms of Reference**
 - b) The criteria for selection of all panel members**
 - c) The composition, qualifications and state or territory of residence of the persons undertaking the review/inquiry**
 - d) The cost of the review/inquiry**
 - e) How the information was/is accumulated to contribute to the review/inquiry**
 - f) If completed, when, the outcome and whether the report has been tabled in the Legislative Assembly**
 - g) If not completed when this is expected**

Child and family centre evaluation

- (a) The terms of reference were to review the six existing Child and Family Centres (CFC) in the context of the original aims, focusing on implementation and operation; and investigate the current operation of the six established CFC sites and the establishment of three CFCs in new locations.
- (b) The selection of the reviewer was through a procurement process, focused on previous experience and expertise, particularly skills and expertise in qualitative research and complex fieldwork, and expertise in child and family programs and services.
- (c) The Australian Institute of Families Studies was selected to undertake the review. The firm is based in Victoria.
- (d) There was no cost for the review for the 2020-21 financial year (to 31 March 2021).
- (e) The review includes consultation with key stakeholders through site visits, qualitative interviews, a review of administrative data and data collection systems, and document review.
- (g) The review is scheduled for completion in December 2021.

Review of school financial projections – Haileybury Rendall School

- (a) The terms of reference were to independently review the financial projection calculations provided by Haileybury Rendall School for 2020 and 2021.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: past performance, capacity, timeliness, local content and value for money.
- (c) Management Consulting Alliance Pty Ltd (MCA) was selected to undertake the review. The firm is based in the Northern Territory.
- (d) The cost for the review for the 2020-21 financial year (to 31 March 2021) was \$6 400.
- (e) The review included consultation with key stakeholders and document review.
- (f) The review was completed in June 2020.

Payroll controls improvement planning

- (a) The terms of reference were to review payroll controls to identify improvements aimed at mitigating salary overpayments and the incorrect use of leave entitlements.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: specific expertise, timeliness, availability, value for money.
- (c) Hill Professional Services was selected to undertake the review. The firm is based in the Northern Territory.
- (d) There was no cost for the review for the 2020-21 financial year (to 31 March 2021).
- (e) The review included consultation with key stakeholders and document review.
- (g) The review is scheduled for completion in June 2021.

Self-insurance framework review

- (a) The terms of reference were to review and update the Self Insurance and Government School Policy and Insurance in Schools Factsheet to ensure it aligned with relevant legislation and was practical for schools.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: specific expertise, timeliness, availability, value for money.
- (c) Hill Professional Services was selected to undertake the review. The firm is based in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$13 753.
- (e) The review included consultation with key stakeholders and document review.
- (g) The review is scheduled for completion in June 2021.

Review of school procurement policy and guidelines implementation

- (a) The terms of reference were to review the implementation of the School Procurement Policy and Guidelines through testing of compliance by a sample of schools.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: specific expertise, timeliness, availability, value for money.
- (c) Ernst and Young was selected to undertake the review. The firm has a registered office in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$21 000.
- (e) The review was carried out through document review.
- (g) The review is scheduled for completion in June 2021.

School resourcing model action plan - mid-implementation review

- (a) The terms of reference were to review progress against the action plan and the appropriateness of the outstanding recommendations.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: past performance and capacity, timeliness and value for money.
- (c) Management Consulting Alliance Pty Ltd was selected to undertake the review. The firm is based in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$38 400.
- (e) The review was carried out through document review.
- (g) The review is scheduled for completion in June 2021.

Review of Teacher Registration Board (TRB) of Northern Territory governance structure

- (a) The terms of reference were to review adequacy of the current organisational structure and budget against the scope of work of the TRB; and provide advice on the appropriateness of current governance arrangements.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: past performance, capacity, timeliness and value for money.
- (c) Management Consulting Alliance Pty Ltd was selected to undertake the review. The firm is based in the Northern Territory.
- (d) There was no cost for the review in the 2020-21 financial year (to 31 March 2021).
- (e) The review was carried out through consultation and document review.
- (g) The review is scheduled for completion in May 2021.

Quality standards framework for alternative education programs delivered in the NT

- (a) The terms of reference were to undertake a baseline outcomes evaluation of alternative education in the NT and develop a quality standards framework to guide continuous improvement.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: past performance, local content, scope specific and price.
- (c) Nous Group Pty Ltd was selected to undertake the review. The firm has a registered office in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$131 877.
- (e) The review was carried out through consultation and document review.
- (g) The review is scheduled for completion in July 2021.

Transition to Stage 3 Indigenous Education Strategy

- (a) The terms of reference were to review the outcomes of Stage 2 of the Indigenous Education Strategy and form recommendations for the implementation of Stage 3.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: past performance, local content, scope specific and price.
- (c) KPMG was selected to undertake the review. The firm has a registered office in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$35 523.
- (e) The review was carried out through consultation with key stakeholders and document review.
- (g) The review is scheduled for completion in May 2021.

Evaluation of the Community Based Special Education Program

- (a) The terms of reference were to review the current design and operation of the program and assess its alignment with the Department of Education's strategic objectives.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: past performance, local content, timeliness and capacity.
- (c) Management Consulting Alliance Pty Ltd was selected to undertake the review. The firm is based in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$28 800.
- (e) The review was carried out through consultation with key stakeholders and document review.
- (g) The review is scheduled for completion in June 2021.

Review and finalisation of travel policy and guidelines

- (a) The terms of reference were to review the travel policy and guidelines and ensure they align with the Northern Territory Government Travel Framework.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: past performance, capacity and price.
- (c) Hill Professional Services was selected to undertake the review. The firm is based in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$14 250.
- (e) The review was carried out through document review.
- (g) The review is scheduled for completion in May 2021.

Age/grade census review

- (a) The terms of reference were to review the age/grade census process, identify immediate efficiencies and business requirements and areas for improvement to inform interim and longer term processes.
- (b) The selection of the reviewer was through Enterprise Project Services in the Department of Corporate and Digital Development.
- (c) Department of Corporate and Digital Development contracted services through a local vendor, Dialog Pty Ltd, to undertake the review using an ICT professional. The firm has a registered office in the Northern Territory.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$84 381.
- (e) The review was carried out through consultation and document review.
- (f) The review was completed in September 2020.

VET Quality Framework – Registered Training Organisation (RTO) Australian Skills Quality Authority (ASQA) audit

- (a) The terms of reference were to assess compliance with the standards for registered training organisations.
- (b) The selection of the reviewer was through a procurement process on the basis of the following criteria: expertise in RTO audit, past performance, scope specific and price.
- (c) John Price was selected to undertake the review. The firm is based in Queensland.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$4 500.
- (e) The review was carried out through consultation and document review.
- (f) The review was completed in April 2021.

Principal classification position review - jurisdictional analysis and reporting

- (a) The terms of reference were to conduct a Job Evaluation System (JES) review of principal positions, review current classifications and remuneration levels in other jurisdictions, and provide advice on implementation options and employment structures.
- (b) The selection of the reviewer was through a procurement process that accessed the existing NTG panel contract with the Office of the Commissioner for Public Employment (OCPE), on the basis of the following criteria: specific expertise in JES reviews, timeliness, availability and value for money.
- (c) Mercer Consulting (Australia) Pty Ltd was selected to undertake the review. The firm is based in Victoria.
- (d) The cost for the review in the 2020-21 financial year (to 31 March 2021) was \$12 600.
- (e) The review included consultation with key stakeholders, surveys, interviews, focus groups and document review.
- (f) The review was completed in December 2020.

WORKPLACE HEALTH AND SAFETY

42. Please provide the number, nature and cost of reportable safety issues for the period 1 July 2020 to 31 March 2021.

For the period 1 July 2020 to 31 March 2021, there were 8 reportable safety issues relating to a serious injury or illness or a dangerous incident.

Table 1: Employee safety issues reported to NT WorkSafe

Count	Nature	Mechanism	Description	Cost
1	Other disease of the circulatory system	Unspecified mechanisms of incident	Teacher unwell in class, artery blockage	\$40 205
1	Laceration or open wound	Hitting moving objects	Worker using drop saw tried to move guard and was cut	\$12 135

** The department pays an annual insurance premium for workers compensation, the cost identified above relates to compensation payments made during the period.*

Table 2: School council employee safety issues reported to NT WorkSafe

Count	Nature	Mechanism	Description	Cost
1	Fracture	Falls on the same level	Teacher fall on uneven ground	\$9 485

** The department pays an annual insurance premium for workers compensation, the cost identified above relates to compensation payments made during the period.*

Table 3: Students, visitors and volunteer's safety issues reported to NT WorkSafe

Count	Nature	Mechanism Sub-group	Description	Cost
1	Unspecified injuries	Exposure to, biological factors of unknown origin	Student lost consciousness and stopped breathing	Nil

Count	Nature	Mechanism Sub-group	Description	Cost
1	Laceration or open wound	Hitting stationary objects	Student received laceration from angle grinder	Nil
1	Electric shock	Contact with electricity	Student received electric shock from power point	Nil
1	Trauma	Being hit by moving objects	Volunteer hit in face by pressurised water bottle	Nil
1	Laceration or open wound	Falls on the same level	A student carrying a metal stake with a banner, tripped whilst running and stake impaled into their leg	Nil

43. Please detail the number of stress related matters and claims for the period 1 July 2020 to 31 March 2021.

For the period beginning 1 July 2020 and ending 31 March 2021, there were 20 stress related matters for employees. There were 17 open mental stress related claims as at 31 March 2021.

Employee mental stress related matters reported*

Count	Nature	Mechanism	Description
2	Anxiety/stress disorder	Exposure to workplace or occupational violence	Student behaviour – physical
1	Anxiety/stress disorder	Exposure to workplace or occupational violence	Parent behaviour – verbal

1	Anxiety/stress disorder	Exposure to workplace or occupational violence	Unable to secure living quarters, stayed at alternative accommodation
2	Anxiety/stress disorder	Exposure to workplace or occupational violence	Staff – verbal
1	Anxiety/stress disorder	Other mental stress factors	Non-physical agencies
1	Mental diseases unspecified	Work-related harassment and/or workplace bullying	Staff – verbal
1	No injury	Exposure to a traumatic event	Whilst driving observed community member attempting self-harm – stopped and provided assistance
1	No injury	Exposure to workplace or occupational violence	Student behaviour – physical
1	Shock	Exposure to workplace or occupational violence	Attempted house break-in
4	Trauma	Exposure to a traumatic event	House break-in
1	Trauma	Exposure to a traumatic event	House break-in and attempted assault
1	Trauma	Exposure to a traumatic event	Aircraft unable to land due to local weather conditions, flight returned to Darwin
1	Trauma	Exposure to workplace or occupational violence	Community – physical
1	Trauma	Other mental stress factors	Work related stress
1	Trauma	Other mental stress factors	House break-in
Total			20

*There were 3 additional non-employee mental stress related matters reported.

**Workers' Compensation Stress claims lodged with insurer –
Gallagher Bassett**

Total number of new stress related claims - 1 July 2020 and ending 31 March 2021.	4
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REGIONAL OFFICES

44. Please detail expenditure on staff located in regional offices across the Territory. Include the number of staff, their functions and outcomes achieved in the 2020/21 financial year. What are the locations for which they are responsible?

Support staff in six regional offices service 153 government schools across the Northern Territory (NT):

Region¹	Number of students 2020	Number of schools	Regional support staff as at 31/03/2021^{2, 3}	Regional staff expenditure⁴
Barkly	1 360	13	12	\$1.34M
Big Rivers	3 895	28	19.2	\$2.16M
Central	4 337	36	34	\$3.89M
Darwin	11 956	28	26.5	\$2.95M
East Arnhem	2 742	13	15.4	\$1.91M
Top End	9 714	35	4.8	\$0.52M
Multiple region support / NT-wide ⁵	-	-	102	\$12.64M

¹ Outcomes achieved specific to each region are outlined at Attachment H.

² Service-based staff working to support schools in the regions in operational matters. In order to ensure that travel is minimised and service delivery is maximised, there are some staff who may be located in one regional office, however, service two or more regions. This measure based on staff actual Full-Time Equivalent (FTE). Further detail provided at Attachment I.

³ Source: STAFF Payroll Reporting. Calculations are based on precise data. Due to rounding totals may not correspond with the sum of separate figures. Data is current at the time of provision. Service Based vs Non Service Based – is a new measure replacing the previously used “school-based” measure. The service-based and school-based measures are not directly comparable.

⁴ Based on FTE staffing costs at mid-point increment. Assumes approximate cost of employee for full financial year.

⁵ Multiple region support refers to staff who service two or more regions. NT-wide refers to staff who service all regions.

Department of Education regional staff provide direct support to schools to ensure that all students, regardless of where they live, have the best opportunity to engage, grow and achieve. Within their teams, staff routinely provide support as outlined below.

Quality Teaching and Learning provides services and support to school leaders and teachers to support students' progress and achievement. Support is provided through a system of coaching and mentoring to build teacher capability in the delivery of high quality curriculum, assessment, reporting and pedagogy, as well as supporting data collection and analysis, setting learning goals and addressing each students need (including diversity).

Early Childhood Education and Care provides regulatory and pedagogical advice, service, monitoring and support to improve the quality and integration of early childhood education and care services.

Student Wellbeing and Inclusion provides school staff and students with advice and support in relation to inclusive practices, wellbeing and behaviour and support programs, projects and national initiatives across inclusion, student wellbeing and behaviour.

Engagement and Partnerships builds strong partnerships between students, families, schools, the community and industry to empower communities to be more involved in the education of their children.

Financial Services provides differentiated support to schools by defining, monitoring and evaluating the strategic future for finance, ensuring strong governance and financial management practices.

Quality School Systems and Support provides operational advice and services to schools, tailored to their needs and focussed on supporting their improvement agenda.

School Improvement and Leadership tailors differentiated support to schools, to build the capability and capacity of school leaders to drive continuous school improvement and deliver quality education outcomes for children and young people.

ATTACHMENT A (for sub-question 10 and 11)

Total expenditure on consultancies for the period 1 July 2020 to 31 March 2021

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Evaluation of the Provision of Collaborative Impact Framework, providing recommendations to enhance the quality of teaching and learning performance leading to improved student outcomes.	\$293 712	Cognition Education Australia Pty Ltd	201 Kent Street, Sydney NSW 2000	No	Report on findings and recommendations	Yes
Development of a leadership strategy to improve the Department's current and future school system leadership capability.	\$260 909	The Learning First Group Pty Ltd	24 Cambridge Street, Collingwood VIC 3066	No	Report on findings and recommendations	Yes

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Evaluation of the Provision of Collaborative Impact Framework, providing recommendations to enhance the quality of teaching and learning performance leading to improved student outcomes.	\$175 000	Incept Labs Australia Pty Limited	Suite 505, 35 Lime St, Sydney NSW 2000	No	Report on findings and recommendations	Yes
Delivery of a Quality Standards Framework for alternative youth engagement education programs in the Northern Territory	\$131 877	Nous Group Pty Ltd	Northern Territory	No	Evaluation and Quality Standards Framework	Yes
Evaluation of the Provision of Collaborative Impact Framework, providing recommendations to enhance the quality of teaching and learning performance leading to improved student outcomes.	\$110 180	Education Changemakers Pty Ltd	102 Tope Street, South Melbourne VIC 3205	No	Report on findings and recommendations	Yes
Evaluation on how an education system with modest performance and large proportion of disadvantage students can become the most improving education system in Australia.	\$106 861	Dandolo Partners International Pty Ltd	1/55 Queen St, Melbourne VIC, 3000	No	Report on findings and recommendations	Yes

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Developing the financial literacy and strategic planning skills of leadership teams within targeted schools.	\$104 400	Nous Group Pty Ltd	Northern Territory	No	Strategic Resourcing Framework and documents/resources to support its implementation, monitoring and reporting.	Yes
Development of documentation to support the department's implementation of a new governance model.	\$47 250	Ernst & Young	Northern Territory	No	Reporting templates, guidelines and schedules	Yes
School Resourcing Model Action Plan mid- implementation review.	\$38 400	Management Consulting Alliance Pty Ltd	Northern Territory	No	Project plan, report on findings and recommendation	Yes
Review of outcomes under Stage 2 of the Indigenous Education Strategy 2015 – 2024.	\$35 523	KPMG Australia	Northern Territory	No	Report on recommendations	Yes
Principal Classification Position review - Actuarial services for Principal Position Review modelling.	\$35 000	Price Waterhouse Coopers Securities Ltd	GPO BOX 1331, Melbourne VIC 3001	No	Report on findings and recommendations	Yes

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Evaluation of the Community Based Special Education Program (CBSEP).	\$28 800	Management Consulting Alliance Pty Ltd	Northern Territory	No	Report on findings and recommendation	Yes
Principal Classification Position review - Facilitation of the Principal Classification Position review focus group - Model the financial implications of a number of scenarios based on recommendations for a proposed classification and remuneration structure.	\$23 464	Zed Consulting & Associates Pty Ltd	43a Fullarton Road, Kent Town SA 5067	No	Provision of reports and a presentation	Yes
Provision of advice, recommendation and support regarding complex Freedom of Information applications, information release matters and untested areas of the legislation.	\$18 315	Information Consultants Pty Ltd	2 King Street, Ashfield NSW 2131	No	Report on findings	Direct contracting in accordance with the procurement rules

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Routine assessments regarding non-government schools to ensure that the schools are complying with registration requirements under the <i>Education Act</i> and Regulations.	\$16 320	Management Consulting Alliance Pty Ltd	Northern Territory	No	Report on findings and recommendation	Yes
Review of culturally responsive practices and culturally nourishing schooling through a whole school approach.	\$15 000	Social Ventures Australia Limited	Level 7, 1 Chifley Square, Sydney 2000	No	Report on findings and recommendation	Yes
Timetable and staffing utilisation reviews on a government school with recommendations provided to improve resource management.	\$14 773	Eduvation	Northern Territory	No	Report on recommendations	Yes
Review and finalisation of Travel Policy and Guidelines to align with NTG policy.	\$14 250	Hill Professional Services	Northern Territory	No	Provision of updated Travel Policy and Guidelines document.	Yes

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Financial advisory services for NT Christian Schools to implement additional cost reduction strategies and establish ongoing financial viability.	\$13 600	Management Consulting Alliance Pty Ltd	Northern Territory	No	Report on findings and recommendation	Yes
Principal Classification Position review - Model the financial implications of a number of scenarios based on recommendations for a proposed classification and remuneration structure.	\$13 050	Zed Consulting & Associates Pty Ltd	43a Fullarton Road, Kent Town SA 5067	No	Production of updated model	Direct contracting in accordance with the procurement rules
Principal Classification Position review - Jurisdictional analysis and reporting, Job Evaluation System (JES) review of principal positions, review current classifications and remuneration levels in other jurisdictions and provide advice on implementation options and employment structures.	\$12 600	Mercer Consulting (Australia) Pty Ltd	Level 6, 70 Franklin Street, Adelaide SA 5000	No	Final report with recommendations	Yes

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Development of strategic key performance indicators.	\$12 529	PWC Indigenous Consulting	GPO Box 2650, Sydney NSW 2001	No	Report on proposed KPIs and targets	Yes
Special investigation of a government school.	\$9 600	Vivid Advice	Northern Territory	No	Report on findings	Direct contracting in accordance with the procurement rules
Development of a School Insurance Arrangements Framework.	\$8 744	Hill Professional Services	Northern Territory	No	Provision of framework document	Direct contracting in accordance with the procurement rules

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Development of roadmap for maximising participation and outcomes in Vocational Education and Training (VET).	\$7 905	Mark Stoyles Consulting	Northern Territory	No	Provision of report	Direct contracting in accordance with the procurement rules
Development of Integrity Framework, maturity mapping and gap analysis.	\$7 773	Hill Professional Services	Northern Territory	No	Production of Integrity Framework and associated documents	Direct contracting in accordance with the procurement rules
Review of a non-government school's budget projections for the 2020 and 2021 calendar years.	\$6 400	Management Consulting Alliance Pty Ltd	Northern Territory	No	Report on findings and recommendation	Yes

Purpose (a)	Cost incurred in 2020-21 (b)	Person or entity engaged (c)	Principal place of business (d)	Report tabled in Legislative Assembly (e)	Outcomes or key performance indicators (f)	Tenders or expressions of interest invited prior to work? (g)
Review and update the Self-Insurance Framework.	\$5 009	Hill Professional Services	Northern Territory	No	Report with recommendations	Direct contracting in accordance with the procurement rules
Review the implementation of the Centralisation of Funding for Extended Personal Leave.	\$2 915	Merit Partners Pty Ltd	Northern Territory	No	Report on findings and recommendation	Direct contracting in accordance with the procurement rules
Total	\$1 570 158					

ATTACHMENT B (for sub-question 18)

NT School Survey 2020 participation number by geolocation

	Outer regional	Remote	Very remote	Total
Students	6 123	1 350	1 635	9 108
Parents	3 787	893	856	5 536
School staff	1 536	523	634	2 693

ATTACHMENT C (for sub-question 18)

Student School Survey mandated items

Student Survey		
Question type	Question	Response categories
	1. What year level are you in at school?	Please select only ONE of the following: <ul style="list-style-type: none"> • Preschool • Transition • Year 1 • ... • Year 12
	2. What is your gender? (optional)	Please select only ONE of the following: <ul style="list-style-type: none"> • Male • Female • Other, please specify
	3. Are you of Aboriginal or Torres Strait Islander origin? (optional)	Please select only ONE of the following. <ul style="list-style-type: none"> • No • Yes – Aboriginal • Yes – Torres Strait Islander • Yes – both
National	4. My teachers expect me to do my best.	Please select only ONE response for each item: <ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither • Agree • Strongly agree
	5. My teachers provide me with useful feedback about my school work.	
	6. Teachers at my school treat students fairly.	
	7. My school is well maintained.	
	8. I feel safe at my school.	
	9. I can talk to my teachers about my concerns.	
	10. Student behaviour is well managed at my school.	
	11. I like being at my school.	
	12. My school looks for ways to improve.	
	13. My school takes students' opinions seriously.	
	14. My teachers motivate me to learn.	
15. My school gives me opportunities to do interesting things.		
Jurisdiction	16. My teachers make sure I understand the work I am asked to do.	Please select only ONE response for each item: <ul style="list-style-type: none"> • Strongly disagree • Disagree
	17. My teacher understands how I learn.	
	18. My teacher supports me to set my own learning goals.	

Student Survey		
Question type	Question	Response categories
	19. My teacher supports me to understand my learning data.	<ul style="list-style-type: none"> • Neither • Agree • Strongly agree
	20. There are opportunities for me to be a leader at my school (e.g in sports, as a house captain as a leader of a buddy class).	
	21. My school prepares me for my future.	
	22. I am supported by teachers and staff at the school to do my best.	
	23. I felt ready to start primary / middle / senior school.	
	24. There is an adult at my school who cares about me and knows me well.	
	25. My school values the language and cultural background of all students.	
	26. My school celebrates the success and achievement of students.	
	27. I know how to manage my emotions when I am upset.	
	28. I have good friends that I care about.	
	29. I know where to get help at school if I need it.	
	30. I know how to communicate safely and respectfully when I am online.	
	31. I plan to progress through school and finish Year 12.	
	32. Do you have any feedback on this survey? (optional)	Text box

Parent School Survey mandated items

Parent Survey		
Question type	Question	Response categories
Demographic	1. What is the stage of schooling of the child you are considering when you answer this survey?	Please select only ONE of the following: <ul style="list-style-type: none"> • Early Years (Preschool - Year 3) • Primary (Year 4 - Year 6) • Middle (Year 7 - Year 9) • Senior (Year 10 - Year 12) • Other (Please specify)
	2. Are you of Aboriginal or Torres Strait Islander origin? (optional)	Please select only ONE of the following. <ul style="list-style-type: none"> • No • Yes - Aboriginal • Yes - Torres Strait Islander • Yes - both
National	3. Teachers at this school expect my child to do his or her best.	Please select only ONE response for each item: <ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither • Agree • Strongly agree
	4. Teachers at this school provide my child with useful feedback about his or her school work.	
	5. Teachers at this school treat students fairly.	
	6. This school is well maintained.	
	7. My child feels safe at this school	
	8. I can talk to my child's teachers about my concerns.	
	9. Student behaviour is well managed at this school	
	10. My child likes being at this school.	
	11. This school looks for ways to improve.	
	12. This school takes parents' opinions seriously.	
	13. Teachers at this school motivate my child to learn.	
	14. My child is making good progress at this school.	
	15. My child's learning needs are being met at this school.	
	16. This school works with me to support my child's learning.	
Jurisdiction	17. I feel well informed about what is happening at the school.	Please select only ONE response for each item:

Parent Survey		
Question type	Question	Response categories
	18. I know how to support my child's learning and development,	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither • Agree • Strongly agree
	19. My school shares data to inform me about my child's learning in a way that I can understand.	
	20. My child was well supported to transition into primary / middle / senior school.	
	21. My child was well supported to start school this year.	
	22. My child knows how to manage their emotions.	
	23. My child has good friends that they care about.	
	24. My child knows where to get help at school if they need it.	
	25. My child knows how to communicate safely and respectfully online.	
	26. I have opportunities to have a say in the direction of the school and its education programs.	
	27. I would recommend this school to other parents.	
	28. I would prefer the school to share information about my child's achievement with me (for example their attendance and NAPLAN results).	Please select ALL that apply. <ul style="list-style-type: none"> • Online • Via e-mail • Hard copy • Through face-to-face discussion • Other, please specify
Jurisdiction – preschool only	29. Is the child you are answering this survey for in preschool? <i>If your child is not in preschool, please skip the next 4 questions.</i>	<ul style="list-style-type: none"> • Yes • No
	30. What hours does your preschool operate?	<ul style="list-style-type: none"> • 2 ½ days per week • 3 hours a day for 5 days • Other, please specify
	31. How satisfied with these hours of operation are you?	Please select only ONE response for each item: <ul style="list-style-type: none"> • Very dissatisfied • Dissatisfied • Neutral • Satisfied • Very satisfied
	32. How satisfied overall with the preschool program are you?	

Parent Survey		
Question type	Question	Response categories
	33. Do you have any feedback about the hours or programming at your child's preschool?	Text box
	34. Do you have any feedback on this survey? (optional)	Text box

Staff School Survey mandated questions

Staff Survey		
Question type	Question	Response categories
Demographics	1. How many years have you been working in schools? (optional)	Please select only ONE of the following: <ul style="list-style-type: none"> • Less than 1 year • 1 to < 5 years • 5 to < 10 years • 10 to < 20 years • More than 20 years
	2. Are you a full-time or part-time employee? (optional)	<ul style="list-style-type: none"> • Full time • Part time
	3. Which category best describes your employment? (optional)	<ul style="list-style-type: none"> • Permanent • Fixed-term • Temporary/casual
	4. Which best describes your position in the school? (optional)	<ul style="list-style-type: none"> • School leadership position • Teaching position • Non-teaching position
	5. What year level(s) do you teach? <i>Teaching staff to answer only.</i>	Please select ALL that apply: <ul style="list-style-type: none"> • Early Years (P - Year 3) • Primary (Year 4 - Year 6) • Middle (Year 7 - Year 9) • Senior (Year 10 - Year 12) • Other (Please specify)
	6. Are you of Aboriginal or Torres Strait Islander origin? (optional)	Please select only ONE of the following. <ul style="list-style-type: none"> • No • Yes - Aboriginal • Yes - Torres Strait Islander • Yes - both
Jurisdiction	7. Teachers at this school expect students to do their best.	Please select only ONE response for each item: <ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither • Agree • Strongly agree
	8. Teachers at this school provide students with useful feedback about his or her school work.	
	9. Teachers at this school treat students fairly.	
	10. My school is well maintained.	
	11. Students feel safe at this school.	
	12. Student behaviour is well managed at this school.	

Staff Survey		
Question type	Question	Response categories
	13. My school looks for ways to improve.	
	14. This school takes staff opinions seriously.	
	15. Teachers at my school motivate students to learn.	
	16. Teachers at my school use data to inform their teaching.	
	17. Students like being at my school.	
	18. Students are taught how to manage their emotions.	
	19. The school supports students to build positive relationships with their peers.	
	20. Students know where to get help at school if they need it.	
	21. Students are taught how to communicate safely and respectfully online.	
	22. Our school has a clear vision and direction for school improvement.	
	23. I contribute to the school improvement agenda at my school.	
	24. The department supports our school to achieve its priorities.	
	25. The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	
	26. The school provides suitable programs or pathways for students in my class(es) to transition from primary to secondary school / from school to work or further education.	
	27. I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	
	28. I have a performance development plan that is supported by the school.	
	29. I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	
	30. My school provides me with opportunities to develop my leadership capacity.	
	31. I regularly undertake collaborative activities with my peers (e.g planning, sharing resources, observing others' classrooms and teaching and personal learning communities).	
	32. The students I teach are motivated to learn.	
	33. This school cares about my wellbeing.	

Staff Survey		
Question type	Question	Response categories
	34. I feel safe at this school.	
	35. I would recommend this school as a workplace to others.	
	36. I would recommend this school for others to enrol their children.	
	37. Do you have any feedback on this survey? (optional)	Text box

ATTACHMENT D (for sub-question 23)

Hospitality	(a) What was the purpose?	(b) How many guests?	(c) How many Ministers?	(d) How many Ministerial staff?	(e) How many MLAs?	(f) How many Public Sector employees attended?	(g) Total cost
Chief Minister's Awards	Attendance at an event organised by the Department of the Chief Minister to recognise and reward excellence in the Northern Territory Public Sector	2*	Unknown ¹	Unknown ¹	Unknown ¹	38*	\$4 000
NT Board of Studies	Annual presentations held in Darwin and Alice Springs to publicly recognise academic and vocational achievements of outstanding senior secondary students	Unknown ¹	Unknown ¹	Unknown ¹	Unknown ¹	400	\$11 965
NT Training Awards	To encourage and recognise senior secondary students who have demonstrated a high level of commitment, skill and achievement whilst undertaking a vocational education and training program as part of their Northern Territory Certificate of Education and Training	Unknown ¹	Unknown ¹	Unknown ¹	Unknown ¹	13*	\$1 527

Hospitality	(a) What was the purpose?	(b) How many guests?	(c) How many Ministers?	(d) How many Ministerial staff?	(e) How many MLAs?	(f) How many Public Sector employees attended?	(g) Total cost
Seven Retirement and Farewell Functions	To recognise staff retiring with significant years of service or recognition of their contribution to the department or Northern Territory Public Service	Unknown ¹	Unknown ¹	Unknown ¹	Unknown ¹	Unknown ¹	\$4 751
World Teachers' Day	To honour teachers and those who have made a special contribution to their school community	Unknown ¹	Unknown ¹	Unknown ¹	Unknown ¹	Unknown ¹	\$14 601
TOTAL							\$36 844²

* Information provided is for NT Department of Education and/or school council staff and invitees only

1 These are large events, not necessarily organised by the Department of Education, with invitations sent to people beyond NT public servants or were held in multiple regions – exact numbers of attendees are not known at this time and the administrative effort required to respond is excessive and would result in undue diversion of resources from service delivery

2 Calculations are based on precise data and data is rounded for presentation. As such, figures may not add up due to rounding

ATTACHMENT E (for sub-question 27)

Grants paid to Non-government organisations		1 July 2020 to 31 March 2021
Organisation Name	Service Provided	Amount \$
Non-Government Schools	Operational Grants	37 473 279
Non-Government Schools	Quality Schools Funding	159 166 698
Non-Government Schools	Early Childhood Services Subsidy	307 351
Non-Government Schools	VET in Schools	69 987
Charles Darwin University	Tertiary Providers Assistance	9 200 149
Charles Darwin University	VET in Schools	4 072 844
Charles Darwin University	Early Childhood Services Subsidy	43 363
Stars Foundation Limited	Girls Engagement and Mentoring Program	2 095 155
Clontarf Foundation	Boys engagement and mentoring programs	696 875
NT Council of Government School Organisations (NTCOGSO)	COGSO Regional Governance Officers	540 000
School Sport NT	School Sport Programs in NT School	520 000
Girls Academy	Girls Engagement and Mentoring Program	332 697
St Joseph's Catholic Flexible Learning Centre Youth Plus	Edmund Rice Foundation	300 000
St Joseph's Catholic Flexible Learning Centre Youth Plus	VET in Schools	6 173
Murin Travel and Freight Services	Early Childhood Education and Care	241 117
Professional Teachers' Association of the NT	Professional Learning and Development for NT Educators	200 000
Aviation Australia Pty Ltd	VET in Schools	193 386
Duke of Edinburgh's Awards (NT Division) Inc	Grants to Education Organisations	184 563
Down Syndrome Association of the NT Inc	Community Based Special Education Program	180 000
Transforming Training	VET in Schools	148 294

Grants paid to Non-government organisations		1 July 2020 to 31 March 2021
Organisation Name	Service Provided	Amount \$
Central Land Council	Future Governance Model for Warlpiri Consultancy	145 850
Batchelor Institute of Indigenous Tertiary Education	VET in Schools	144 811
Swinburne University of Technology	VET in Schools	140 419
AFL Northern Territory Ltd	Indigenous Education Review Implementation	122 500
Total Recreation NT Inc	Community Based Special Education Program	100 000
Autism Northern Territory	Community Based Special Education Program	95 000
Train Safe NT Pty Ltd	VET in Schools	91 132
Housing Industry Association	VET in Schools	88 090
The Patch Inc	Community Based Special Education Program	60 000
Australian Fisheries Academy Ltd	VET in Schools	57 674
Vision Australia	Community Based Special Education Program	53 000
Guide Dogs Association	Community Based Special Education Program	50 000
Ripponlea Institute Pty Ltd	VET in Schools	47 599
Connect'N'Grow Pty Ltd	VET in Schools	37 561
Fox Education and Consultancy	VET in Schools	36 084
Karen Sheldon Catering Pty Ltd T/A Karen Sheldon Training	VET in Schools	30 859
Australian Children's Television Foundation	Grants to Education Organisations	30 119
Royal Life Saving Society Australia NT Branch Inc	Community Based Special Education Program	30 000
SEDA Group	VET in Schools	29 228
Central Australian Community Toy Library Inc	Community Based Special Education Program	25 000
Civil Contractors Federation South Australia Ltd	VET in Schools	21 655
Nightcliff OSHC	Early Childhood Education and Care	19 091
Centre for Appropriate Technology Ltd	VET in Schools	17 530
St Mary's Catholic Primary School	Early Childhood Education and Care	13 636

Grants paid to Non-government organisations		1 July 2020 to 31 March 2021
Organisation Name	Service Provided	Amount \$
Foundations for Life Early Learning Centre	Early Childhood Education and Care	13 636
Arnhem Land Progress Aboriginal Corporation	VET in Schools	13 328
Murrupurtiyanuwu Catholic Primary School	Community Based Special Education Program	12 200
Response Services Employment & Training Pty Ltd	VET in Schools	11 918
GAP Community Childcare Centre	Early Childhood Education and Care	11 364
Darwin Toy Library Inc	Community Based Special Education Program	10 000
Stuart Park Child Care Centre	Early Childhood Education and Care	10 000
Humpty Doo Community & Childcare Centre Inc	Early Childhood Education and Care	9 091
The Academy of Interactive Entertainment Ltd	VET in Schools	7 300
Goodstart Childcare Ltd	Early Childhood Services Subsidy	671 476
Affinity Education Group Ltd	Early Childhood Services Subsidy	271 180
YMCA of the Northern Territory Ltd	Early Childhood Services Subsidy	226 751
Nightcliff OSHC	Early Childhood Services Subsidy	179 348
Darwin Family Day Care Inc	Early Childhood Services Subsidy	162 787
Little Flyers Darwin	Early Childhood Services Subsidy	142 064
La Creche on the Avenue	Early Childhood Services Subsidy	131 304
Zuccoli Early Learners Early Education Centre	Early Childhood Services Subsidy	119 899
One Tree Community Services Inc	Early Childhood Services Subsidy	99 303
Journey Early Learning Centre - Durack	Early Childhood Services Subsidy	99 190
ABH Investments Pty Ltd	Early Childhood Services Subsidy	96 512
Moulden Early Learning Centre	Early Childhood Services Subsidy	94 900
Malak Family Centre	Early Childhood Services Subsidy	84 110
Humpty Doo Community & Childcare Centre Inc	Early Childhood Services Subsidy	77 571
Lil' Antz Pty Ltd	Early Childhood Services Subsidy	71 883

Grants paid to Non-government organisations**1 July 2020 to
31 March 2021**

Organisation Name	Service Provided	Amount \$
NT Explorers Pty Ltd	Early Childhood Services Subsidy	70 270
Top End Early Learning Centre Inc	Early Childhood Services Subsidy	69 082
Arnhem Early Learning Centre	Early Childhood Services Subsidy	66 131
Nightcliff Family Centre Inc	Early Childhood Services Subsidy	57 759
Dripstone Children's Centre Inc	Early Childhood Services Subsidy	57 740
Central Australian Aboriginal Congress	Early Childhood Services Subsidy	53 261
Mitchell St Childcare Centre	Early Childhood Services Subsidy	52 366
Stuart Park Child Care Centre	Early Childhood Services Subsidy	51 532
GAP Community Childcare Centre	Early Childhood Services Subsidy	50 405
Casuarina Childcare Centre Inc	Early Childhood Services Subsidy	45 968
Tiny Town Children's Centre Pty Ltd	Early Childhood Services Subsidy	45 175
Braitling Neighbourhood Centre	Early Childhood Services Subsidy	43 719
Woodroffe Child Care Centre	Early Childhood Services Subsidy	42 692
Gray Child Care Centre Inc	Early Childhood Services Subsidy	41 717
Scallywags Childcare Centre	Early Childhood Services Subsidy	41 236
Alyangula Day care Inc	Early Childhood Services Subsidy	37 509
Mother Teresa Catholic Primary School	Early Childhood Services Subsidy	37 114
FEL Child Care Centres Pty Ltd	Early Childhood Services Subsidy	37 011
Alice Springs Child Care Centre	Early Childhood Services Subsidy	36 744
Parap Family Centre Inc	Early Childhood Services Subsidy	36 543
Six Little Ducks Childcare	Early Childhood Services Subsidy	34 554
Nhulunbuy Child Care Services Inc	Early Childhood Services Subsidy	33 794
Foundations for Life Early Learning Centre	Early Childhood Services Subsidy	31 340
Preeti Kunj Child Care Centre	Early Childhood Services Subsidy	30 330

Grants paid to Non-government organisations		1 July 2020 to 31 March 2021
Organisation Name	Service Provided	Amount \$
Katherine East Child Care Centre	Early Childhood Services Subsidy	26 599
St Mary's Catholic Primary School	Early Childhood Services Subsidy	24 178
Kentish Lifelong Learning and Care Inc	Early Childhood Services Subsidy	20 310
Alice Springs Family Day Care Inc	Early Childhood Services Subsidy	19 937
Yulara Child Care Centre Inc	Early Childhood Services Subsidy	18 838
West Arnhem Regional Council	Early Childhood Services Subsidy	17 640
Tennant Creek Childcare Centre	Early Childhood Services Subsidy	12 259
Dragonfly Play and Learn	Early Childhood Services Subsidy	11 297
Central Australian Community Toy Library Inc	Early Childhood Services Subsidy	5 854
Total*		221 346 785*

*Excludes Government Schools, NT Families and Individuals and other Government Organisations

ATTACHMENT F (for sub-question 35)

DEPARTMENT OF EDUCATION
Statutory fees and charges as at 31 March 2021

Fee/Charge Description	\$
TEACHER REGISTRATION BOARD	
<u>Education</u>	
<i>Teacher Registration Fees</i>	
Application for Registration	
Charles Darwin University and Batchelor Institute of Indigenous Tertiary Education graduates	90.00
Mutual Recognition applicants	126.00
All other new applicants	138.00
Annual Registration Fee	
Annual fee	90.00
Authorisation	
Initial Authorisation Fee	139.00
Repeat Authorisation Fee	90.00
Miscellaneous Fees	
Letter of Professional Standing	28.00
Highly Accomplished and Lead Teacher Certification Stage 1	925.00
Highly Accomplished and Lead Teacher Certification Stage 2	900.00
Highly Accomplished and Lead Teacher Renewal	500.00
DEPARTMENT OF EDUCATION	
<u>Early Childhood Registration Fee</u>	
<i>Prescribed Fees</i>	
<i>Part 1 - Fees Relating To Provider Approvals, Service Approvals and Ratings</i>	
<i>Centre-based service (No. of approved places or places to be offered)</i>	
Application for provider approval	231.00
Application for service approval	
- 24 places or fewer	462.00
- 25 to 80 places	694.00
- 81 or more places	926.00

Fee/Charge Description	\$
Annual fee - approved service	
- 24 or few approved places	209.00
- 25 to 80 approved places	316.00
- 81 or more approved places	420.00
Notification of intended transfer of service approval	112.00
Application for service waiver	112.00
Application for temporary waiver	112.00
Application for extended temporary waiver	112.00
Application for reassessment and re-rating	
- 24 or fewer approved places	462.00
- 25 to 80 approved places	694.00
- 81 or more approved places	926.00
Application for review by Ratings Review Panel	
- 24 or fewer approved places	462.00
- 25 to 80 approved places	694.00
- 81 or more approved places	926.00
<i>Family day care service (No. of family day care educators engaged by your registered service)</i>	
Application for provider approval	231.00
Application for service approval	694.00
Annual fee – approved service	
- 5 or fewer family day care educators	209.00
- 6 to 20 family day care educators	316.00
- 21 or more family day care educators	420.00
Notification of intended transfer of service approval	112.00
Application for service waiver	112.00
Application for temporary waiver	112.00
Application to extend temporary waiver	112.00
Application for reassessment and re-rating	
- 5 or fewer family day care educators	462.00
- 6 to 20 family day care educators	694.00
- 21 or more family day care educators	926.00
Application for review by Ratings Review Panel	
- 5 or fewer family day care educators	462.00
- 6 to 20 family day care educators	694.00
- 21 or more family day care educators	926.00

Fee/Charge Description	\$
Part 2 - Other Fees	
Copy or extract from Register of approved providers	
- per page	5.00
- for an electronic copy	73.00
Copy or extract from Register of approved education and care services	
- per page	5.00
- for an electronic copy	73.00
Application for qualification to be assessed for inclusion on lists of approved qualifications	2 322.00
Application for determination of equivalent qualification	114.00
<u>Freedom of Information Fee</u>	
Application Fee of Freedom of Information request for Government Information	30.00
Processing Fee of Freedom of Information request for Government Information	25.00 per hour or part of an hour
Processing Fee of Freedom of Information for non-personal information - Searching for and retrieving information and returning it to storage (but not searching for misplaced information) and stored in secondary storage	Actual cost
Processing Fee of Freedom of Information for non-personal information - Considering and making decision in relation to application (including consultation)	25.00 per hour or part of an hour
Processing Fee of Freedom of Information for personal information - Supervising examination of information by applicant	25.00 per hour or part of an hour over 2 hours
Processing Fee of Freedom of Information for non-personal information - Supervising examination of information by applicant	25.00 per hour or part of an hour
<u>Enrolment and Attendance</u>	
Part 4 - <i>Education Act</i> provides for penalties to be applied for offences under the Act based on a number of penalty units	
For following breaches but not limited to:	
- Non Attendance, Compulsory Conference and Failure to Enrol	316.00

Fee/Charge Description	\$
<u>International education</u>	
Accommodation placement fee	200.00
International student administration fee (one-off)	200.00
Pre-school tuition fee (annual)	6 300.00
Transition–Year 6 tuition fee (annual)	10 500.00
Year 7-9 tuition fee (annual)	12 000.00
Year 10-12 tuition fee (annual)	13 000.00
<u>Non-government schools</u>	
Application fee for variation of registration	200 revenue units
Application fee for registration application	1500 revenue units

ATTACHMENT G (for sub-question 39-40)

Boards/advisory bodies details (as at 31 March 2021)

Board/advisory body name	Board/advisory body terms of reference Sub-question 39(a)	Current members and date of their appointment Sub-question 39(b)	Total cost incurred by board/advisory body in 2020-21 (as at 31/03/2021) Sub-question 39(d)	No. of times board/advisory body met beginning 1 July 2020 and ending 31 March 2021 Sub-question 40
Non-Government School Ministerial Advisory Council	Terms of reference are at Appendix 1.	Vicki Stokes (Chair) 17/08/2018 Greg O'Mullane 01/06/2018 Phoebe van Bentum 29/07/2020 Gail Barker 25/11/2019 Rachel Boyce 29/07/2020 Debra Liddiard-Taruminggi 25/11/2019 Gillian Sharkey 25/11/2019	\$1 353.41	3

Board/advisory body name	Board/advisory body terms of reference Sub-question 39(a)	Current members and date of their appointment Sub-question 39(b)	Total cost incurred by board/advisory body in 2020-21 (as at 31/03/2021) Sub-question 39(d)	No. of times board/advisory body met beginning 1 July 2020 and ending 31 March 2021 Sub-question 40
Northern Territory Board of Studies	<p><i>Education Act 2015</i>, Part 3 Northern Territory Board of Studies section 25 states:</p> <p>Functions of Board</p> <p>The Board has the following functions:</p> <p>(a) to provide advice to the Minister and the CE on curriculum policy in relation to:</p> <p>(i) establishing and maintaining curriculum frameworks that address the needs of all students in the Territory school education system; and</p> <p>(ii) establishing and maintaining procedures for student assessment, reporting and certification; and</p> <p>(iii) monitoring, evaluating and reporting on student performance; and</p> <p>(iv) improving student outcomes;</p> <p>(b) to provide advice to the Minister and the CE on government policy affecting the Board's functions;</p> <p>(c) to cooperate and consult with bodies prescribed by regulation that</p>	<p>Ralph Wiese Chair and expert member 01/07/2019</p> <p>Cheryl Salter Association of Independent Schools NT nominee 31/12/2020</p> <p>Jaqueline Langdon Catholic Education Office nominee 31/12/2020</p> <p>Tabitha Fudge Parent representative 31/12/2020</p> <p>Mary Ellen Venes Teacher representative 01/07/2019</p> <p>Roland Houareau Employer representative 31/12/2020</p> <p>Pauline Schober Aboriginal representative 01/07/2019</p>	\$7 501.08	3

Board/advisory body name	Board/advisory body terms of reference Sub-question 39(a)	Current members and date of their appointment Sub-question 39(b)	Total cost incurred by board/advisory body in 2020-21 (as at 31/03/2021) Sub-question 39(d)	No. of times board/advisory body met beginning 1 July 2020 and ending 31 March 2021 Sub-question 40
	are engaged in education or related matters.	<p>Rachel Boyce Expert member 01/07/2019</p> <p>Charles Richardson Expert member 31/12/2020</p> <p>Gavin Morris Expert member 31/12/2020</p>		
Principal Employment Advisory Group	Terms of reference are at Appendix 2.	<p>Karen Weston Chief Executive, Department of Education 23/03/2020</p> <p>Susan Bowden Acting Deputy Chief Executive Department of Education 10/12/2021</p> <p>Leanne Cull Senior Director, Executive Projects Department of Education 14/02/2020</p>	Nil	16

Board/advisory body name	Board/advisory body terms of reference Sub-question 39(a)	Current members and date of their appointment Sub-question 39(b)	Total cost incurred by board/advisory body in 2020-21 (as at 31/03/2021) Sub-question 39(d)	No. of times board/advisory body met beginning 1 July 2020 and ending 31 March 2021 Sub-question 40
		<p>Vicki Telfer Commissioner for Public Employment Office of the Commissioner for Public Employment 14/02/2020</p> <p>Cheryl Winstanley Director, Employee Relations Office of the Commissioner for Public Employment 14/02/2020</p> <p>Jarvis Ryan President, Australian Education Union NT Branch 14/02/2020</p> <p>Britany Roestenburg President, Northern Territory Principals' Association 14/02/2020</p>		
Teacher Registration Board of the Northern Territory	<p><i>Teacher Registration (Northern Territory) Act 2004</i> – section 11 states: Functions of Board: (1) The Board has the following functions:</p>	<p>Danielle Schmidt Registered teacher (based at a remote school) nominated by the NT Branch of the Australian Education Union 14/05/2019</p>	\$14 442.33	9

Board/advisory body name	Board/advisory body terms of reference Sub-question 39(a)	Current members and date of their appointment Sub-question 39(b)	Total cost incurred by board/advisory body in 2020-21 (as at 31/03/2021) Sub-question 39(d)	No. of times board/advisory body met beginning 1 July 2020 and ending 31 March 2021 Sub-question 40
	<p>(a) to administer the scheme of registration under Part 4;</p> <p>(b) to make recommendations to the Minister in relation to the minimum qualifications and other requirements for registration;</p> <p>(c) to grant, if satisfied it is appropriate to do so, authorisation to a person to employ an unregistered person as a teacher;</p> <p>(d) to accredit teacher education courses and liaise with institutions providing accredited education courses;</p> <p>(e) to liaise with the Agency administering the <i>Education Act 2015</i> in relation to strategic priorities for professional development of teachers in the Territory;</p> <p>(ea) to promote the professional development of teachers in the Territory and approve a framework for the</p>	<p>Gordon Canning Registered teachers nominated by the NT Branch of the Australian Education Union 11/10/2018</p> <p>Gregory Hauser Indigenous registered teacher at a government school nominated by the Chief Executive Officer (of Department of Education) 31/08/2018</p> <p>Susanne Fisher Registered teacher nominated by the Northern Territory Principals' Association 10/10/2020</p> <p>Cheryl Salter Educator nominated by the Association of Independent Schools of the NT 25/02/2021</p> <p>Louise Lenzo Registered teacher nominated by the Independent Education Union 10/10/2020</p>		

Board/advisory body name	Board/advisory body terms of reference Sub-question 39(a)	Current members and date of their appointment Sub-question 39(b)	Total cost incurred by board/advisory body in 2020-21 (as at 31/03/2021) Sub-question 39(d)	No. of times board/advisory body met beginning 1 July 2020 and ending 31 March 2021 Sub-question 40
	<p>professional development of teachers;</p> <p>(f) to develop and approve professional teaching standards and other professional standards;</p> <p>(g) to develop and maintain a code of professional ethics for the teaching profession;</p> <p>(h) to liaise with employers of teachers in the Territory in relation to developing the competencies of teachers during the early stages of the teachers' careers;</p> <p>(i) to research and promote best practice in teaching in the Territory;</p> <p>(ia) to support, recognise and certify quality teaching and educational leadership in the Territory;</p> <p>(j) to deal with complaints about teachers, hold preliminary investigations and inquiries in relation to teachers and take disciplinary action under Part 6;</p>	<p>Jacqueline Langdon Educator nominated by the Catholic Education Office 22/12/2020</p> <p>Gregory Shaw Educator nominated by Charles Darwin University 11/10/2018</p> <p>Marisa Boscato Person nominated by the NT Council of Government School Organisations 11/10/2018</p> <p>Lorraine Hodgson Registered teacher nominated by the Professional Teachers' Association of the Northern Territory 11/10/2016</p> <p>Michele Willsher Educator nominated by Batchelor Institute of Indigenous Tertiary Education 14/10/2019</p>		

Board/advisory body name	Board/advisory body terms of reference Sub-question 39(a)	Current members and date of their appointment Sub-question 39(b)	Total cost incurred by board/advisory body in 2020-21 (as at 31/03/2021) Sub-question 39(d)	No. of times board/advisory body met beginning 1 July 2020 and ending 31 March 2021 Sub-question 40
	(k) to prosecute offences against this Act. (2) In addition, the Board has those functions imposed on it by this or any other Act or that are prescribed.			

NON-GOVERNMENT SCHOOL MINISTERIAL ADVISORY COUNCIL

TERMS OF REFERENCE

1. Role

The Non-Government School Ministerial Advisory Council is a statutory body established under section 11 of the Northern Territory *Education Act* (the Act) to advise the Minister for Education on the needs of non-government schools.

2. Key Functions

The council will provide advice to the Minister for Education on policy matters related, but not limited to:

1. the registration and regulation of non-government schools
2. standards for planning and operation of non-government schools
3. registration matters consistent with Section 156 of the Act; sector representation for the purposes of Section 133 and Section 146 of the Act; and any other purpose
4. the outcomes of reviews of existing non-government schools
5. methodology for the allocation of funds to non-government schools (including per capita recurrent grants, and other grants as determined by Government policy) so that there is a fair and equitable distribution of funds
6. a system of accountability for Northern Territory funds paid to non-government schools
7. any other educational matter relating to non-government schools referred to it by the minister.

The council will maintain partnerships with the Department of Education and facilitate communication between the sectors in order to progress policy objectives intended to improve the capacity, effectiveness and sustainability of non-government schools.

3. Membership

The Minister for Education will appoint an independent chairperson and representatives from the Department of Education and non-government school peak bodies to the council.

Membership of the council is as follows:

- independent chairperson
- two nominees from the Department of Education from executive, school planning or quality assurance areas
- one nominee from the Association of Independent Schools of the Northern Territory
- one nominee from the Catholic Education Office
- one nominee from the Northern Territory Christian Schools and
- one nominee from the Lutheran Schools Association.

The independent chairperson and members from the non-government school sector will be appointed for a period of three years and are eligible for re-appointment. The Department of Education representatives will be appointed for an indefinite period.

The Minister for Education will reserve the authority to accept or reject a nominee to the council.

3.1 Role of Chairperson

The role of the independent chairperson is to:

- preside over all meetings
- ensure all members have an opportunity to contribute ideas, opinions and concerns through positive and constructive dialogue
- assist members to work together and ensure active participation at meetings
- support the non-government school sector to communicate its needs and priorities to the Northern Territory Government and
- regularly report to the Minister for Education on behalf of the Council.

3.2 Role of Members

The role of a non-government member is to represent the viewpoint of their sector and, for Department of Education representatives, to represent current Northern Territory Government policy.

Members will:

- progress advice and issues arising from the council by consulting with their school sector
- make decisions (or actively engage decision makers) to enable engagement on issues being discussed and progressed by the council
- work together to reach consensus decisions
- attend to out-of-session working groups and meetings as required
- promulgate key issues, inform recommendations, outcomes and policies relating to agenda items and
- keep their sector informed of meeting outcomes and Northern Territory Government policies and decisions relating to non-government schools.

3.4 Meeting Proxy

The chairperson may determine if substitute members to council meetings are acceptable.

4. Meeting Schedule

The council will meet as often as necessary but at a minimum of four times per calendar year. All meetings will be closed meetings unless otherwise determined by the chairperson.

5. Sitting fees

Sitting fees and travel expenses will be paid to non-government council members.

6. Secretariat

The council will be supported by the Registrar of Non-Government Schools who will arrange secretariat support including:

- organising meetings, formalising agenda and recording minutes
- collating and distributing written material prior to each meeting
- preparing correspondence and written material as required on behalf of the council and
- disseminating information regarding council activities, decisions and outcomes.

Principal Employment Review Advisory Group

TERMS OF REFERENCE

PURPOSE

The time-limited Advisory Group is established to provide feedback on the Department of Education's approach to implementing greater opportunities for principal ongoing employment¹ within the Northern Territory Government workforce.

BACKGROUND

Principals are classified under the NT Education Principal framework using the Mercer Job Evaluation System (JES) methodology and the last wholesale review of these roles was undertaken in 2010. Since that time there has been a change in the operating environment and context of the schools. It was agreed in the last Enterprise Agreement negotiations that the Department would undertake a review of the classification levels for Principals to determine the appropriate classification level.

During 2019, the Department of Education engaged external consultants, Mercer, to review the Principal JES Evaluations and Classification Framework, including:

- conducting a JES review of 155 Principal positions (including through one-on-one interviews, focus groups and surveys) with Principals to better understand the nature of their roles and the complexities of their environment
- reviewing the current classification levels for each Principal role
- reviewing current remuneration levels, relative to other jurisdictions where this data is relevant and available.

It has been requested that the principles underpinning the new model/framework should aspire to being the following:

- transparent
- simple and easy to understand
- stand the test of time
- fair and equitable
- credible
- comparable and competitive
- facilitate and encourage incumbents to seek promotional opportunities.

As part of the scope of the project, Mercer has been requested to:

- consider contextual complexity factors within the JES methodology
- provide advice on employment arrangements (contract vs. ongoing)
- provide a roadmap for implementation of review options.

¹ The term ongoing employment as opposed to permanency is utilised within this document to reflect more contemporary language utilised by the Office of the Commissioner of Public Employment. It should also be noted that ongoing employment would not necessarily mean an individual is attached to a school but rather the system.

Subsequent to commencing this work with Mercer, the Northern Territory Government has announced its Plan for Budget Repair which outlined a range of recommendations to return to balance/surplus over the medium term. These recommendations included a wage freeze for executives and parliamentarians (Recommendation 5.3.7).

The Minister for Education, the Hon Selena Uiho MLA, made a request to the Chief Executive of the Department of Education to establish a time-limited advisory group with key stakeholders to seek advice on implementation opportunities for principal ongoing employment.

The department acknowledges the risk in combining both the Mercer review on principal classifications and any initiative implementing ongoing employment arrangements for principals as it may result in the department being less responsive to any more urgent work required to reclassify principal levels.

The Mercer review will be a key source of information for consideration by the group.

DELIVERABLES

The advisory group will:

- consider jurisdictional analysis completed by Mercer
- consider the report completed by Mercer on Principal Classifications
- consider Department of Education work on the context in the NT
- consider all information from Mercer and the Advisory Group to form an understanding of the impact and to assist in developing an agreed approach and actions
- provide advice on the roadmap for implementation of review options.

MEMBERSHIP

The Advisory Group will consist of the following members:

- Chief Executive – Chair, Karen Weston
- Acting Deputy Chief Executive - School Education, Susan Bowden
- Senior Director Executive Projects, Leanne Cull
- Commissioner for Public Employment, Vicki Telfer
- Employee Relations Director, OCPE, Cheryl Winstanley
- President, Australian Education Union, Jarvis Ryan
- President, Northern Territory Principals' Association, Britany Roostenburg

From time to time, the Chief Executive may delegate the role of Chair to another Advisory Group member.

Members may send a proxy on their behalf should they be unable to attend the meeting in extenuating circumstances, however it is preferred that Members attend wherever possible.

Other experts or observers may be invited to attend meetings from time to time, with the agreement of the Advisory Group Members.

FREQUENCY OF MEETINGS

Meetings for this time-limited Advisory Group will be scheduled to coincide with the completion of Mercer's report finalisation. The Advisory Group have agreed to meet fortnightly.

SECRETARIAT

Secretariat support for the Advisory Group will be provided by the Principal Review Project Team, including:

- establishing meeting dates, times and venues; and
- distribution of agenda and papers, record keeping for minutes relating to Advisory Group meetings.

ATTACHMENT H (for sub-question 44)

2020-21 outcomes specific to each region.

Regional Office	2020-21 Regional Outcomes
Central	<ul style="list-style-type: none"> • The department continues to maintain close partnerships to coordinate services and support in the region. This includes collaboration and information sharing through Central Australia Regional Co-ordination Committee, Interagency Tasking and Co-ordination Group Alice Springs, Central Australian Remote Interagency Tasking Co-ordination Group, and Operation Lunar – Multi Agency Community and Child Safety Team. • The Gillen Primary School priority enrolment area was amended effective 17 September 2020. The newly established Kilgariff subdivision, located approximately 7km south of the township off the Stuart Highway, has now been included in Gillen’s priority enrolment area. • The department is reviewing all Alice Springs schools’ priority enrolment areas in 2021.
East Arnhem	<ul style="list-style-type: none"> • Delivery of homelands and bilingual education, with three schools in the region receiving targeted funding to provide bilingual education. • Established the Local Decision Making Education Action Plan on Groote Eylandt with Anindilyakwa Land Council. • Ongoing development and implementation of government initiatives, policies and programs through participation in the Arnhem Regional Coordination Committee meetings. • Establishment of Strong Young Fathers Program at Galiwin’ku and Maningrida. • Establishment of Strong Young Mothers Program at Maningrida. • Implementation of impact reporting at Maningrida Child and Family Centre. • Connected Beginnings Groote is working closely with the Anindilyakwa Land Council to strengthen early childhood governance as part of local decision making to achieve improved outcomes for children. • Continued close partnerships with other agencies for coordinated service and support to East Arnhem High Risk Youth Interagency Case Management Group, Gunyangara Complex Case Coordination Group, Yolŋu Region Local Decision Making, Healthy, Engaged, Living Prospects Group.

Regional Office	2020-21 Regional Outcomes
Barkly	<ul style="list-style-type: none"> • Establishment of the new Special Education Centre at Tennant Creek Primary School to provide specialist support to students with additional needs. • Development and implementation of government initiatives, policies and programs through participation in the Barkly Regional Coordination Committee meetings. • Operation of the Juno Training Centre, which integrates existing Aboriginal education strategies and VET programs and connects youth service providers in the region. • Formalised partnership agreement between Tennant Creek Primary School and Julalikari Aboriginal Corporation for the operation of the Tennant Creek Child and Family Centre. • A Families as First Teachers - Stay Play Learn program was established and is fully operational at Epenarra. • Connected Beginnings Tennant Creek implemented a community campaign 'On the Bus' with all early childhood related organisations displaying positive images and messages in language promoting the importance of attendance at early years programs for children aged from birth to five years; and in 2020 provided home learning packs to vulnerable families (targeted). • As part of the Barkly Regional Deal, planning and community consultation has commenced for a new secondary boarding facility to provide residential accommodation for very remote students from across the Barkly in Years 7 to 12 to attend Tennant Creek High School. • Building works have commenced on the new \$2M Tennant Creek Engagement Centre to support both Clontarf and STARS programs at Tennant Creek High School, with completion expected by the end of Semester 1 2021. • The department continues to maintain close partnerships with other agencies for coordinated services and support. This includes collaboration and sharing information through the Barkly Regional Deal Joint Coordination Committee, Tennant Creek Interagency Family and Youth Operational Framework, Yangkan and Ngappa Group and Family Safety Framework.

Regional Office	2020-21 Regional Outcomes
Darwin	<ul style="list-style-type: none"> • Operation of the Mimik-ga Centre for identified students with additional needs to access early learning intervention for children aged from birth to 12 years. • Continued close partnership with other agencies, particularly Territory Families and NT Police through the Back on Track program and Strike Force Orion. This ensures a high level of systemic support for young people and their families where there is a risk of involvement in the youth justice system. • Launch of the Preschool Science, Engineering and Technology Games distributed to all preschools, long day care and family day care services. • The development of Bullocky Point as a leading Science, Technology, Engineering, Art and Mathematics (STEAM) education precinct continues, with progression of Stage 3 works to provide facilities and a physical environment that supports the delivery of STEAM subjects, courses and activities.
Big Rivers	<ul style="list-style-type: none"> • Operation of the Katherine Flexible Learning and Engagement Centre to provide early intervention support for disengaged youth. • Provision of the Autism Spectrum Program at MacFarlane Primary School that provides both in-school and outreach services. • Facilitation of a two-year pilot of the Smiling Minds mental health initiative that will embed mindfulness practices in every day classroom routines across schools. • Development and implementation of government initiatives, policies and programs through participation in the Katherine Regional Coordination Committee meetings. • Establishment of Strong Young Mothers Program at Ngukurr. • Implementation of impact reporting at Ngukurr Child and Family Centre. • Establishment of a fully operational Families as First Teachers - Stay Play Learn program at Robinson River. • Continued close partnerships with other agencies for coordinated service and support through Big Rivers Regional Coordination Committee, Inter-Agency Case Management Group, Family Safety Framework and Local Reference Group. • On 1 January 2020, a new Katherine housing scheme was introduced in which a rental allowance is paid to the teacher rather than a house being provided. Teachers now have greater flexibility and choice in the location and style of accommodation they choose.

Regional Office	2020-21 Regional Outcomes
Top End	<ul style="list-style-type: none"> • Development and implementation of initiatives as part of the whole-of-government plan to tackle youth crime in Palmerston. These include: <ul style="list-style-type: none"> ○ The Student Voice Positive Choice (SVPC) program engaging students in participating Palmerston City schools, to give youth a voice in the community. SVPC students assisted to organise the Palmerston Writers Festival, and students from each school attended an SVPC summit. ○ Extending the Clontarf Boys and Stars Girls programs into Driver Primary School and Moulden Primary School ○ Providing a psychologist to the Palmerston Re-engagement Campus of the Top End School of Flexible Learning • The department continues to maintain close partnerships with other agencies for coordinated services and support in the region. This includes collaboration through the Top End Regional Coordination Committee, the Antisocial Behaviour Working Group, Palmerston Service Delivery Group, Palmerston Youth Local Action Group, Gunbalanya Service Delivery Group, Crossover Working Group and the Breaking the Cycle of Crime Action Groups. • The establishment of a youth skills centre offering vulnerable youth opportunities to pursue a vocational education pathway. • Zuccoli Primary School – Stage 2 complete. School is fully operational offering preschool to Year 6 classes to meet the educational needs of families in Palmerston’s newest suburbs. • Establishment of Strong Young Fathers Program at Palmerston Child and Family Centre. • Implementation of impact reporting at Palmerston and Gunbalanya Child and Family Centres. • Families as First Teachers – Stay Play Learn programs were established and are fully operational at Peppimenarti, Belyuen and Mamaruni. • Local Engagement and Decision Making (LEaD) Committees have been established at Belyuen, Jabiru Area, Batchelor Area, Palumpa (Nganmarriyanga), Milikapiti and Pularumpi schools. LEaD committees assist in empowering community members to engage in the delivery of educational outcomes.

ATTACHMENT I (for sub-question 44)

2020-21 Staffing Full-Time Equivalent (FTE) and Head Count, Pay 20 (31 March) 2021

Work Area	Barkly		Big Rivers		Central		Darwin		East Arnhem		Top End		Multiple Region Support or NT-wide	
	Actual FTE	Head Count	Actual FTE	Head Count	Actual FTE	Head Count	Actual FTE	Head Count	Actual FTE	Head Count	Actual FTE	Head Count	Actual FTE	Head Count
Staffing	12.0	12	19.2	22	34.0	36	26.5	27	15.4	16	4.8	6	102.0	106

- *The table above reflects service-based staff working to support schools in the regions in operational matters. In order to ensure that travel is minimised and service delivery is maximised, there are some staff who may be located in one regional office, however, service two or more regions.*
- *Source: STAFF Payroll Reporting*
- *Calculations are based on precise data. Due to rounding some totals may not correspond with the sum of separate figures.*
- *Data is current at the time of provision.*
- *Service Based / Non Service Based - This is a new measure replacing the previously used "school-based" measure. The service-based and school-based measures are not directly comparable.*

