Northern Territory Government

DEPARTMENT OF **EDUCATION AND TRAINING**

Annual Report
2011–12



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Hon Robyn Lambley MLA
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

RE: Department of Education and Training 2011–12 Annual Report

I am pleased to present this report on the activities of the Northern Territory Department of Education and Training from 1 July 2011 to 30 June 2012 in line with section 28 of the *Public Sector Employment and Management Act* and section 10 of the *Education Act.*

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

a) proper records of all transactions affecting the agency are kept and that the department's employees observe the provisions of the *Financial Management Act,* the Financial Management Regulations and Treasurer's Directions

b) department procedures provide proper internal control and a current description of those procedures is recorded in the Accounting and Property Manual, which has been prepared in accordance with the requirements of the *Financial Management Act*

c) no indication of fraud, malpractice, major breach of legislation or delegation, major error in or omission from the accounts and records exists

d) in accordance with the requirements of section 15 of the *Financial Management Act,* the internal audit capacity available to the agency is adequate and the results of internal audits have been reported

e) the financial statements in this annual report have been prepared from proper accounts and records and are in accordance with the Treasurer's Directions

f) in accordance with the requirements of section 18 of the *Public Sector Employment and Management Act,* all Employment Instructions issued by the Commissioner for Public Employment have been satisfied and reported for 2011–12

g) procedures within the department complied with the requirements of the *Information Act.*

Yours sincerely

Gary Barnes
Chief Executive

27 September 2012

Purpose of The Report and Target Audience

The primary purpose of this report is to inform the Minister for Education and the Legislative Assembly about the activities and achievements of the Northern Territory (NT) Department of Education and Training for 2011–12. It allows the Chief Executive to account for the department's expenditure and gives an overview of the scope of programs and their strategic intent.

Pursuant to section 28 of the *Public Sector Employment and Management Act,* section 10 of the *Education Act* and section 13 of the *Financial Management Act,* the report contains information about the department's:

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

This report is prepared for the Minister, the Legislative Assembly, Territorians and the wider public.

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OVERVIEW

Chief Executive's foreword

Welcome to the 2011–12 Annual Report of the Northern Territory Department of Education and Training.

The department provides educational services to 154 pre, primary, middle and senior secondary schools over a large, dispersed area of 1.35 million square kilometres. The Northern Territory's geographical isolation, coupled with pockets of low socio-economic disadvantage, means a set of unique challenges must be overcome to ensure the delivery of quality education services.

The department's Strategic Plan 2011–2014, together with the Northern Territory Government's Territory 2030 strategy, provided the strategic direction to help address those challenges.

The focus on attendance, enrolment and participation through our Every Child, Every Day strategy resulted in some notable achievements, including seeing 835 more students at government schools on any given day during Term 1, 2012 compared to Term 1, 2010. This was achieved through an expansion of the attendance and truancy team and more innovative approaches to working with families and monitoring individual students in every Northern Territory school.

The National Assessment Program, Literacy and Numeracy (NAPLAN) results show that once students attend school on a regular basis, they do better. On average, reading and numeracy across all year levels in government schools have improved by 16 per cent for Indigenous students in 2011 compared to 2008. In some cases, the improvement is as high as 28 per cent. For non Indigenous students in government schools, the average improvement is 5 per cent for the same tests and same period.

The department is making clear progress on its commitment to close the gap between Indigenous and non-Indigenous student performance. On average there has been an 11 per cent closure between Indigenous and non-Indigenous performance between 2008 and 2011.

The department focused on middle and senior years schooling in 2011–12, particularly the Vocational Education and Training in Schools program. This focus led to 1041 Northern Territory students successfully completing a full vocational education and training qualification in 2011. There was a 68 per cent increase in students achieving a Certificate I or II, a huge 446 per cent increase in students completing a Certificate III and a 69 per cent increase in students engaged in a school-based apprenticeship and traineeship.

In 2011, the department strengthened its industry, business and community partnerships which helped 930 students get structured work placements; more than double the figure in 2010.

There was also a great story to tell for government school students completing Year 12 in 2011, with 12.2 per cent more students achieving their Northern Territory Certificate of Education and Training compared to 2010. 2011 was the first year training was recognised in the new Northern Territory Certificate of Education and Training.

To ensure a consistent approach to teaching and a constant presence in very remote schools, the department focused on not only improving outcomes but improving the retention of our teachers. We asked our new teachers: 'Are you good enough to teach in an NT school?' This strategy is starting to show tangible results. Of the 114 teachers recruited to our very remote schools at the beginning of 2011, 17 per cent more teachers completed the year in the school they were recruited to, and 14 per cent more teachers were retained within the department.

Additionally, there was a nine per cent increase in the number of newly recruited staff who were retained in the following year, either in the school they were recruited to or another Remote Teaching Service school.

The department is focused on continuing this upward trajectory in results in 2012–13 with emphasis on a range of initiatives, particularly:

- rolling out the Australian Curriculum to ensure quality learning from preschool to Year 12
- implementing a rigorous and comprehensive school improvement program
- establishing a re-engagement centre for disengaged youth aged between 12 to 17 years
- continuing to focus on our Every Child, Every Day strategy to increase attendance, enrolment and participation
- continuing to attract a quality sustainable workforce with an emphasis on growing our own Indigenous staff
- establishing further partnerships with industry, business and community to ensure successful outcomes for students
- further improving national testing results while continuing to close the gap between Indigenous and non-Indigenous students
- increasing access to quality early learning programs particularly for children in very remote locations.

2012–13 is set to be a year of continuing positive change as we move forward with our improvement agenda.

Gary Barnes
Chief Executive

27 September 2012

Who we are and what we do

The role of the Department of Education and Training is to improve educational and training outcomes and options for Territorians from their early years to adulthood.

In October 2011, the department's training function was substantially transferred to the Department of Business and Employment, which now administers the adult training component. The Vocational Education and Training in Schools program remains the responsibility of the Department of Education and Training.

We are responsible for:

- ensuring quality early learning and development programs
- delivering high quality education services through government and non-government schools to maximise student learning
- providing pathways for school aged students aligned with their further education and work or career aspirations
- providing an Australian standard vocational education and training system that allows Territorians to gain and retain employment and build lifelong skills
- supporting NT institutions in delivering tertiary education.

Department of Education and Training Strategic Plan 2011–14

The Department of Education and Training (DET) Strategic Plan 2011–14 outlines the department's strategic direction and priorities. It provides our collective vision, values, commitments and strategies. These lay the foundations for the activities and functions within the department. The DET Strategic Plan 2011–14, together with the Northern Territory Government's *Budget Paper No.3*, provide the framework for reporting our performance.

OUR VISION:

To achieve real and improved student outcomes through access to, and participation in, quality strategies, programs, people, partnerships and systems.

WE VALUE:

Professionalism, respect, innovation, diversity and excellence.

WE ARE COMMITTED TO:

Delivering education and training that will grow educated, skilled and smart Territorians.

OUR GOALS:

- *A Good Start* — quality care and education for all Northern Territory children to build strong foundations for life and learning
- *Every Child a Learner* — primary and middle years schooling to ensure attendance, engagement and attainment
- *Bright Future* — education and training that meets the diverse needs of young Territorians and maximises their post-school options.

Territory 2030 Highlights

Education, and the principle of lifelong learning, is the cornerstone of the Territory 2030 Strategic Plan. The Northern Territory is an active participant in the national reform agenda that is bringing a stronger focus on formal education and training.

Three key education objectives are underpinned by the Territory 2030 targets. These are:

1) Territorians meet or exceed the national standards for education and training
2) Promote lifelong participation in education
3) Develop a world-class education system.

OBJECTIVE 1: TERRITORIANS MEET OR EXCEED THE NATIONAL STANDARDS FOR EDUCATION AND TRAINING

Target: Improve Year 12 achievement among Northern Territory students

Northern Territory Certificate of Education and Training

The first students to complete the Northern Territory Certificate of Education and Training graduated in 2011. This certificate replaced the Northern Territory Certificate of Education. The new certificate includes the use of A+ to E- grades, specific performance standards in each subject, a 70 per cent school assessed component and a 30 per cent external component in each Stage 2 subject and the recognition of community learning and vocational education and training.

A record 1144 students received their Northern Territory Certificate of Education and Training. The top NT student for 2011 was Jarrad Dickson from Our Lady of the Sacred Heart Catholic College in Alice Springs and the top Indigenous student was Alana Manhire from Casuarina Senior College.

The top 20 students came from Darwin High School, Casuarina Senior College, Taminmin College, St Philip's College, Our Lady of the Sacred Heart Catholic College and St John's Catholic College. Twenty-seven students gained merit awards, which are A+ merits. Only a certain number are awarded per subject each year.

Target: Improve understanding of Indigenous culture by 2020 all Northern Territory students demonstrate achievement in Indigenous Studies as part of the Northern Territory Curriculum Framework

Reconciliation Action Plan

The Department of Education and Training has developed a Reconciliation Action Plan (RAP), one of the first in the Northern Territory.

Reconciliation is about finding a positive way forward, learning about and celebrating Indigenous cultures and history, accepting and celebrating differences and diversity, and working together to help build a positive future for all Australians.

The RAP formalises the department's commitment and contribution to the national movement of reconciliation and, importantly, signals our journey to advance reconciliation between all our staff, schools and communities across the Northern Territory the agencies and organisations we work with locally and nationally.

The RAP was launched during NAIDOC Week with a united walk by staff. DET is the first Northern Territory Government agency to adopt a RAP.



OBJECTIVE 2: PROMOTE LIFELONG PARTICIPATION IN EDUCATION

Targets:

- **Increase preschool participation by 2020 participation by young Territorians in preschool will meet, and by 2030 exceed, national levels**
- **Increase school participation among Indigenous Territorians**
- **Improve Year 11 and 12 enrolments in Northern Territory schools by 2020**

Strong Start, Bright Future

Strong Start, Bright Future (SSBF) Colleges are an innovative and flexible approach to education that extends beyond the traditional boundaries of schooling, to work with families and children from birth. The colleges establish and support individual pathways to jobs and tertiary education and promote authentic community partnerships.

There are currently three SSBF sites fully operational; West Arnhem College (Gunbalanya and Jabiru), Shepherdson College (Galiwinku) and Ngakwurralangwa College (Angurugu, Umbakumba, Milyakburra and Alyangula). Two more sites, Warlpiri-patu Kurlunga Jara College (Yuendumu, Lajamanu, Willowra and Nyirripi) and Ntaria College (Hermannsburg) are currently being established with planning underway for the next two sites at Ngukurr and Maningrida.

The SSBF College model is designed to build capacity and to improve outcomes for Indigenous students in Territory Growth Towns and their surrounding communities. The model is aligned to the Northern Territory Government's Working Future and Territory 2030 initiatives of:

- improved governance and community engagement
- augmented leadership
- integrated service delivery in the early years
- vocational education and training focussed on pathways to real jobs for school leavers.

Key outcomes of SSBF include improved community engagement, increased attendance and retention, re-engagement of students and increased pathways to further employment; all in partnership with community and other key stakeholders.

The focus on children and families from birth to three years old through the Families as First Teachers program is a key component of being 'school ready' when they start school, allowing for improved literacy and numeracy outcomes.

Since SSBF has been rolled out, there has been a significant increase in the number of students undertaking vocational education and training courses across the college sites. Data indicates an increase in participation of 167 per cent in 2011 compared to 2010, with the number of students completing a certificate up by 400 per cent. SSBF has also resulted in increases in structured work placements from two in 2010 to seven in 2011, and school based apprenticeships from none to 23 for the same period.

The model has seen strong links built with the wider community through initiatives such as the 3-9 Program which has provided opportunities for members of the community to undertake accredited and non-accredited training. Programs range from language and culture classes to sewing and sporting programs.

Target: Increase the proportion of young people aged 15–24 participating in post-school education, training or employment by 2020.

McArthur River Borroloola Employment Pathways Program

In August 2011, Borroloola School and McArthur River Mine (MRM) Xstrata signed a partnership agreement to develop a pathway for students through school to a job at McArthur River Mine.

With $1.012 million in financial support through its Community Benefits Fund, MRM Xstrata is funding a trainer embedded in the school and a strong Frequent Attender Program. The embedded trainer initially supported the Taminmin College training program and provided assistance to get 11 Certificate qualifications for students in automotive and conservation and land management. Currently students are studying construction and engineering.

By the end of 2012, students who are performing well will be placed at the mine site for five working days to experience life as a miner at McArthur River.

Indications to date show the Frequent Attender Program has improved overall attendance levels at Borroloola School. The program rewards students who attend more than 80 per cent of their requirements. Rewards have included travel to special events.

Mining Industry Council of Australia and DET in partnership

In March 2012, the Mining Industry Council of Australia and the Department of Education and Training signed a Memorandum of Understanding (MOU). The MOU outlines a plan to work cooperatively to develop pathways for Northern Territory students through school to a job. Partnership agreements are critical to the future of education and training in schools as they bring a strong understanding of what industry needs in future employees and an opportunity for students to demonstrate their abilities to their potential future employers.

Target: Improve participation in Vocational Education and Training (VET)

Vocational Education and Training (VET) in Schools numbers in major lift

The VET in Schools program is an important strategic priority of the DET Strategic Plan to improve the delivery of vocational education and training in schools. In 2011, 1041 students successfully completed a full VET qualification. This was 42 per cent of all VET in Schools students and more than double the strategic plan target of 20 per cent. More than 930 students undertook structured work placements in 425 businesses. Feedback from businesses indicated how impressed they were with the quality of the students, resulting in some being offered jobs. The department is continuing to work in developing partnerships with industry groups and individual businesses to help provide pathways for school leavers.

Barkly College innovation

Barkly College has introduced an extensive VET in Schools program including resources and infrastructure, rural operations and hospitality. In cooperation with Charles Darwin University (CDU) and the DET Industry Engagement and Employment Pathways Team, Barkly College utilised its staff with skills in home economics, agricultural science and construction to train and teach students between visits from certified CDU trainers. Students benefit from regular training as they are better prepared before the trainer arrives.

OBJECTIVE 3: DEVELOP A WORLD-CLASS EDUCATION SYSTEM

Target: The Northern Territory will have a highly skilled and stable education workforce, home-grown as much as possible

Launch of the Centre for School Leadership Learning and Development

The Centre for School Leadership Learning and Development (CSLLD) was officially launched by Minister Chris Burns on 25 August 2011 in Darwin with video links to Katherine and Alice Springs. CSLLD is a joint venture between the Department of Education and Training and Charles Darwin University.

The Centre delivers a suite of quality programs and initiatives for teachers, aspiring leaders in schools, new and experienced principals and remote school leaders. The programs offered by the Centre are designed to enhance theoretical knowledge, promote the achievement of personal learning goals and develop greater expertise in educational practice and research. The programs are also designed to ensure they meet the needs of education leaders in remote schools and those with students of low socio-economic status.

Programs are available to both government and non-government sectors and vary from short orientation workshops to long term development programs held across Northern Territory regional centres.

The Centre reached Territory teachers in even the most remote locations with 52 per cent of the Centre's school-based program participants being from remote and very remote areas. The Centre assured access to professional learning right across the Northern Territory. Between 20 to 30 per cent of teaching staff and principals in each region participated.

Programs offered included:

- Preparation for School Leadership for Teachers
- Development Program for High Potential School Leaders
- School Leaders in the Making
- Introduction to Coaching
- Accredited Coaching
- School Leaders Conference
- Leading Literacy and Numeracy Improvement
- Cultures of Collaboration
- Master Classes for School Leaders
- Principal Orientation
- Early Career Principals
- Development Program for High Performing Principals
- Teacher Orientation Arriving in the Territory
- Teacher Recall Thriving in the Territory
- Highly Accomplished and Lead Teacher.

Inaugural National Alliance for Remote Indigenous Schools National Remote Teachers Conference

The first national conference to focus exclusively on educators who work in remote Indigenous communities was held in Alice Springs in October 2011 and was attended by 110 teachers from remote schools across Australia. Hosted by the Department of Education and Training, the conference was a milestone event for the newly developed Teach Remote initiative supported by the National Alliance for Remote Indigenous Schools (NARIS). NARIS aims to boost the quality of teaching in Indigenous communities and covers more than 170 Indigenous schools in four states and the Northern Territory. The first initiative of its kind, NARIS, which is chaired by Department of Education and Training Chief Executive Gary Barnes, was formed by the heads of education in the Northern Territory, Queensland, South Australia, Western Australia and New South Wales in conjunction with the Stronger Smarter Institute and the Australian Government.

The NARIS Teachers' Conference is one of 14 programs being developed and rolled out to attract, retain and develop exceptional teachers and leaders in NARIS schools. The next NARIS Teachers' Conference will be held in Cairns in October 2012. A conference for leaders who are part of NARIS will be held in Perth in July 2012.

Centres for Excellence

The Department of Education and Training has introduced four Centres of Excellence with a further centre to begin in 2013. Centres for Excellence align school, higher education and industry sector resources and expertise to deliver academic, career and leadership opportunities for students in government schools.

Health Sciences—Casuarina Senior College

Casuarina Senior College offers courses in a range of advanced science and health science subjects for students aspiring to careers in medicine, nursing, dentistry, pharmacy, veterinary science and allied health professions. Menzies School of Health Research and Charles Darwin University contribute to this exciting program.

Sustainable Futures—Centralian Senior College

Centralian Senior College offers innovative and challenging learning programs for high ability students with an interest in and commitment to working towards a sustainable future for their local, national and global community. Students aspiring to be scientists, social scientists, journalists, architects, engineers, economists, business entrepreneurs, artists or work in other relevant professions engage in an individualised, differentiated curriculum with the opportunity to focus on issues and solutions for sustainable futures.

Science and Mathematics—Darwin High School

Darwin High School offers courses in a range of advanced science and mathematics subjects for students aspiring to careers in engineering, including chemical and mechanical, and science including biotechnology and forensic science. Charles Darwin University and ConocoPhillips contribute to the specialised scientific learning that is central to the courses on offer.

The Arts—Palmerston Senior College

Palmerston Senior College offers courses for talented students in visual arts. Music, dance and drama are being introduced over the coming years. The program caters for students aspiring to work as visual artists, dancers, musicians or in the theatre and film industries.

Business and Enterprise—Taminmin College

The Centre for Excellence at Taminmin College will start in 2013 with a focus on business. It will provide innovative and challenging learning programs for high ability senior school students who have a passion and aptitude for business. Students may be prospective accountants, economists, lawyers, architects, builders, chefs and automotive mechanics, or engaged in learning other professions and trades. Partnerships with Charles Darwin University, industry and business will provide opportunities for rich learning directly related to career pathways.

Casuarina Senior College Principal, Mrs Lyn Elphinstone, said ‘The Centre for Excellence program allowed students to explore their own fields of interest. For example, the Year 10 students were introduced to health science careers including medicine, pharmacy, health research, nursing and midwifery, pathology and sport science.’

Mrs Elphinstone also said, ‘Year 11 and 12 students have had access to CDU and CSIRO laboratory and research staff to conduct chromatography, DNA, amino acids and electrophoresis experiments. The work is challenging and there are high expectations of all students. In Year 12, students select subjects to meet their specific health career aspirations.’

As well as stretching their intellectual capacity, students participate in local and national science competitions to test their skills and knowledge. Later in 2012, Centre for Excellence student Ankeetha Hakeem will represent Australia in Europe at the International Youth Science Forum—a result of her participation in the National Youth Science Forum in Canberra in 2011.

Students from the Palmerston Senior College Centre for Arts performed ‘Mango Fandango’, their first original production. It involved the employment of a professional playwright and director, Ms Ingle Knight, who worked with students to develop a Darwin focused story about markets, coffee, crocodiles, UFOs and NT News headlines.

The City of Palmerston’s Arts and Cultural Development Officer, Marie Munkara, said the performance was magical. ‘It’s one that won’t be forgotten for a long time that’s for certain,’ Ms Munkara said. ‘The production was witty, entertaining, and well produced… and, of course, bouquets must go to those who coached and shaped the fabulous young thespians that I saw… they were magnificent.’

By staging the production students worked towards a stage one (Year 11) course credit in multi-arts. They were assessed on their part in the final production. Their choices included acting (including dancing and singing), lighting and special ‘tag tool’ effects, costume or set design, music and digital production of publications and publicity.

Palmerston Senior College Principal, Ms Jenny Nash said, ‘The college is working closely with Charles Darwin University and several community arts groups to develop pathways to university level subjects in the arts disciplines.’

Target: The Territory is recognised as a world leader in providing education and training in remote settings, built around evidence based practice and maximising the innovative use of information and communication technology

Nightcliff Technology Precinct

The Nightcliff Technology Precinct, located at the Nightcliff Middle School campus, hosted its first professional learning events in July 2011. The precinct provides information communication technology (ICT)-focused professional learning to enable the effective integration of ICT into teaching and learning practices.

As part of the precinct's support to teachers and schools, a total of 200 professional learning opportunities have been offered. A total of 2147 teachers have accessed professional learning, equating to 4243 hours of professional development.

Information and Communication Technology (ICT) Road Shows

The Nightcliff Technology Precinct undertakes regular road shows to support teachers in regional and remote centres. The road show program provides workshops, coaching and strategic planning support to facilitate schools and educators to develop ICT-rich learning environments to enable 21st century teaching and learning practices.

The Groote Eylandt road show took place in March 2012. The team from the Technology Precinct spent time at each of the four Groote Eylandt College schools, working with small groups of teachers to discuss their specific ICT professional learning needs so that the teachers can better use technology to improve student engagement and learning. Facilitators offered workshops after school hours, exploring the creative potential of iPads, online learning communities and image manipulation.

Video Art Music Production television — Creative Energy Online

Launched in September 2011, Video Art Music Production television (VAMPtv) is an innovative multimedia project designed to engage students in remote communities through dance, music, drama and visual arts. It allows remote Northern Territory schools to connect through a secure web-based television show and interactive website providing a vehicle for schools and students to share their work.

Training sessions for teachers held in Darwin and Alice Springs in the first half of 2012 attracted more than 40 participants from all remote NT schools. At the end of June 2012, VAMPtv broadcast 15 x 30 minute episodes. There were approximately 9000 views during the three days following each new episode.

Looking ahead

In 2012-13 our focus will be on further embedding and consolidating the significant tranche of reforms which began in 2009-10. Our strategic agenda will be strengthened and refreshed in line with the priorities of the incoming government.

In 2012–13, we will aim to:

- further strengthen and improve enrolment and attendance across the Northern Territory
- ensure an ongoing focus on literacy and numeracy improvement
- develop an online assessment resource and target literacy and numeracy interventions
- implement the new framework for teacher development developed by the Australian Institute for Teaching and Leadership
- continue to build our Indigenous workforce.

DET's future priorities against the Strategic Plan 2011–2014 are reported below:

IMPROVING ENROLMENT AND ATTENDANCE

Schools, regions and the system will work with parents, communities, peak bodies and other agencies to improve the enrolment, attendance and participation of young Territorians, including extended services through flexible timing of school programs.

A suite of initiatives target community perception and involvement in education. The amended Northern Territory *Education Act* has strengthened the provisions around enrolment, attendance and participation and provided a firm legislative foundation on which other initiatives can build.

Building from this base and through constant focussed action within schools and communities there is evidence that we are having a positive impact on enrolment and attendance.

LITERACY AND NUMERACY

All schools and regions will have an explicit literacy and numeracy component in their Improvement plans which includes negotiated targets. Schools and teachers will be supported to de-clutter and prioritise curriculum offerings (where appropriate), analyse data, through in-class coaching and mentoring, and other professional learning including in the use of tools such as the T-9 Net.

Professor Geoff Masters of the Australian Council for Education Research conducted research focused on how to further improve literacy and numeracy achievement in schools. The research report, *Improving Educational Outcomes in the Northern Territory: Preliminary advice to the Northern Territory Department of Education and Training*, which focused on improving students' literacy and numeracy achievements, outlined 15 key recommendations across school departmental levels. These recommendations are being implemented to ensure an ongoing focus on improving literacy and numeracy. Priority action areas include school literacy and numeracy plans, better monitoring and assessment of student performance including the use of the T-9 Literacy and Numeracy Net, effective leadership of literacy and numeracy and quality teaching.

DIAGNOSTIC KEYPOINTS

DET will refine and extend whole of Territory diagnostic processes and systems throughout schooling including 'on entry' assessments with an additional stocktake at Year 2 to inform resource allocation and targeted intervention.

Resources are being developed to help teachers embed the 'on entry' assessment into their classroom practice and use the data to inform the next steps in teaching and learning. The new Assessment of Student Competencies data base within the Student Achievement Information System will provide additional data at a systemic and student level. DET and the Australian Council for Educational Resources are working on the development of an online Year 1 assessment which will inform resource allocation and target literacy and numeracy interventions.

ENHANCING PERFORMANCE

We will develop a system-wide framework for strategic workforce development and implement a system-wide performance management strategy and framework for all staff.

A new performance development framework is being developed for schools in line with the Australian Teacher Performance and Development Framework developed by the Australian Institute for Teaching and Leadership. The new framework will be rolled out in schools from the beginning of 2013.

GROWING OUR OWN

We will continue to expand investment in Indigenous staff development through Growing Our Own Indigenous Teachers (including the Remote Indigenous Teacher Education program), Early Childhood practitioners, Indigenous leadership and workforce development opportunities.

DET is supporting over 130 Territorians on a pathway to teaching focusing on having 200 more Indigenous teachers by 2018.

2011–12 major capital works

WORKING FUTURES (SCHOOL AND HOMELAND CENTRE UPGRADES)

Maningrida School — refurbishment of primary school block, conversion of senior block and store into large staff preparatory area, air conditioning of canteen. Completed October 2011.	$1.550 million
Ji-Marda Homeland Centre — upgrade classroom. Completed November 2011.	$0.165 million
Wudeja Homeland Centre — upgrade classroom. Completed December 2011.	$0.285 million
Mirrngatja Homeland Centre — new classroom. Completed December 2011.	$0.470 million
Mumeka Homeland Centre — upgrade classroom. Completed December 2011.	$0.300 million
Rurrangala Homeland Centre — new classroom. Completed December 2011.	$0.480 million
Mungkarta Homeland Centre — upgrade classroom. Completed January 2012.	$0.300 million
Ntaria School — half court basketball court, upgrades to classroom blocks B and C, vocational education and training workshop and technical studies classroom. Substantial works completed November 2011. Transition toilet block revoted to 2012–13.	**$1.689 million
Elliott School — school upgrade. Substantial works completed March 2012. Demolition of old administration block revoted to 2012—13.	**$1.423 million

CHILD AND FAMILY CENTRES

Maningrida Child and Family Centre. Completion subject to land tenure approval.	*$4.420 million
Ngukurr Child and Family Centre. Completion subject to land tenure approval.	*$4.420 million
Gunbalanya Child and Family Centre. Completion subject to land tenure approval.	*$4.420 million
Ntaria Child Care Centre. Completion subject to land tenure approval.	**$1.885 million
Umbakumba Child Care Centre. Targeted completion December 2012.	**$1.701 million
Yuendumu Child and Family Centre. Completion subject to land tenure approval.	*$4.420 million

NEW SCHOOLS

Nemarluk School — relocate and construct new school at Alawa. Substantial works completed March 2012, minor works revoted to 2012–13	$11.900 million
Bonya School — new school. Project combined with Building the Education Revolution (BER) Primary Schools for the 21st Century funding. Completed March 2012.	**$1.066 million

SCHOOL UPGRADES

▸ Tennant Creek High School — construction of a new multi-purpose sports facility. Completed April 2012.	$3.200 million
▸ Shepherdson College – funding input in part for gymnasium and cyclone centre with Building the Education Revolution program. Completed February 2011. Part 2 of funding allocation Working Future priorities for preschool extension. Completed December 2011.	**$1.550 million
▸ Homeland learning centre upgrade, Manmoyi — new ablutions and general upgrades. Completed October 2011.	$0.355 million
▸ Acacia Hill School Stage 2 — fire services upgrade, fencing and storage shed. Completed March 2011. Stage 2b — three new double classroom blocks and ablutions. Completed August 2011. Stage 2c — drop-off area and front entrance plus carpark improvements. Completed April 2012.	$3.164 million
▸ Centralian Middle School — upgrade blocks A and G, installation of cover over basketball courts, construction of Clontarf Building and installation of lift. Completed September 2011.	$2.119 million
▸ Casuarina Senior College — construction of new science building containing three laboratories and preparation room. Upgrade of existing laboratories in Block C. Substantial works completed January 2012, minor works revoted to 2012–13.	$5.000 million
▸ Sanderson Middle School — construction of new amphitheatre and covered Outdoor Learning Area. Upgrade of existing music room. Completed March 2012.	$1.000 million
▸ Ross Park Primary School — Stage 4 construct new classrooms, music room upgrade and refurbish administration. Completed April 2012. Part 2 preschool extension, revoted to 2012–13.	$2.980 million
▸ Henbury School — school upgrade. Targeted completion February 2013.	$2.000 million

New Projects

SCHOOL UPGRADES

▸ Acacia Hill School, Stage 3 — construction of hydrotherapy pool. Targeted completion December 2012.	$0.900 million
▸ Palmerston Senior College, Stage 1 — upgrade facilities for special education classes. Targeted completion November 2012.	$1.250 million
▸ Taminmin College — special education centre. Targeted completion December 2012.	$2.750 million
▸ Malak Education Transition Centre — fit-out of new re-engagement centre. Targeted completion September 2012.	$0.800 million
▸ Wanguri Primary School — relocatable double classroom. Targeted completion November 2012.	$0.800 million
▸ Kalkarindji School — upgrade primary school and administration area. Targeted completion December 2012.	$1.600 million

- Kintore Street School — New transportable building for preschool and transition. Targeted completion December 2012. $1.800 million
- Walungurru School (Kintore) — new administration block. $1.100 million

WORKING FUTURES (TRADE TRAINING CENTRES)

- Ngukurr Trade Training Centre — new training facility to provide for VET programs. Completion subject to land tenure approval. *$3.564 million
- Groote Eylandt Trade Training Centre
  - » New training facility, including classrooms at Angurugu and Umbakumba. Targeted completion December 2012.
  - » Refurbish kitchen at Alyangula to provide for VET programs. Currently revising scope to meet budget. *$5.288 million
- West Arnhem College Trade Training Centre — new training facility at Gunbalanya and Jabiru schools to provide for VET programs. Completion subject to land tenure approval. *$2.854 million

*Australian Government funding
**Joint Northern Territory and Australian Government funding

BUILDING THE EDUCATION REVOLUTION

The Australian Government Department of Education, Employment and Workplace Relations (DEEWR) facilitated the Building the Education Revolution (BER) program on behalf of the Office of the Prime Minister, to provide $16.2 billion of funding Australia-wide for new facilities and refurbishments in Australian schools.

The elements of BER were:

- Primary Schools for the 21st Century (P21)
- Science and Language Centres for 21st Century Secondary Schools (SLC)
- National School Pride Program (NSP)

The delivery of the two main elements of the program — Primary Schools for the 21st Century (P21) and Science and Language Centres for 21st Century Secondary Schools (SLC), was undertaken by the NT Department of Construction and Infrastructure (DCI) using traditional procurement methods to achieve transparency and good governance.

PRIMARY SCHOOLS FOR THE 21ST CENTURY

The P21 element of the BER program provided $173.05 million for 134 projects across 133 Northern Territory Government schools. All projects are completed, which is a significant achievement given the tyrannies of distance. Features of the program included building training centres at four remote communities using an Indigenous organisation to undertake the work. Indications are that in some instances school attendance has increased as a direct result of BER program.

As at 30 June 2012, expenditure of $173.045 million has been achieved on the P21 program. For details on individual school funding allocation and achievement go to www.deewr.gov.au

SCIENCE AND LANGUAGE CENTRES (SLC) FOR 21ST CENTURY SECONDARY SCHOOLS

The SLC element of the BER provided $15.76 million for a total of eight Northern Territory Government schools. All of the SLC projects are completed and facilities are in use.

As at 30 June 2012, expenditure of $15.75 million has been achieved on the SLC program. For details on individual school funding allocation and achievement go to www.deewr.gov.au

NATIONAL SCHOOL PRIDE PROGRAM (NSP)

The NSP element of the BER provided $15.77 million for minor works in 150 Northern Territory Government schools to renew and refurbish their existing facilities. The department oversaw this element of the program for NT Government schools.

Schools and school councils elected to manage the delivery (purchase of goods or construction) of their own projects. All projects are completed.

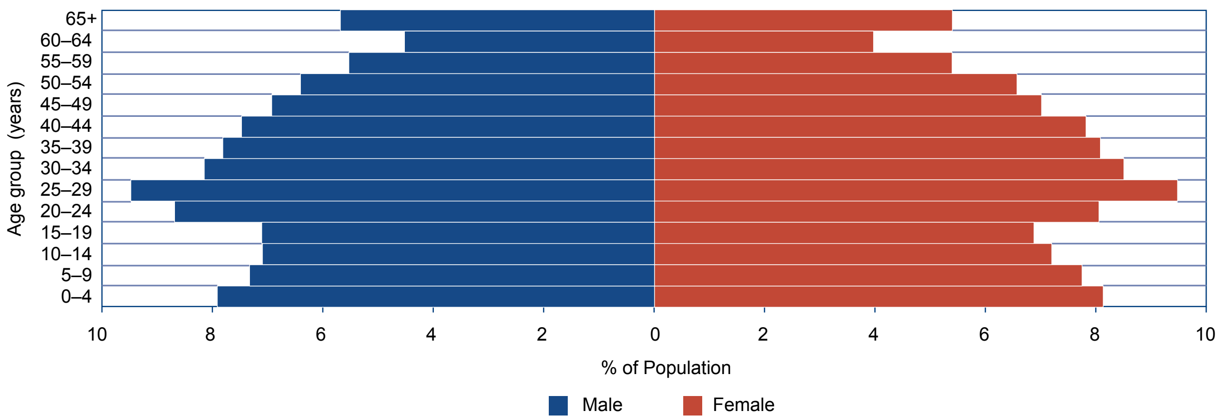
In accordance with BER guidelines the department has adopted a common reporting structure with consistent definitions applied across all states, territories and sectors. The NT is in the process of publishing all P21 projects as they are fully acquitted. NT school specific details and actual costs for P21 projects can be viewed at www.deewr.gov.au and go to ‘Schools and the Building the Education Revolution.’

Northern Territory context

In December 2011, the NT's estimated resident population (ERP) was 232 400 which represents about 1 per cent of the total Australian population (22 485 000). Despite the NT's relatively small population, it is the third largest state or territory by land mass (1 348 200 square km). Population growth results from changes in natural increases and migration, including interstate migration. Growth in the NT's population is highly volatile and is strongly influenced by trends in interstate migration. Natural increase is a major and historically stable component of population change in the NT. Similarly, net overseas migration has to a lesser extent also positively contributed to growth. In 2011, much of the gain made from natural increases and overseas migration was offset by losses in interstate migration.

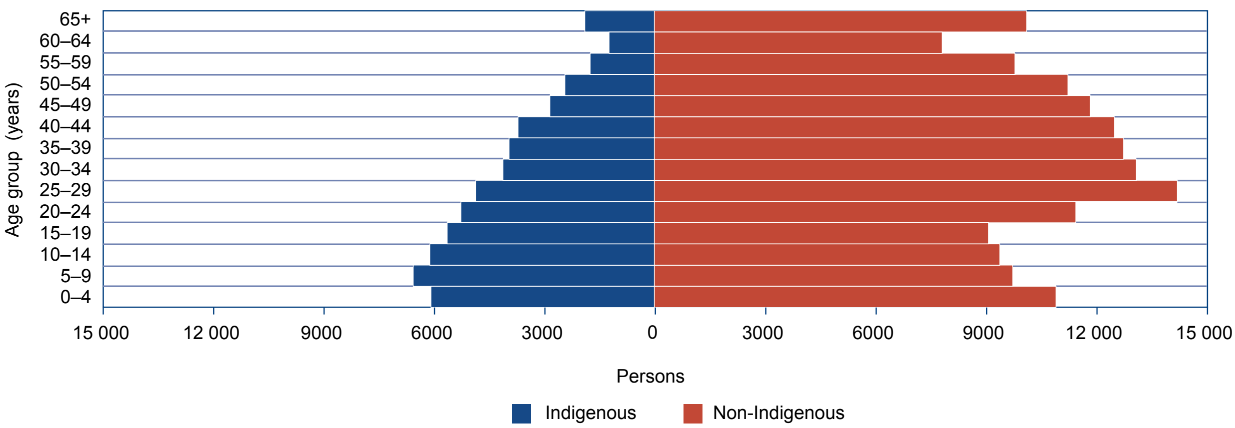
The Northern Territory had the highest fertility rate of all states and territories in Australia, with 2.23 babies per woman compared to 1.87 nationally.[1] The greatest proportion of births were in the Indigenous population. The Northern Territory has the highest proportion of young people with a median age of 31 compared to the national median age of 37 and the highest proportion of Indigenous population (27 per cent).[2]

Figure 1: Northern Territory age distribution by gender, June 2011



Source: ABS 3101.0 Australian Demographic Statistics, December 2011 (rebased preliminary ERP 2011 Census)

Figure 2: Northern Territory age distribution by Indigenous status, 2011[3,4]



Source: ABS 2001.0 Basic Community Profile, NT 2011

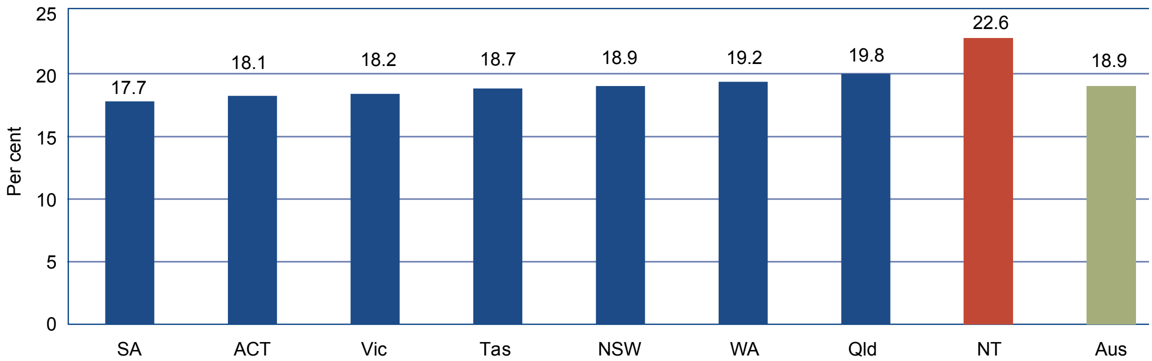
[1] ABS 3101.0 Australian Demographic Statistics, December 2011 (unrebased ERP 2006 Census).
[2] ABS 2001.0 Basic Community Profile, NT 2011
[3] Based on usual place of residence
[4] Non-Indigneous includes people who have not stated their Indigenous status

The population distribution of Indigenous and non-Indigenous Northern Territory residents illustrates the higher birth rate and lower average life expectancy of the Indigenous population.

A YOUNG POPULATION

The NT has the youngest population in Australia, with 23 per cent under the age of 15 years compared with the national average of 19 per cent. This is driven in part by the higher proportion of Indigenous residents, compared with other states and territories.

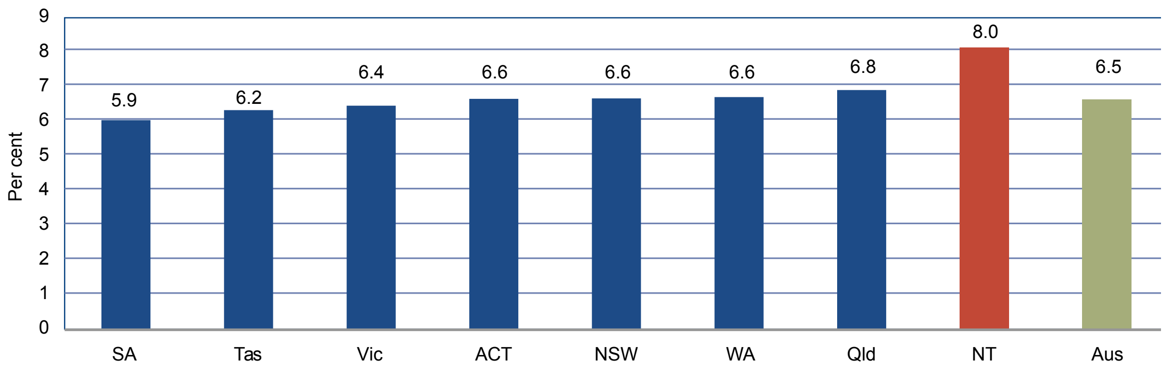
Figure 3: Population under the age of 15 years by state and territory, June 2011



Source: ABS 3101.0 Australian Demographic Statistics, December 2011 (rebased preliminary ERP 2011 Census)

In 2011, the NT had 52 394 children under the age of 15 (1% decrease from 2010). Of these, 27 103 are male (52%) and 25 291 female (48%).

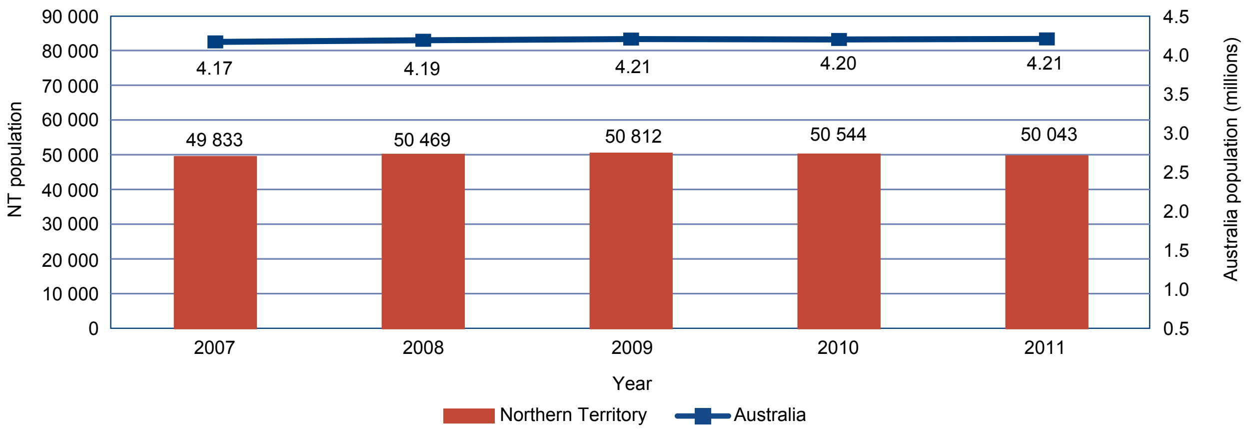
Figure 4: Population, by state and territory, under the age of five years, June 2011



Source: ABS 3101.0 Australian Demographic Statistics, December 2011 (rebased preliminary ERP 2011 Census)

Reflecting the higher than average Australian birth rate over the previous five years, the Northern Territory has the highest per cent of the population under the age of five, compared with other states and territories. In 2011, there were 18 512 children in the Territory under the age of five which represents 8 per cent of the total NT population. Of this group, 9 601 (52%) were male, 8 911(48%) were female.

Figure 5: School aged population (five to 19 years), NT and Australia, 2007 to 2011[1]



Source: ABS 3101.0 Australian Demographic Statistics, December 2011 (rebased preliminary ERP 2011 Census)

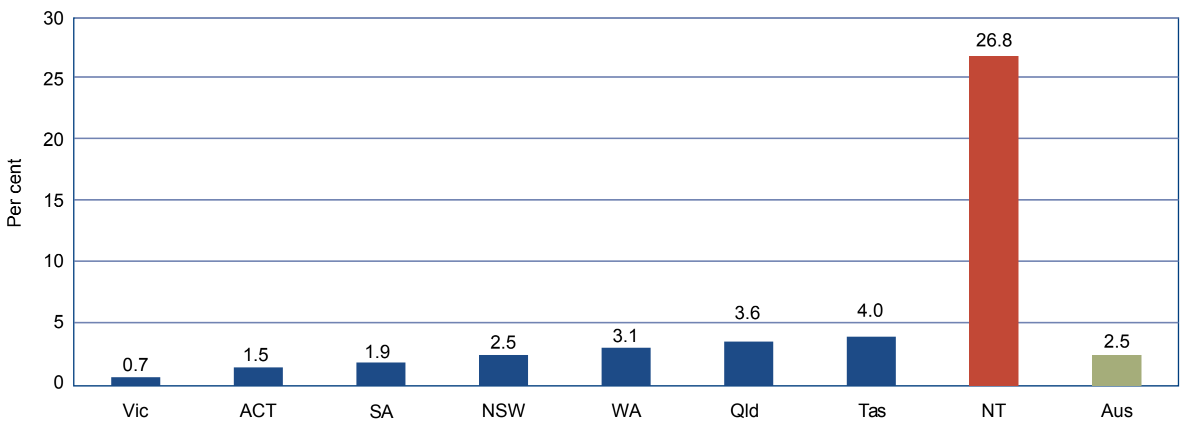
[1] Based on June Estimated Resident Population. Data from previous years have been updated to reflect rebased ERP from 2011 Census

In recent years, the school-aged population in the NT has remained relatively stable reflecting the national trends.

A DIVERSE POPULATION

In the 2011 Census, the NT had the largest proportion of Indigenous population (26.8%)[2] compared with other states and territories. This reflects a 1 per cent decrease compared with the 2006 census.

Figure 6: Indigenous population as a proportion of total population, by state and territory, 2011



Source: 2011 Census Quickstats

[2] Based on usual resident population.

Figure 7: Indigenous students as a proportion of the total student cohort by state and territory, 2011

Source: ABS 4221.0 Schools, Australia -NSSC table 43a - Full-time equivalent students - by state and territories, affiliation, sex, age, Indigenous status

Given the younger average age profile of Northern Territory residents, the proportion of Indigenous students is significantly higher than in other states and territories. In 2011, 40.8 per cent of full time students in Northern Territory schools were Indigenous, compared with 4.8 per cent across the rest of Australia.

In 2011, 63 per cent of Northern Territory residents only spoke English at home compared to 66 per cent in 2006. 24 per cent of households spoke two or more languages, the top language responses (other than English) were Kriol (2%), Djambarrpuyngu (1%) and Greek (1%)[4].

A DISPERSED POPULATION

The Northern Territory has the smallest population and lowest population density of all jurisdictions in Australia. To a large extent this is also reflected in the higher proportion of people who live in remote and very remote locations. Classification of remoteness (often referred to as geographic locations or geolocations) are based on the Accessibility / Remoteness Index of Australia (ARIA). These are measured based on road distance of the location to the nearest service centre.

Table 1: Estimated Resident Population by remoteness classification, June 2011

	Regions of Australia				
	Major cities %	Inner regional %	Outer regional %	Remote %	Very remote %
NSW	73.4	19.9	6.1	0.4	0.1
Vic	75.8	19.7	4.5	0.1	0.0
Qld	60.7	21.4	14.8	1.9	1.2
SA	73.2	12.3	10.9	2.8	0.9
WA	71.3	13.2	8.5	4.2	2.8
Tas	0.0	64.8	33.2	1.5	0.5
NT	**0.0**	**0.0**	**56.2**	**21.8**	**22.0**
ACT	99.8	0.2	0.0	0.0	0.0
Australia	**69.2**	**19.4**	**9.1**	**1.5**	**0.9**

Source: ABS 3218.0 Regional Population Growth, Australia 2001-2011

[4] 2011 Census Quickstats

The social, economic and health challenges in remote areas are significant and impact on the cost of delivering education as well as being contributing factors to the educational outcomes for young people. In 2011 the Northern Territory did not have any major cities or inner regional classified areas. The majority of the NT population lives in outer regional areas (56 per cent) which compares to 9.1% of the population nationally. The remainder of the NT population lives in remote (22 per cent) and very remote (22 per cent) locations. This is in stark contrast to the 2 per cent of the population nationally that live in these remote and very remote areas.

SOCIO-ECONOMIC STATUS

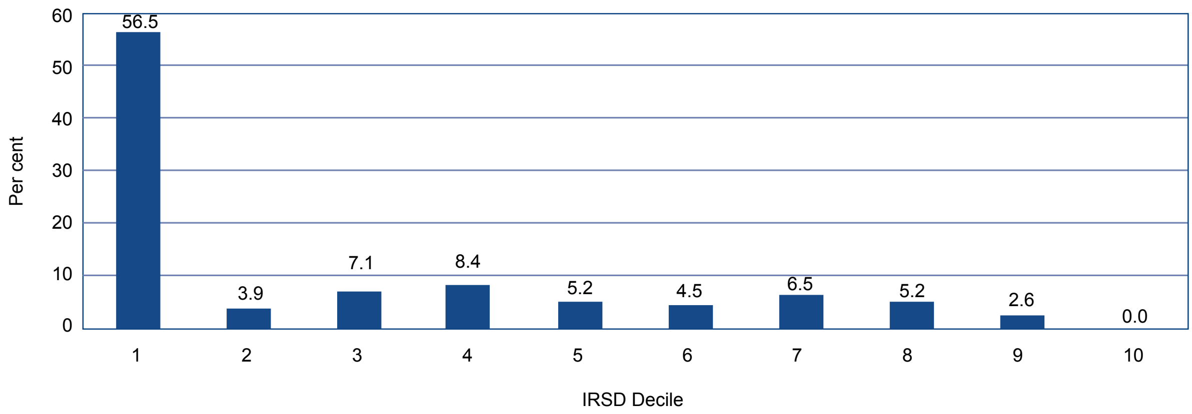
Socio-Economic Indexes for Areas (SEIFA) is a suite of four measures created from Census information. The measures summarise different aspects of socio-economic conditions in an area and are appropriate for distinguishing between relatively disadvantaged areas. The Index of Relative Socio-economic Disadvantage (IRSD) measures the proportion of:

- low income households in an area
- people who do not speak English well
- households that pay low rent
- people with no post-school qualifications.

Areas within Australia are then ordered from the lowest (most disadvantaged) to highest (least disadvantaged) scores. The lowest 10 per cent of areas are given a decile number of one and so on, up to the highest 10 per cent of areas which are given a decile number of 10. This means that areas are divided into 10 groups, depending on their score.

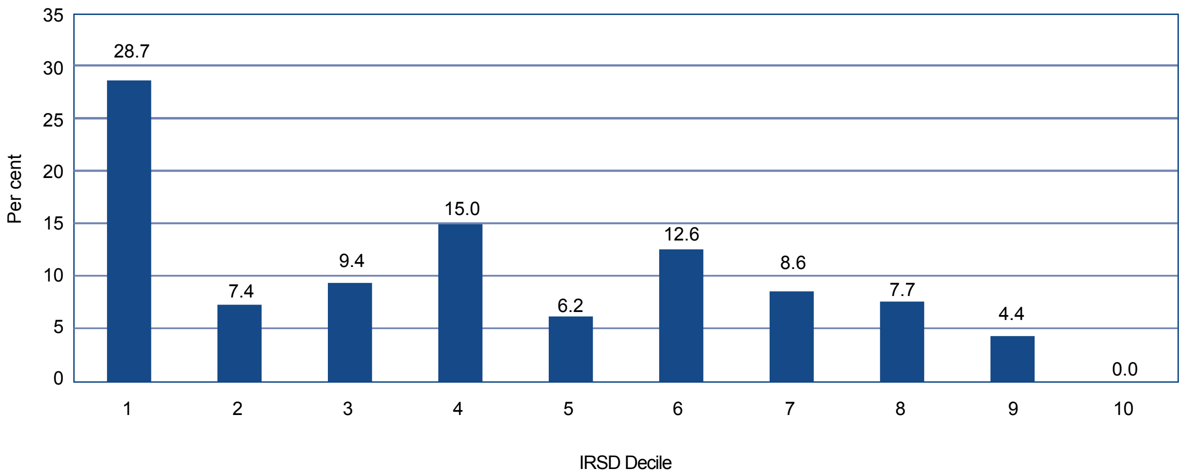
The NT has approximately 57 per cent of government schools in the bottom 10 per cent of the SEIFA-IRSD range.

Figure 8: Northern Territory Government Schools by IRSD Decile, 2011



Source: ABS 2033.0.55.001 – Census of Population and Housing: SEIFA, Australia – Data only, 2006 and DET Performance and Data Management Age Grade Census

Figure 9: Northern Territory Government school enrolments by IRSD Decile, 2011



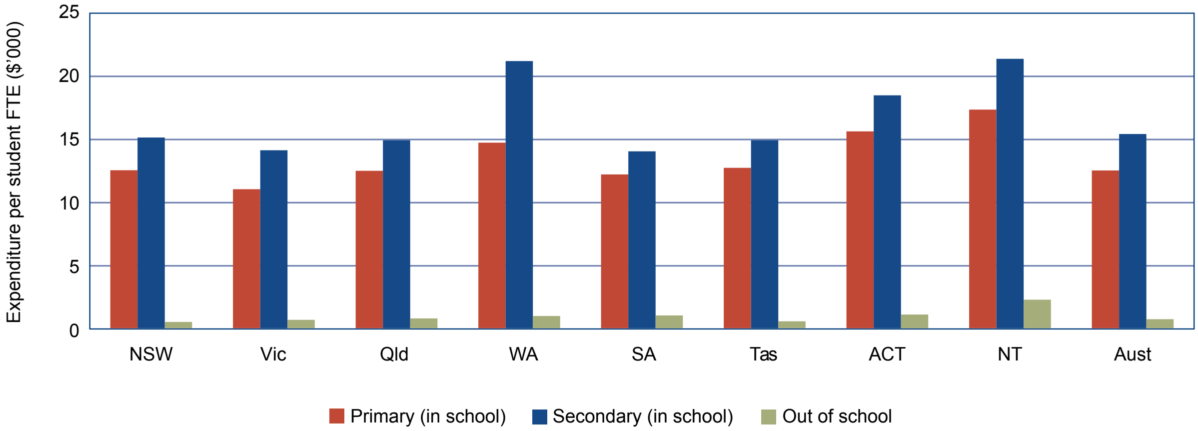
Source: ABS 2033.0.55.001 – Census of Population and Housing: SEIFA, Australia – Data only, 2006 and DET Performance and Data Management Age Grade Census

THE COST OF EDUCATING OUR STUDENTS

The cost of delivering educational services in the Northern Territory is significantly greater than in any other state or territory of Australia. The factors contributing to this are varied, but many are a result of the large proportion of NT schools in remote, isolated and very remote communities.

Remoteness increases costs associated with personnel (school and teaching staff), infrastructure (including staff housing), curriculum delivery and travel.

Figure 10: Real and nominal recurrent expenditure per full-time equivalent student in government schools, 2009 to 2010[1]

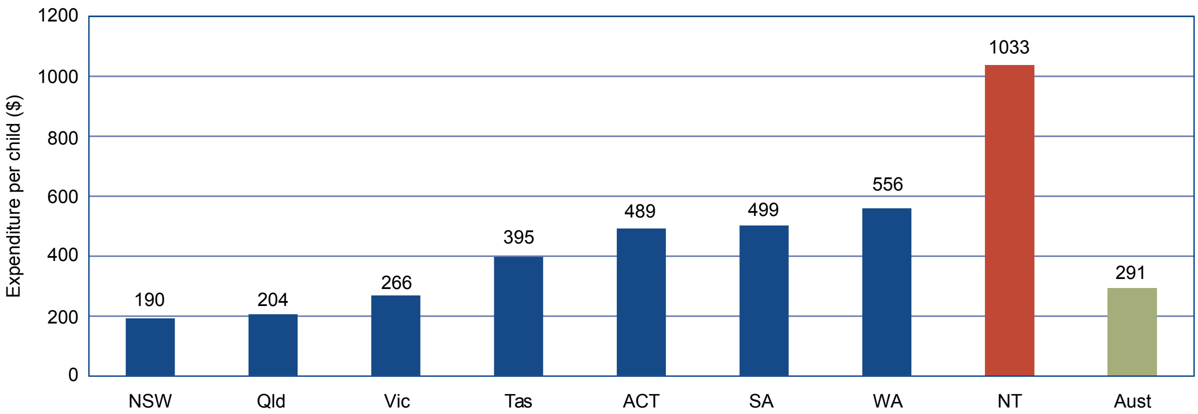


Source: Report on Government Services 2012, Table 4A.8

[1] Expenditure includes Australia, state and territory governments, including user cost of capital

The Northern Territory has the highest total expenditure per student in both primary and secondary schools and out of school education than any other state or territory. Costs for delivery of education were slightly higher than Western Australia, a state which shares many of the geographical features of the Northern Territory. On a per student basis, the cost of delivering services was $2 623 (15%) more for primary schooling and $178 (1%) more for secondary stage schooling compared to Western Australia.

Figure 11: Real expenditure on children's services per child (zero to 12 years), 2010 to 2011[1]



Source: Table 3A.2 and 3A.3 Report on Government Services 2012

[1] Expenditure includes only state and territory governments' spend

Expenditure per child on children's services shows the same trend as expenditure on full time students — that is the cost to deliver in the Northern Territory is greater than in any other state or territory. This reflects the high cost of delivering services to some of the most remote and challenging areas across Australia.

NUMBER OF SCHOOLS BY SECTOR

Table 2: Number of schools by sector, 2007 to 2011

	Year				
Sector	**2007**	**2008**	**2009**	**2010**	**2011**
Government	150	151 [1]	152 [2]	152 [3]	154 [4]
Non government	36	36	36	36 [5]	36
Total	**186**	**187**	**188**	**188**	**190**
Homeland Learning Centres [6]	46	45	46	40	38 [7]

Source: Department of Education and Training (DET) Age Grade Census August 2011

1 Darwin Middle School opened in January 2008

2 Arlparra High School opened in July 2009

3 Alice Springs High and Anzac Hill High closed and merged to become Centralian Middle School. Baniyala Garrangali School also opened in January 2010 (previously Yilpara Homeland Learning Centre)

4 Rosebery Primary and Rosebery Middle Schools opened in January 2011. Nganambala School opened July 2011, previously a homeland of Peppimenarti Schools. Ipolera School was not operational in 2011

5 Australian Technical College closed at the end of 2009. Maparu Christian School opened in July 2010 (but operated as Maparu Homeland Learning Centre in early 2010 and is included in 2010 HLC numbers)

6 HLCs are small remote sites delivering education services to small groups of students who are unable to attend the central school in their area. They are administered by the designated central school, which sends teachers to visit the HLCs on a regular basis

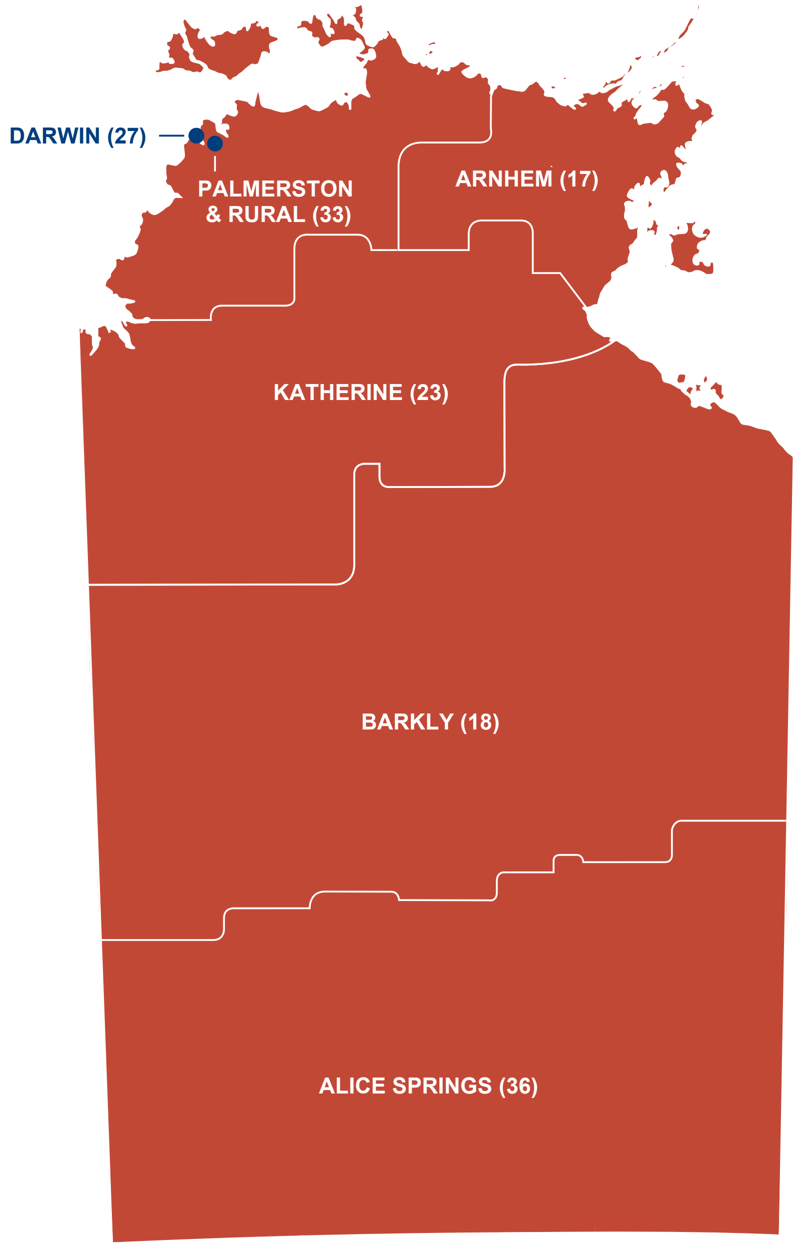
7 The Homeland Learning Centres (HLCs) consist of 38 government homelands (the two non-government homelands (Pungajurruwu of Murrupurtiyanuwu Catholic School and Wudikapildiyerr of St Francis Xavier Catholic School) did not operate in 2011

Rosebery Primary School and Rosebery Middle School opened in 2011 which resulted in an increase of schools from 2010. In the first half of 2012, two new non-government schools, MacKillop Catholic College and St Joseph's Flexible Learning Centre also opened. The number of Homeland Learning Centres decreased by 2 (5%) in 2011.

Homeland Learning Centres (HLCs) are remote sites delivering education to small groups of students who are unable to attend a school because of distance. They are administered by a central school which sends teachers to visit the HLCs on a regular basis to support an Interactive Distance Learning mode of delivery. While the total number of HLCs remains relatively stable across years, the locations of these changes as a result of the mobility of families living in very remote locations.

ENROLMENTS BY REGION

Figure 12: Government schools (by region), 2011



Source: DET Performance and Data Management Age Grade Census, 2011

In 2011, of the 154 government schools, across the Top End 27 (18%) were in Darwin, 33 (21%) were in Palmerston & Rural, 17 (11%) in Arnhem and 23 (15%) in Katherine. Central Australia accounted for 54 (35%) schools, comprising of 18 (12%) schools in the Barkly region and 36 (23%) schools in the Alice Springs region. This illustrates the geographical dispersion to schools, relative to the land area of regions, particularly schools across Central Australia.

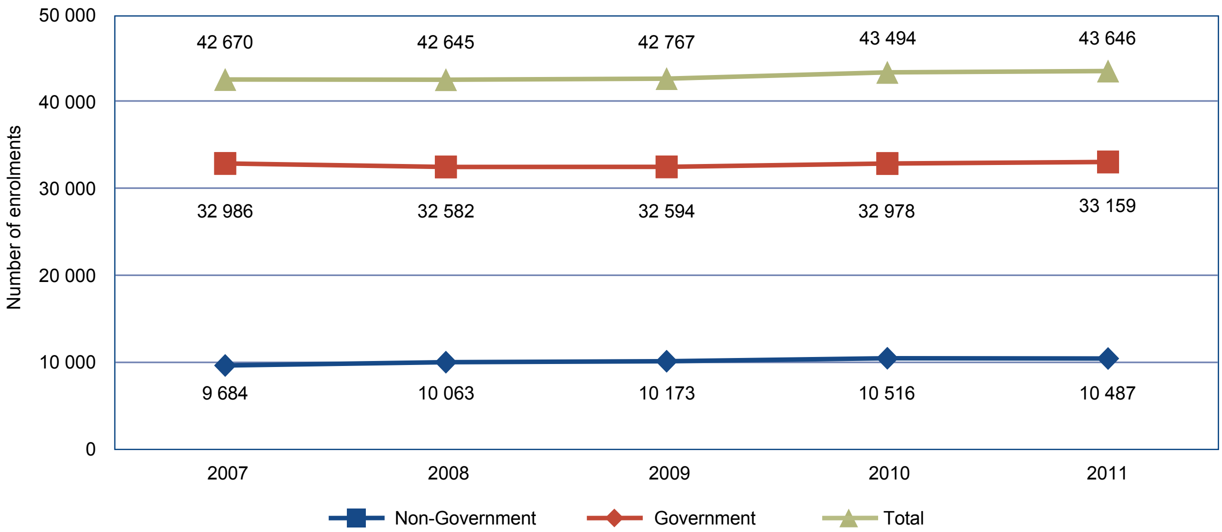
Table 3: Government school enrolments by region, 2011

Region	Schools Number	Enrolments Number	Enrolments %
Darwin Region	27	11 052	33.3
Palmerston & Rural Region	33	8 258	24.9
Alice Springs Region	36	4 483	13.5
Arnhem Region	17	4 296	13.0
Katherine Region	23	3 238	9.8
Barkly Region	18	1 832	5.5
Total NT	**154**	**33 159**	**100**

The Darwin Region has the highest proportion students enrolled of any region, accounting for approximately one third of government school enrolments, followed by the Palmerston & Rural region, with approximately one quarter of student enrolments. Combined, this accounts for 58 per cent of student enrolments in 39 per cent of government schools. Across all other regions, schools had smaller average student population which reflects the remote and very remote context of education delivery in these areas. The proportion of enrolments across each region is consistent with 2010 enrolment figures.

ENROLMENTS BY SECTOR

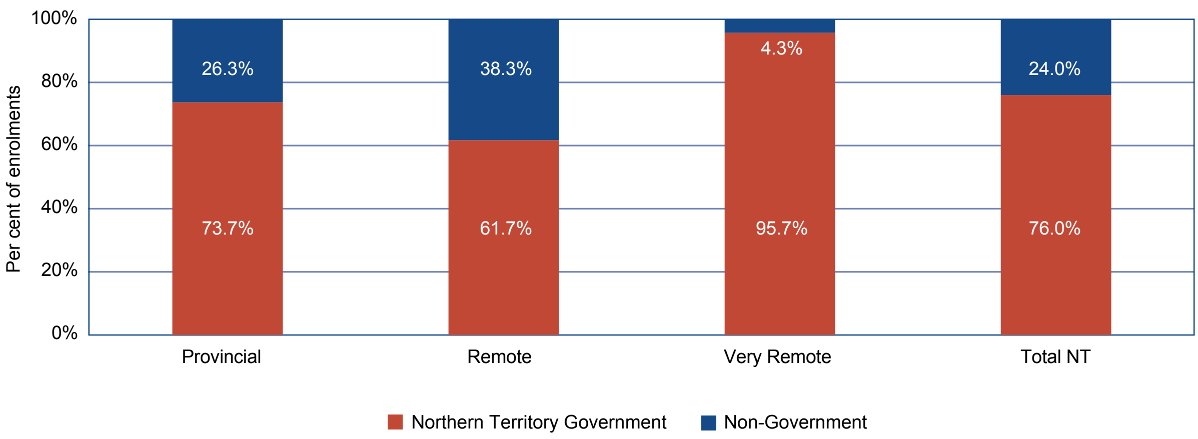
Figure 13: Student enrolments by sector, 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

Total student enrolments increased by 152 students (0.3 per cent) from 2010 to 2011. Government student enrolments were the drivers behind this increase with 181 students (0.5 per cent) while non-government school enrolments decreased by 29 students (0.3 per cent) over this period.

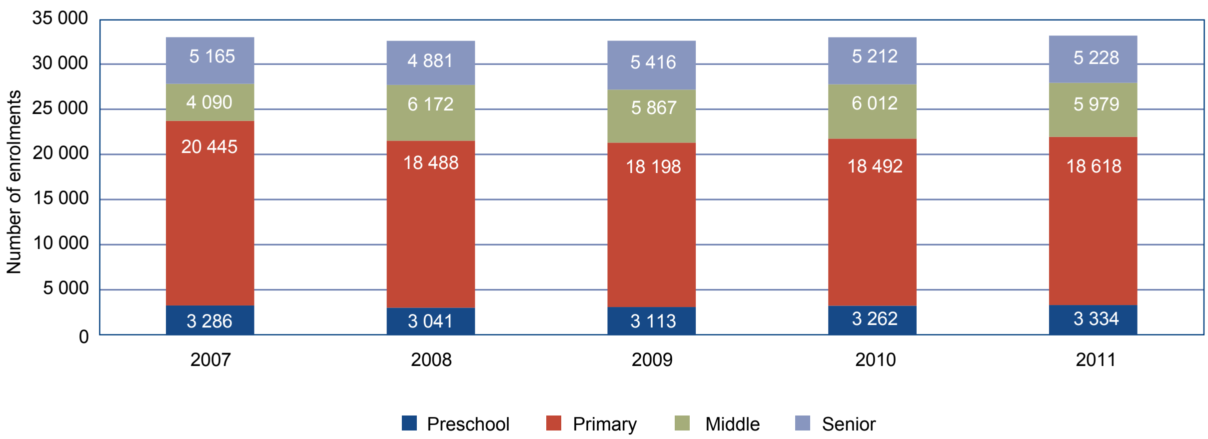
Figure 14: Student enrolments by sector and geolocation, 2011



Source: DET Performance and Data Management Age Grade Census

ENROLMENTS BY STAGE OF SCHOOLING

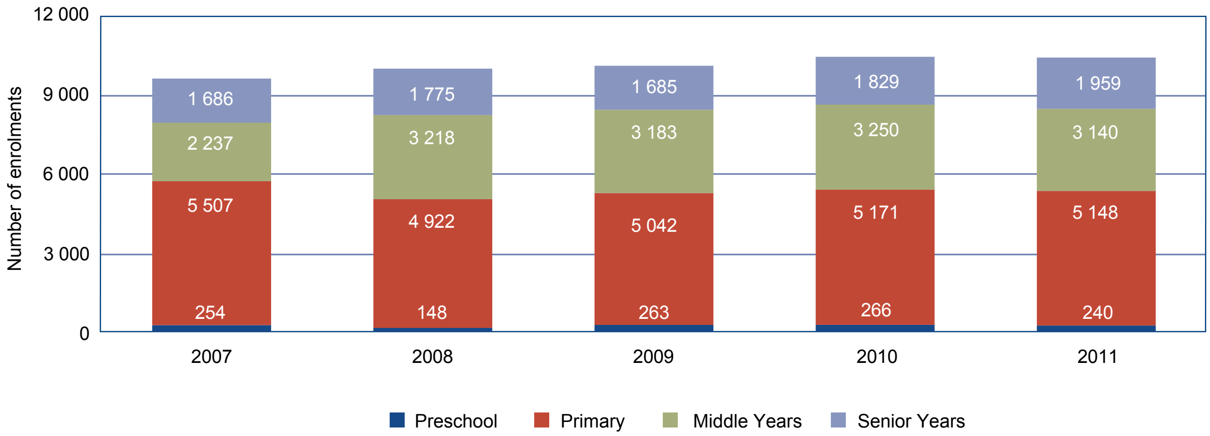
Figure 15: Enrolments by stage of schooling (government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

Enrolments across stages of schooling in government schools for 2011 remained consistent with previous years. Of all enrolments, 10 per cent were in preschool, 56 per cent in primary, 18 per cent in middle years and 16 per cent in senior stages of schooling.

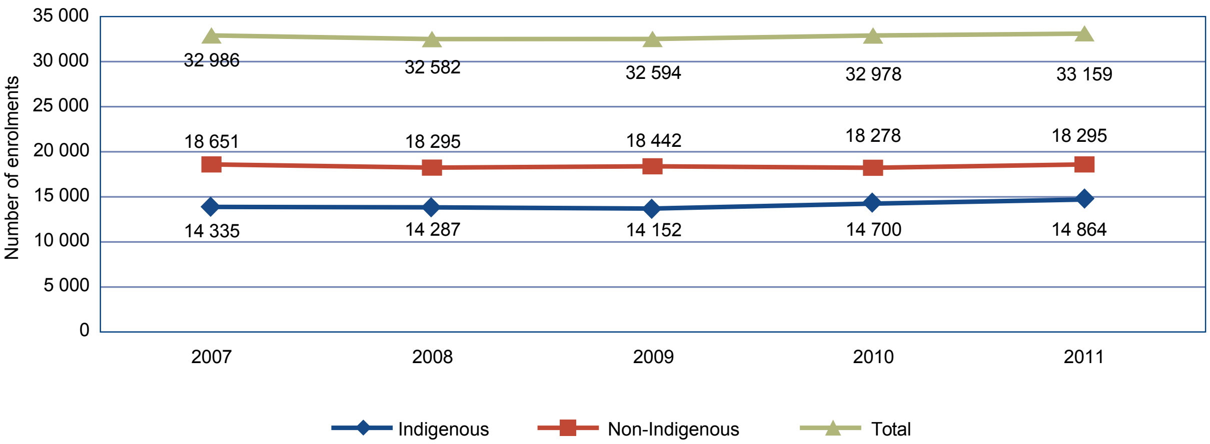
Figure 16: Enrolments by stage of schooling (non-government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

ENROLMENTS BY INDIGENOUS STATUS

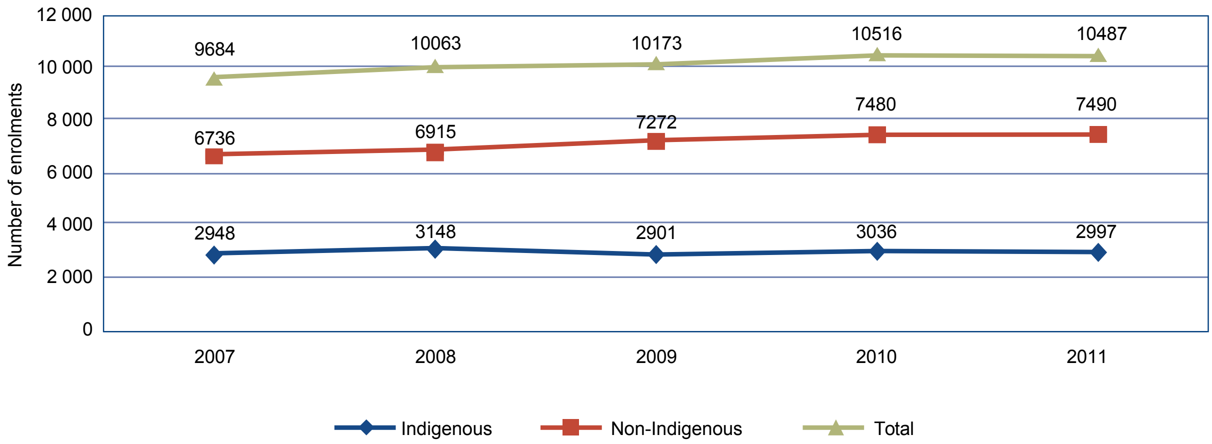
Figure 17: Enrolments by Indigenous status (government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

Figure 17 shows the increase of 181 (0.5 per cent) student enrolments in government schools between 2010 and 2011 was mainly influenced by the increase in indigenous student enrolments, accounting for 164 enrolments or 0.50 percentage points of total increase.

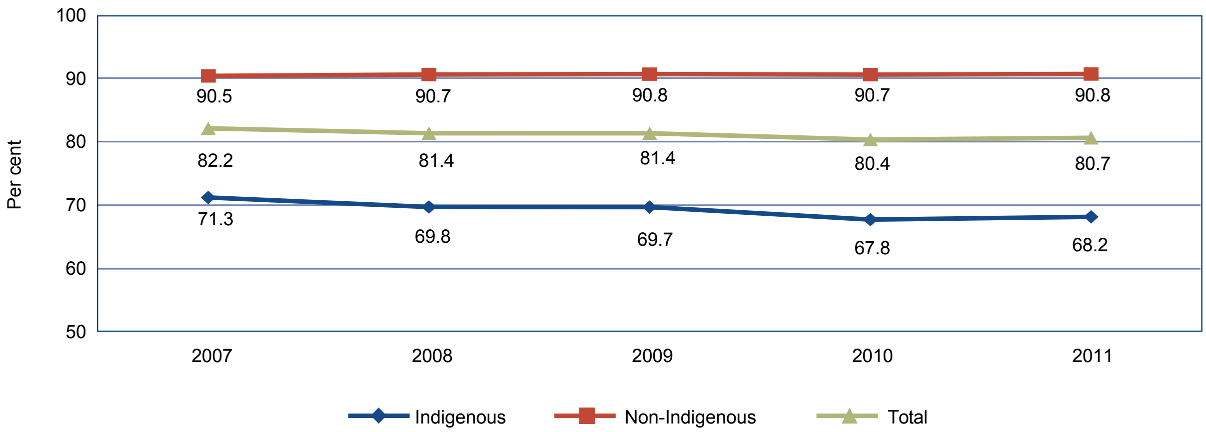
Figure 18: Enrolments by Indigenous status (non-government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

STUDENT ATTENDANCE

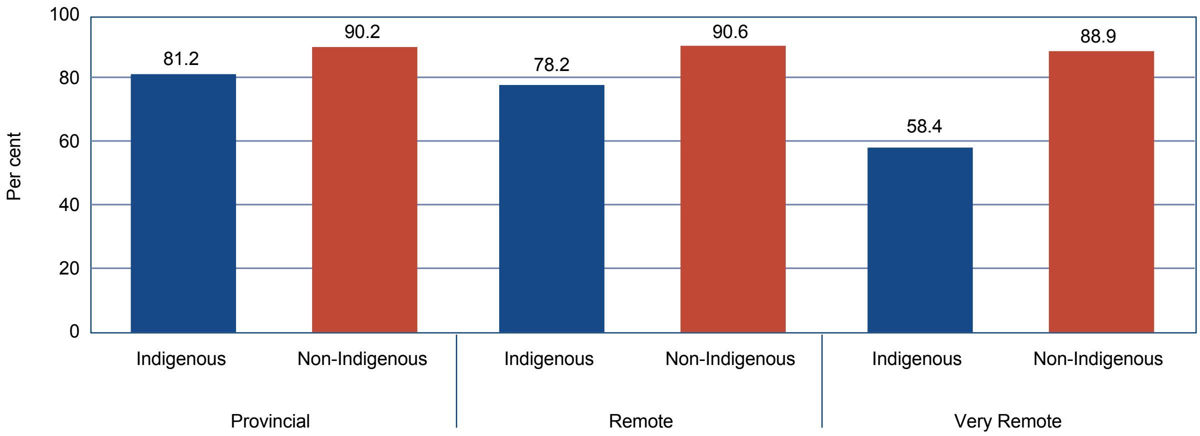
Figure 19: Average student attendance by Indigenous status (government schools), 2007 to 2011



Source: Performance and Data Management Enrolment and Attendance Collection

Indigenous attendance rates are volatile and often follow seasonal trends associated with extreme weather patterns experienced across the Territory. Student mobility is high and continuity in learning programs is a major challenge as irregular attendance or chronic under-attendance impacts negatively on student outcomes.

Figure 20: Average student attendance by Indigenous status and geolocation (government schools), 2011



Source: Performance and Data Management Enrolment and Attendance Collection

The average attendance rate of non-Indigenous students across geographic locations is fairly consistent, with a maximum variation of 1.7 per cent between remoteness categories. This is in contrast to Indigenous students where there was a significant variation, with the highest difference in attendance rates being 22.8 per cent. This reflects the lower attendance rates of Indigenous students, particularly in very remote locations with an average attendance of 58.4 per cent. The lower attendance rate is influenced by a number of factors, including the high mobility of population in remote contexts, the requirement to travel for cultural reasons, as well as to access services only available in larger towns.

PERFORMANCE REPORTING

OBJECTIVE	To improve the educational and training outcomes and options for Territorians from their early years through to adulthood.

Outcomes

Improved educational outcomes for students, particularly Indigenous students, in all key learning areas.	Choice in quality education alternatives for Northern Territory students.	Maximised training opportunities for Territorians, including providing vocational education and training that meets the present and future needs of the industry and the community.

Output Groups

Government Education	Non-Government Education	Training

Outputs

Early Years	Primary Education	Training
Preschool Education	Middle Years Education	
Primary Education	Senior Years Education	
Middle Years Education		
Senior Years Education		
International Education		
Tertiary Education		

Output performance reporting

This section describes the Department of Education and Training's performance against planned outcomes for 2011–12. It also includes performance measures to demonstrate efficiency and effectiveness in achieving those outcomes. Reporting of performance is against outputs identified in Budget Paper 3.

The Department of Education and Training provides and delivers quality educational programs to early years, preschool, primary, middle, senior and VET students in government schools. The department also provides funding to Charles Darwin University (CDU).

In 2011–12 the department operated to a budget of $822.44 million across all output groups. The budget decreased by $107.243 million from the original published figure of $929.683 million, the decreased resourcing of the department's budget was due to:

- $97 million was transferred to the Department of Business and Employment to accompany the transfer of Training responsibilities
- $16 million of Australian Government funded programs transferred to forward years.

The department's reported expenses for the financial year of $823.523 million are within $1.083 million or 0.13 per cent of the budget target. The department continues to face challenges in managing programs that are generally delivered in schools over a calendar year, while departmental financial reporting is over a financial year. The Government Education output group was within 1 per cent of budgeted targets. The Non-Government Education output group was slightly underspent against budget due to delays in the establishment of full operations at MacKillop Catholic College and claims under the Capital and Interest Subsidy schemes.

Overall the department has managed resources to budgeted targets and has sufficient cash reserves and budget capacity to fund its outstanding obligations in the 2012–13 financial year. Subsequent to the publication of the budget, there were changes made to reflect latest advice of Australian Government revenue that has changed expense budgets across outputs.

The budget movement and expense data for 2011–12 for all of the department's outputs is listed below.

Table 4: Expenditure by output group, 2011–12

Output	2011–12 Published Budget $000	2011–12 Final Estimate $000	% change	2011–12 Actuals $000	% Change to Final Estimate
Government Education	**683 357**	**679 949**	**-0.50%**	**685 636**	**-0.84%**
Early Years	18 969	18 324		16 291	
Preschool Education	40 914	37 940		37 257	
Primary Education	362 409	354 060		354 794	
Middle Years Education	133 242	125 429		126 667	
Senior Years Education	114 208	127 557		131 090	
International Education	664	704		387	
Tertiary Education	12 945	15 935		19 150	
Non-Government Education	**140 691**	**142 491**	**1.28%**	**137 887**	**3.23%**
Primary Education	81 643	66 888		65 587	
Middle Years Education	40 554	45 511		43 647	
Senior Years Education	18 494	30 092		28 653	
Total Output Budget	**824 042**	**822 440**	**-0.19%**	**823 523**	**-0.13%**

Output group: Government education

OUTCOME

Improved educational outcomes for students, particularly Indigenous students, in all key learning areas.

EARLY YEARS

The department provides policy advice, standard setting and monitoring and financial assistance to promote children's early learning and development as well as parenting information and education. Activities include assistance to, and regulation of, child care services and providing resources to toy libraries, mobile services, playgroups and parenting support and information programs.

Table 5: Early years performance measures

Performance measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Approved long day care places	4 153	4 149	4 169
Timeliness			
Early childhood services subsidy payments made on time	95%	95%	95%

Source: DET Early Childhood Policy and Regulations and Budget Paper 3 2012-13

Overview of the children's services sector

The children's services sector in the Northern Territory is non-government and provided by a range of private for profit and not-for-profit organisations. The sector provides a range of care, education and recreation programs for children from birth to 12 years of age. Services operate throughout the NT in urban, rural and remote areas.

The National Quality Framework (NQF) is the Council of Australian Governments (COAG) commitment to establish a jointly governed, uniform national quality system for early childhood education and care and school-aged care. The NQF applies to long day care (LDC) services, family day care (FDC) schemes, outside school hours care (OSHC) services and preschools. The NQF consists of the Education and Care Services National Law (NT) and the Education and Care Services National Regulations that began on 1 January 2012. The legislation is a component of the NQF to promote continuous improvement in the quality of education and care services.

It is estimated that there are 216 education and care services (including long day care services, three-year-old kindy, family day care schemes, outside school hours care services and preschools) in the NT that are within scope of the NQF. There are 73 approved long day care services and two approved three-year-old kindies in the Northern Territory, providing approximately 4 169 places. Outside school hours care services and family day care schemes have not been previously regulated in the Northern Territory.

All long day care services (including three-year-old kindy) in the NT are eligible for the NT Early Childhood Services Subsidy. The subsidy aims to help service providers contain the cost of care for families and maintain fees at an acceptable level. In 2011–12, a total of $3.8 million was paid to eligible service providers.

Table 6: Approved education and care services allocated by regions, June 2012

Region	Approved education and care services					
	Family Day Care Schemes	Three-year-old kindy	Long day care	Outside school hours care	Preschools[1]	Total
Alice Springs	1	1	9	3	16	**30**
Barkly	0	0	1	1	5	**7**
Darwin	1	1	34	21	22	**79**
East Arnhem	1	0	3	2	10	**16**
Katherine	1	0	4	5	12	**22**
Palmerston & Rural	1	0	22	15	24	**62**
Total	**5**	**2**	**73**	**47**	**89**	**216**

Source: DET Early Childhood Policy and Regulations as at 30 June 2012

[1] Preschools within the scope of the NQF, definition of a preschool under the National Law is an early childhood program delivered by a qualified early childhood teacher to children in the year that is two years before Grade 1 of school.

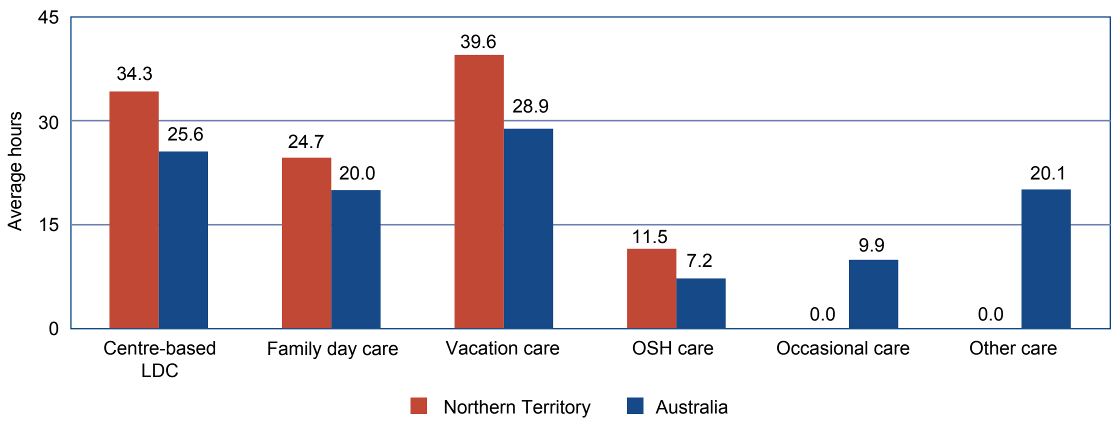
Table 7: Approved long day care places (incl. three-year-old kindy) by region, June 2012[1]

	Approved Long Day Care		
Region	Three-year-old kindy	Long day care	Total
Alice Springs	30	390	420
Barkly	nil	50	50
Darwin	22	1 864	1 886
East Arnhem	nil	181	181
Katherine	nil	253	253
Palmerston & Rural	nil	1 379	1 379
Total	**52**	**4 117**	**4 169**

Source: DET Early Childhood Policy and Regulations as at 30 June 2012

[1] Approved places for OSHC, FDC and preschools not available as at 30 June 2012.

Figure 21: Children aged 0 to 12, average attendance (hours per week) at Australian Government approved child care services, 2011



Source: Table 3A.12 Report on Government Services 2012

PRESCHOOL EDUCATION

The Department of Education and Training provides access to optional part-time or full-time schooling in government schools for children aged from four years in urban areas and from three years in remote areas.

Table 8: Preschool education performance measures

Performance Measures	2010–11 actual	2011–12 estimate	2011–12 actual[1]
Quantity			
Total preschool student enrolments	3 262	3 334	3 334
Indigenous preschool student enrolments	1 352	1 394	1 394
Average attendance rates			
non-Indigenous	90%	88%	88%
Indigenous	64%	62%	62%
Students attending over 80%[1]			
non-Indigenous	-	-	81%
Indigenous	-	-	26%

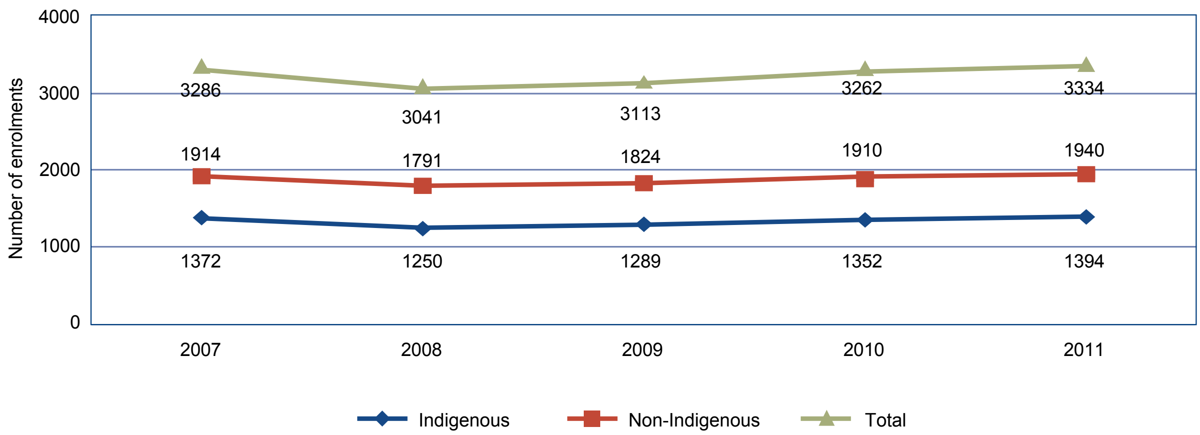
Source: DET Performance and Data Management and Budget Paper 3 2012-13

[1] 2011–12 data not comparable to previous years due to a break in series. Reporting systems for this measure have been improved and replaced, providing greater accuracy.

Education statistics in Budget Paper 3 are based on calendar year results and therefore estimates and actuals will match.

In the 2011, 3 334 students were enrolled in government preschools. Average attendance rates for Indigenous and non-Indigenous students were 62 per cent and 88 per cent respectively. Of the students enrolled, 26 per cent of Indigenous students and 81 per cent of non-Indigenous students attended more than 80 per cent of school days.

Figure 22: Preschool enrolments by Indigenous status (government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

Preschool enrolments increased by 72 (2%) in 2011 compared with 2010. Of these enrolments, 42 were Indigenous students and 30 were non-Indigenous students.

PRIMARY EDUCATION

The Department of Education and Training provides comprehensive education programs for students in 138 government primary schools from Transition to Year 6. This includes the delivery of curriculum programs to develop the knowledge, attitudes, skills and processes that promote children's learning and development and prepare them for further schooling.

Table 9: Primary education performance measures

Performance measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Total primary school student enrolments	18 492	18 618	18 618
Indigenous primary student enrolments	8 885	8 964	8 964
Quality			
Average Attendance Rates			
– Non-Indigenous	93%	93%	93%
– Indigenous	69%	71%	70%
Students attending over 80%[1]			
– Non-Indigenous	-	-	92%
– Indigenous	-	-	38%
Students achieving national minimum standard in:	NAPLAN*	NAPLAN*	NAPLAN*
Reading — Non-Indigenous students			
Year 3	90%	87%	87%
Year 5	87%	86%	86%
Reading — Indigenous students			
Year 3	53%	46%	46%
Year 5	34%	29%	29%
Writing — Non-Indigenous students[2]			
Year 3	-	-	91%
Year 5	-	-	85%
Writing — Indigenous students[2]			
Year 3	-	-	43%
Year 5	-	-	28%
Numeracy — Non-Indigenous students			
Year 3	93%	91%	91%
Year 5	93%	91%	91%
Numeracy — Indigenous students			
Year 3	51%	59%	59%
Year 5	42%	47%	47%

Source: DET Performance and Data Management and 2012–13 Budget Papers

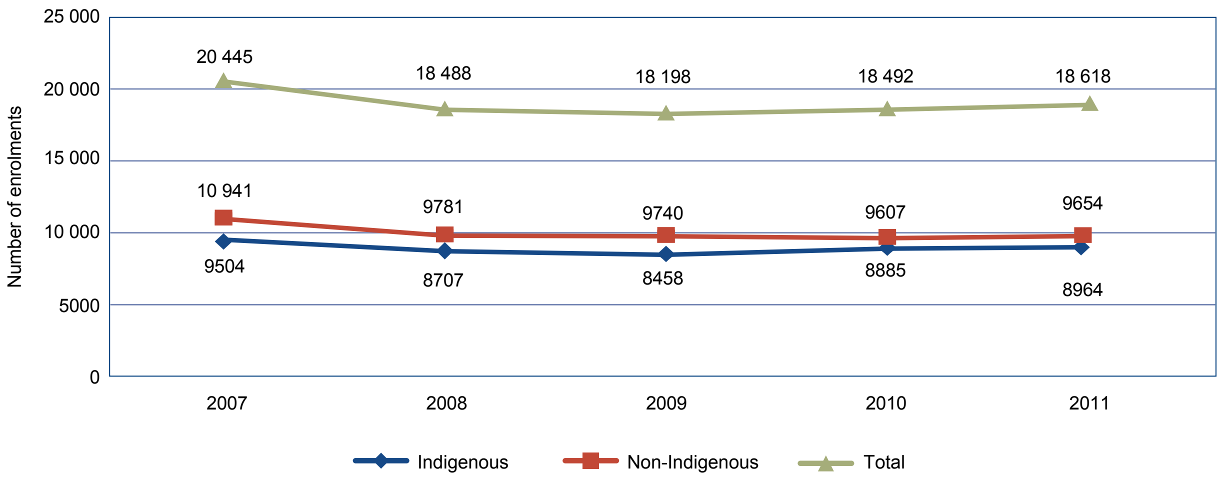
Education statistics in Budget Paper 3 are based on calendar year results and therefore estimates and actuals will match.

* National Assessment Program, Literacy and Numeracy

[1] 2011–12 data not comparable to previous years due to a break in series. Reporting systems for this measure have been improved and replaced, providing greater accuracy.

[2] Writing results for NAPLAN in 2011 are not comparable to previous years due to a change in testing genre from narrative to persuasive.

Figure 23: Primary school enrolments by Indigenous status (government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

Primary school enrolments increased by 126 students (0.7%) in 2011, compared with 2010. This was driven by an increase of 79 Indigenous student enrolments (0.9%) and an increase of 47 (0.5%) non-Indigenous student enrolments.

MIDDLE YEARS EDUCATION

The Department of Education and Training delivers quality education tailored to the specific needs of young adolescents in government schools from Year 7 to Year 9. In 2011, there were 86 government schools delivery middle years education. The middle years of education transitions students from the primary to senior years of education.

Table 10: Middle years education performance measures

Performance Measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Total middle years student enrolments[1]	6 012	5 903	5 903
Indigenous middle years student enrolments[1]	2 679	2 686	2 686
Quality			
Average Attendance Rates			
– Non-Indigenous	89.0%	90.0%	89.6%
– Indigenous	64.2%	65.0%	64.1%
Students attending over 80%[2]			
– Non-Indigenous	-	-	79.6%
– Indigenous	-	-	25.4%
Students achieving national minimum standard in:	NAPLAN*	NAPLAN*	NAPLAN*
Reading — Non-Indigenous students			
Year 7	91%	90%	90%
Year 9	89%	83%	83%
Reading — Indigenous students			
Year 7	43%	52%	52%
Year 9	36%	41%	41%
Writing — Non-Indigenous students[3]			
Year 7	-	-	80%
Year 9	-	-	72%
Writing — Indigenous students[3]			
Year 7	-	-	25%
Year 9	-	-	22%
Numeracy — Non-Indigenous students			
Year 7	92%	90%	90%
Year 9	90%	88%	88%
Numeracy — Indigenous students			
Year 7	44%	47%	47%
Year 9	39%	45%	45%

Source: DET Performance and Data Management and Budget Paper 3 2012-13

Education statistics in Budget Paper 3 are based on calendar year results and therefore estimates and actuals will match.

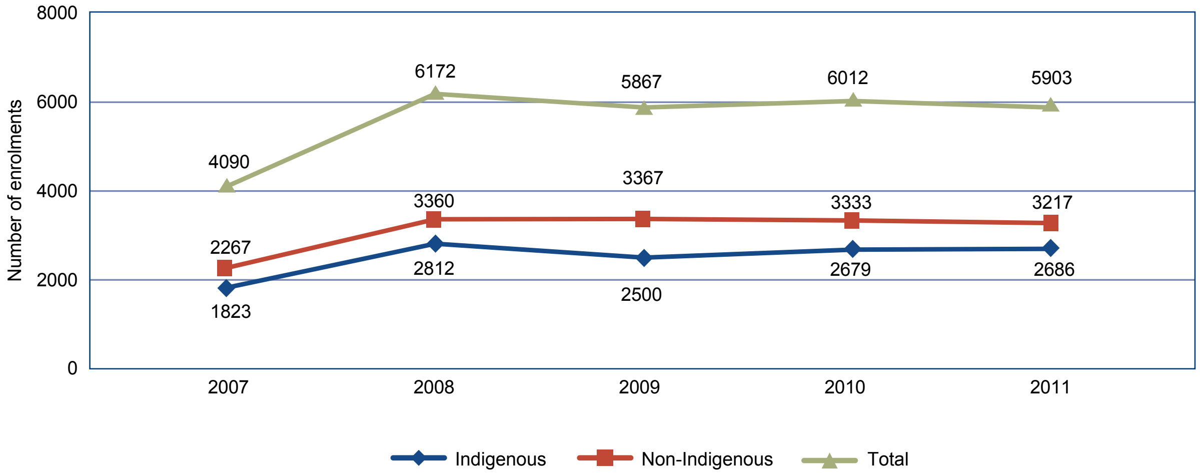
* National Assessment Program, Literacy and Numeracy

1 2011–12 excludes enrolments in the Intensive English Unit at Darwin High School which are now included under senior years

2 2011–12 data not comparable to previous years due to a break in series. Reporting systems for this measure have been improved and replaced, providing greater accuracy.

3 Writing results for NAPLAN in 2011 are not comparable to previous years due to a change in testing genre from narrative to persuasive.

Figure 24: Middle years enrolments by Indigenous status (government schools), 2007 to 2011[1]



Source: DET Performance and Data Management Age Grade Census

[1] 2011 excludes enrolments in the Intensive English Unit at Darwin High School which are now included under senior years.

[2] 2007 included years 8 and 9 only.

SENIOR YEARS EDUCATION

The Department of Education and Training provides access to full-time or part-time senior years schooling in 59 government schools for students from Year 10 to Year 12. This includes delivery of quality education to promote and enhance the intellectual, personal and social development of students, including VET.

Table 11: Senior years education performance measures

Performance Measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Total senior years student enrolments[1]	5212	5304	5304
Indigenous senior years student enrolments[1]	1784	1820	1820
Student who achieved one or more VET competencies[2]	-	1729	1729
Students who completed a Certificate I or II qualification[2]	-	604	604
Students who completed a Certificate III qualification[2]	-	71	71
Students enrolled in School Based New Apprenticeships[2]	-	93	93
Quality			
Average Attendance Rates			
– Non-Indigenous	87%	87%	87%
– Indigenous	69%	65%	65%
Students attending over 80%[3]			
– Non-Indigenous	-	-	67%
– Indigenous	-	-	22%
Students who qualified for the Northern Territory Certificate of Education	739	829	829
Indigenous students who qualified for the Northern Territory Certificate of Education	99	106	106

Source: DET Performance and Data Management Age Grade Census and Budget Paper 3 2012-13

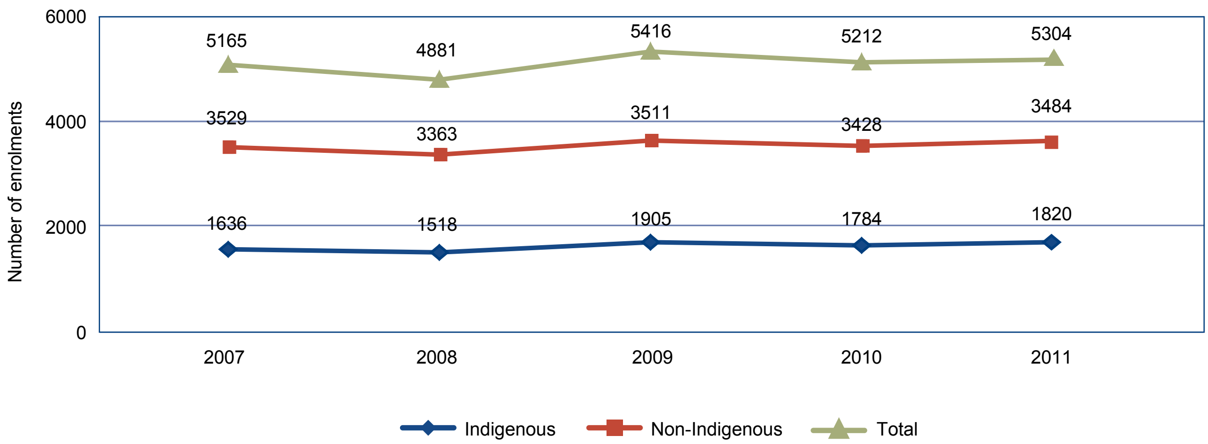
Education statistics in Budget Paper 3 are based on calendar year results and therefore estimates and actuals will match.

1 2011–12 includes enrolments in the Intensive English Unit at Darwin High School previously included under middle years

2 New measure from 2011–12

3 2011–12 data not comparable to previous years due to a break in series. Reporting systems for this measure have been improved and replaced, providing greater accuracy.

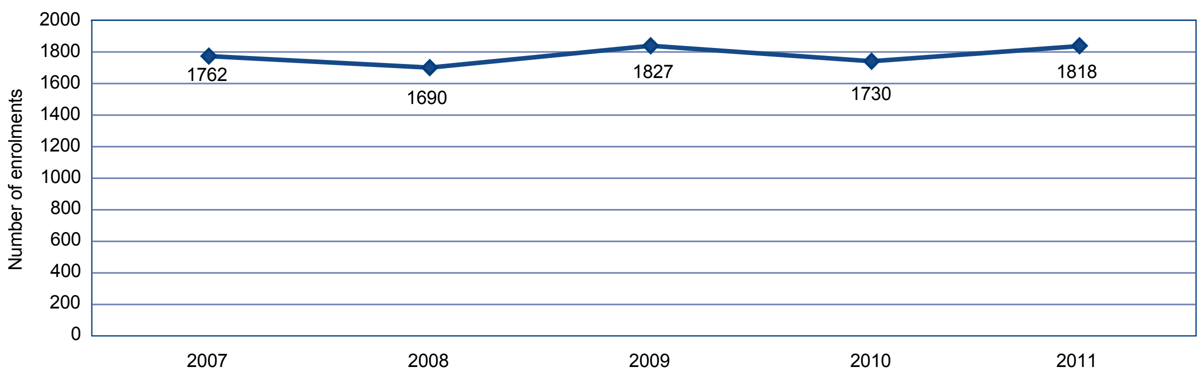
Figure 25: Senior years enrolments by Indigenous status (government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

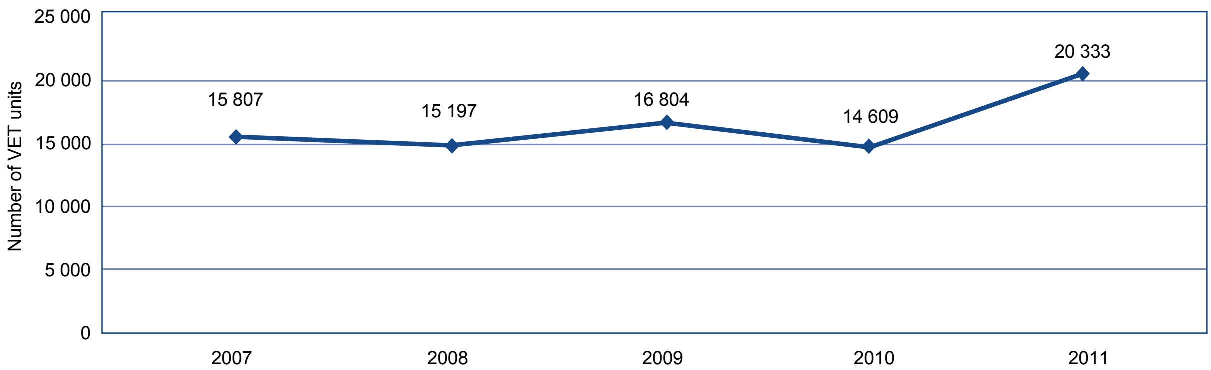
1 2011–12 includes enrolments in the Intensive English Unit at Darwin High School previously included under middle years

Figure 26: Secondary school students enrolled in VET (government schools), 2007 to 2011



Source: DET Participation and Pathway

Figure 27: VET units undertaken by government students, 2007 to 2011



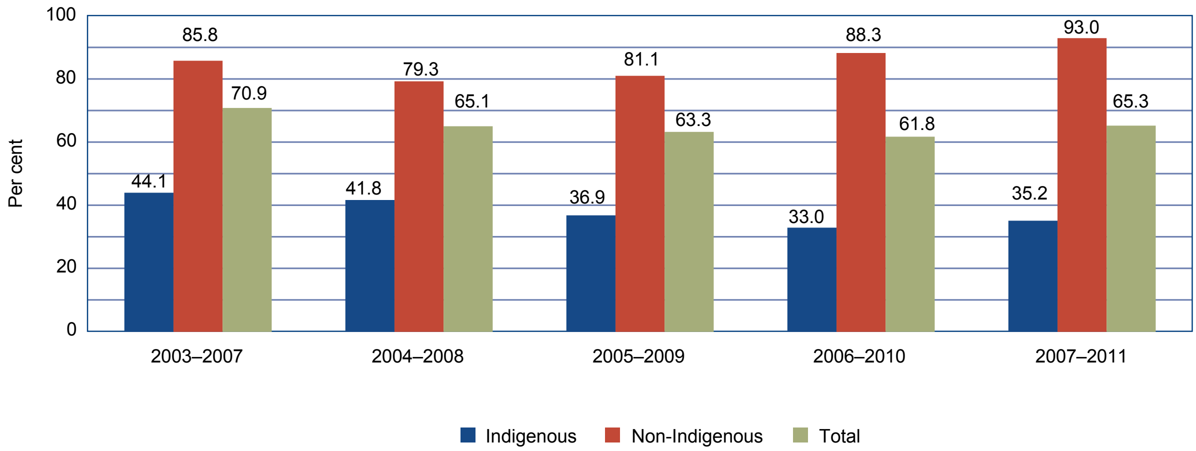
Source: DET Participation and Pathways

APPARENT RETENTION RATE

The apparent retention rate is the total number of students in the final stage of schooling compared with the total number of students in the first stage of schooling. For example, the middle years apparent retention rate is the number of students in Year 9 as compared to the number in Year 7; three years previously. It assumes that the same cohort of students' progress from one year to the next within the same school. It does not represent:

- movement of students in and out of the Northern Territory
- movement of students between government and non-government sectors
- part-time students
- students repeating a year of schooling
- students completing their Northern Territory Certification of Education and Training over three years as compared to two years, or
- students moving in and out of schooling to participate in VET and other training.

Figure 28: Year 8 to Year 12 apparent retention by Indigenous status, 2007 to 2011[1,2]



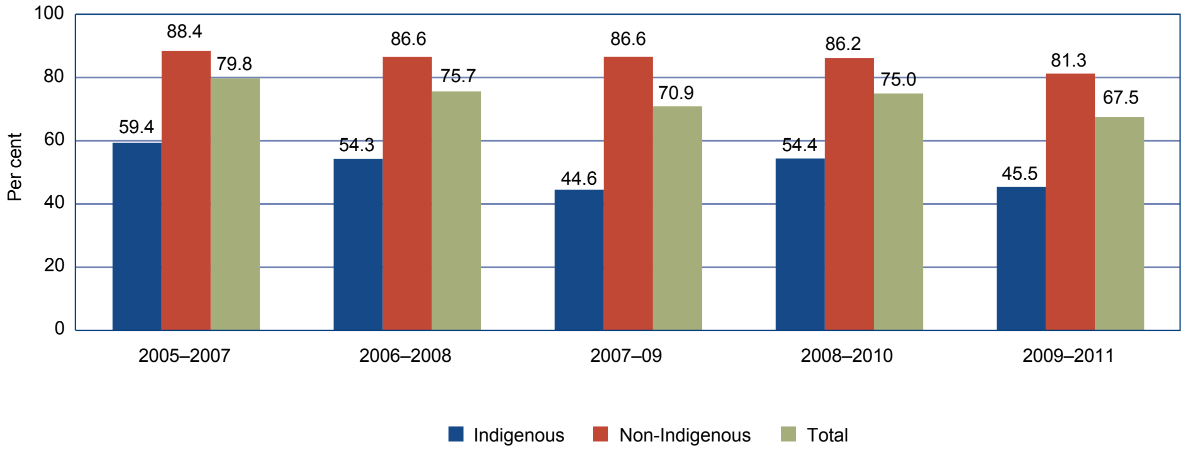
Source: DET Performance and Data Management Age Grade Census

1 As retention rate is an aggregate and not constructed by tracking individual students, it is possible to obtain a value greater than 100 per cent if more students were enrolled in Year 12 than in Year 10 two years previously.

2 A large increase in the number of Grade 10s enrolled in 2009 (an additional 201 students compared to 2008) has resulted in a decreased retention rate in 2011, despite the number of Year 12s increasing by 6.

The apparent retention rate for Years 8 to 12 between 2007 and 2011 was improved compared to 2006–2010 across all students (65.3% compared to 61.8%), Indigenous students (35.2% compared to 33.0%) and non-Indigenous students (93% compared to 88.3%).

Figure 29: Year 10 to Year 12 apparent retention rate by Indigenous status, 2007 to 2011[1,2]



Source: DET Performance and Data Management Age Grade Census

1 As retention rate is an aggregate and not constructed by tracking individual students, it is possible to obtain a value greater than 100 per cent if more students were enrolled in Year 12 than in Year 10 two years previously.

2 A large increase in the number of Grade 10s enrolled in 2009 (an additional 201 students compared to 2008) has resulted in a decreased retention rate in 2011, despite the number of Year 12s increasing by 6.

The apparent retention rate for Years 10 to 12 between 2009 and 2011 dropped from 75 per cent to 67.5 per cent. This represented a drop in non-Indigenous student apparent retention of 4.9 per cent and Indigenous students of 8.9 per cent. Caution should be exercised when interpreting these figures given the exclusion of students moving into alternative schooling pathways for secondary years, such as VET and training apprenticeships.

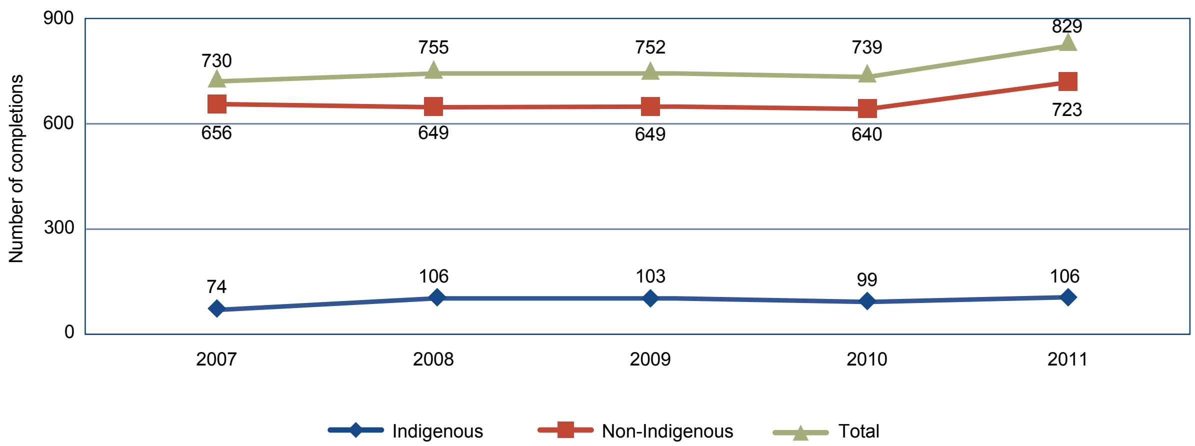
NORTHERN TERRITORY CERTIFICATE OF EDUCATION AND TRAINING

Completion of the Northern Territory Certificate of Education and Training (NTCET) represents a pattern of study, usually done in two stages. Stage 1 usually begins in Year 10 with the study of the Personal Learning Plan. Stage 1 is usually completed in Year 11. Stage 2 is usually completed in Year 12. Recognised learning, including VET, can contribute towards the NTCET at both the Stage 1 and Stage 2 level.

Students must record achievement in 200 credits of study to obtain their NTCET. Subjects may be 10 credits (equivalent to one semester of work) or 20 credits (equivalent to two semesters). Students must obtain a grade in the C Band or better in 140 credits of study, including the compulsory elements of the Personal Learning Plan, 20 credits of literacy, 20 credits of numeracy and 60 credits of Stage 2 subjects or equivalent.

The NTCET was fully implemented in 2011. Prior to this, students completed the Northern Territory Certificate of Education (NTCE). Due to the changes in the qualification, data from 2011 is not directly comparable with previous years. The following graphs and data incorporate both certificates.

Figure 30: NTCE/NTCET completions by Indigenous status (government schools), 2007 to 2011

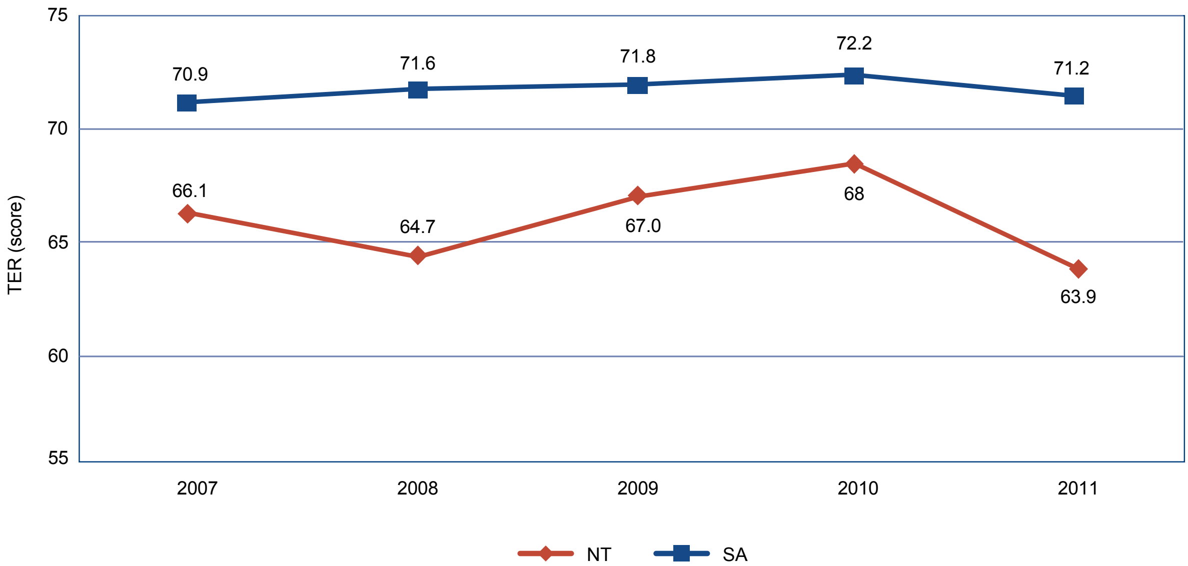


Source: DET Curriculum, Teaching and Phases of Learning

There has been an increase in the number of students in Northern Territory Government schools achieving their senior secondary certificate since 2007. Between 2007 and 2010 there was a net increase of 1 per cent. The introduction of the NTCET in 2011 saw an overall increase of 12.2 per cent of students achieving senior secondary certificates compared to 2010 despite the increased rigour in the new certificate. The number of non-Indigenous students achieving an NTCET saw a 13 per cent increase compared to those completing the NTCE in the previous year, while there was a 7.1 per cent increase in Indigenous students.

In 2011, both South Australia and the Northern Territory saw a decline in the average Australian Tertiary Admissions Rank (ATAR). This is likely to be due to the nature of the new certificate which allows students to qualify for an ATAR using three 20 credit Stage 2 subjects plus 20 credits of recognised learning. Consequently, more students qualify for an ATAR regardless of their identified post-school pathway. Previously, students needed to carefully select subjects according to their Higher Education Selection Subject Status to qualify for tertiary admission.

Figure 31: Average Tertiary Entrance Rank comparison, 2007 to 2011



Source: DET Curriculum, Teaching and Phases of Learning

INTERNATIONAL EDUCATION

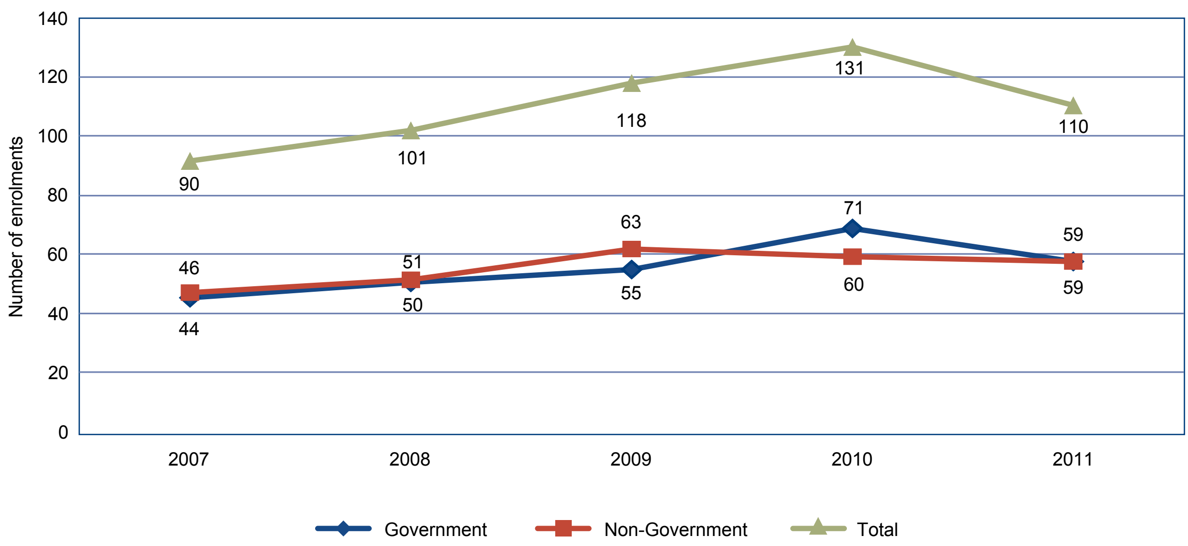
The Department of Education and Training provides policy advice, facilitates teacher and student exchanges, manages the fee paying overseas students program and hosts and organises study tour groups.

Table 12: International education performance measures

Performance measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Fee paying overseas students	60	59	59
Study tours	3	3	3
Student and teacher exchange program	6	3	3
Quality			
International students achieving minimum requirements	90%	90%	90%

Source: DET Planning, Research and Non government Schools (International Services) and Budget Paper 3 2012-13

Figure 32: International students by sector in the NT, 2007 to 2011



Source: DET Planning, Research and Non-government Schools (International Services)

The number of international student enrolments in Northern Territory Government schools remained relatively steady despite a decline in student numbers in all sectors Australia-wide. Vietnam remains the major source of international students who enrol in NT Government schools.

TERTIARY EDUCATION

The Northern Territory has two self-accrediting dual sector institutions — Charles Darwin University and Batchelor Institute of Indigenous Tertiary Education (BIITE). The department provides funding to both institutions and assistance to tertiary level students.

Table 13: Tertiary education performance measures

Performance Measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Operating grant to CDU	$7.66M	$9.4M[1]	$9.4M
Other tertiary assistance	$0.4M	$1.10M	$1.10M
Timeliness			
Payment of grant as scheduled	100%	100%	100%

Source: DET Planning, Research and Non government Schools (International Services) and Budget Paper 3 2012-13

[1] The government committed to $2 million over three years from 2011–12 to establish a CDU City Campus.

The Tertiary Education Quality and Standards Agency (TEQSA) now manages the approval and accreditation processes for higher education institutions. The department provided relevant records relating to the approvals and accreditation of non self accrediting institutions operating in the NT to TEQSA in January and February 2012. The department continues to participate in negotiations and planning with the Australian Government and the NT higher education sector to implement national reforms that help achieve economic, cultural and social outcomes for Territorians through better access to, and delivery of, high quality, higher education and training. Support was provided for BIITE to start the *Batchelor Institute of Indigenous Tertiary Education Act 2012* and establish the institute's governing council. In addition to the financial assistance, the department continues to work collaboratively with the higher education sector to achieve and maintain high standards that are recognised nationally and internationally.

Output group: Non-government education

The Department of Education and Training provides financial and other support to help non-government schools deliver quality education across the Northern Territory.

OUTCOME

Choice in quality education alternatives for Northern Territory students.

PRIMARY EDUCATION

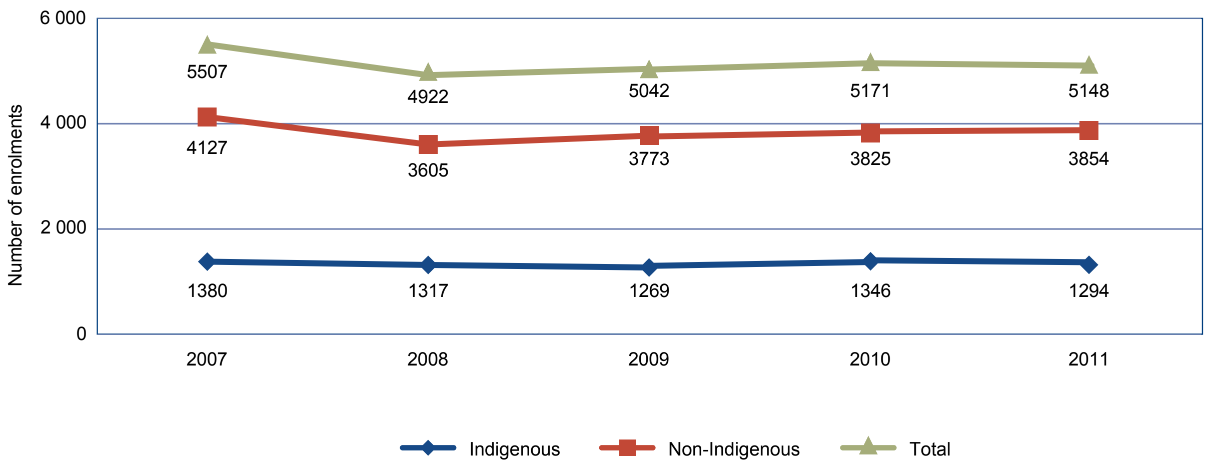
The department administers Australian and Northern Territory Government grants for 28 non government primary schools.

Table 14: Non-government primary education performance measures

Performance Measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Total primary student enrolments	5 171	5 148	5 148
Indigenous primary student enrolments	1 346	1 294	1 294
Quality			
Grants administered in accordance with policy	**100%**	**100%**	**100%**

Source: DET Performance and Data Management Age Grade Census and Budget Paper 3 2012-13

Figure 33: Primary school student enrolments by Indigenous status (non-government schools), 2007–2011



Source: DET Performance and Data Management Age Grade Census

Between 2010 and 2011, primary school student enrolments in non-government schools decreased by 23 (0.4%) enrolments, with a reduction of 29 enrolments for non-Indigenous students and 52 Indigenous student. This is the opposite trend to that observed in government primary schools.

MIDDLE YEARS EDUCATION

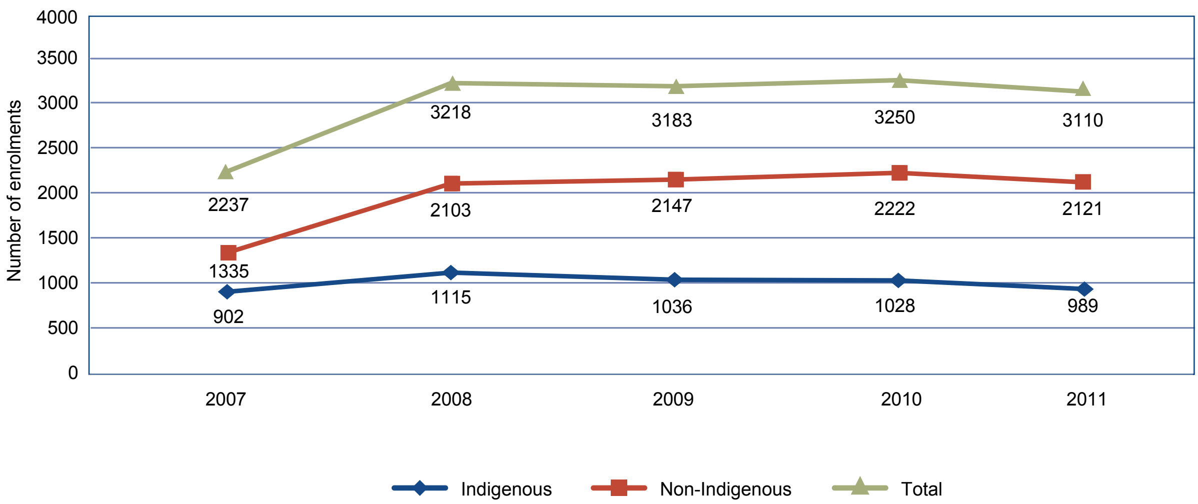
The department administers Australian and Northern Territory Government grants for 24 non government middle schools.

Table 15: Middle school student enrolments by Indigenous status (non-government schools), 2007 to 2011

Performance Measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Total middle years student enrolments	3 250	3 110	3 110
Indigenous middle years student enrolments	1028	989	989
Quality			
Grants administered in accordance with policy	100%	100%	100%

Source: DET Performance and Data Management Age Grade Census and Budget Paper 3 2012-13

Figure 34: Middle school student enrolments by Indigenous status (non-government schools), 2007 to 2011



Source: DET Performance and Data Management Age Grade Census

Middle years student enrolments in non-government schools decreased by 140 students, 101 non-Indigenous students and 39 Indigenous students, between 2010 and 2011.

SENIOR YEARS EDUCATION

The department administers Australian and Northern Territory Government grants for 19 non-government senior schools.

Table 16: Non-Government senior years education performance measures

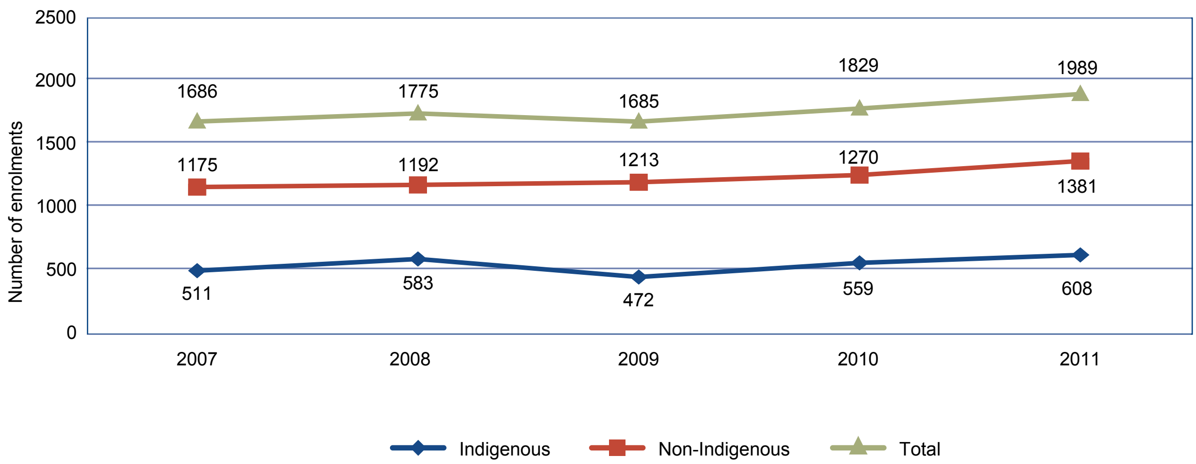
Performance Measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Total senior years student enrolments[1]	1 829	1 989	1 989
Indigenous senior student enrolments	559	608	608
Student who achieved one or more VET competencies[2]	-	579	579
Students who completed a Certificate I or II qualification[2]	-	268	268
Students who completed a Certificate III qualification[2]	-	29	29
Students enrolled in School-Based New Apprenticeships[2]	-	39	39
Quality			
Students who qualified for the Northern Territory Certificate of Education and Training	302	315	315
Indigenous students who qualified for the Northern Territory Certificate of Education and Training	40	42	42
Grants administered in accordance with policy	100%	100%	100%

Source: DET Performance and Data Management Age Grade Census and Budget Paper 3 2012-13

[1] Includes ungraded secondary enrolments

[2] New measure from 2011–12

Figure 35: Senior years student enrolments by Indigenous status (non-government schools), 2007 to 2011[1]

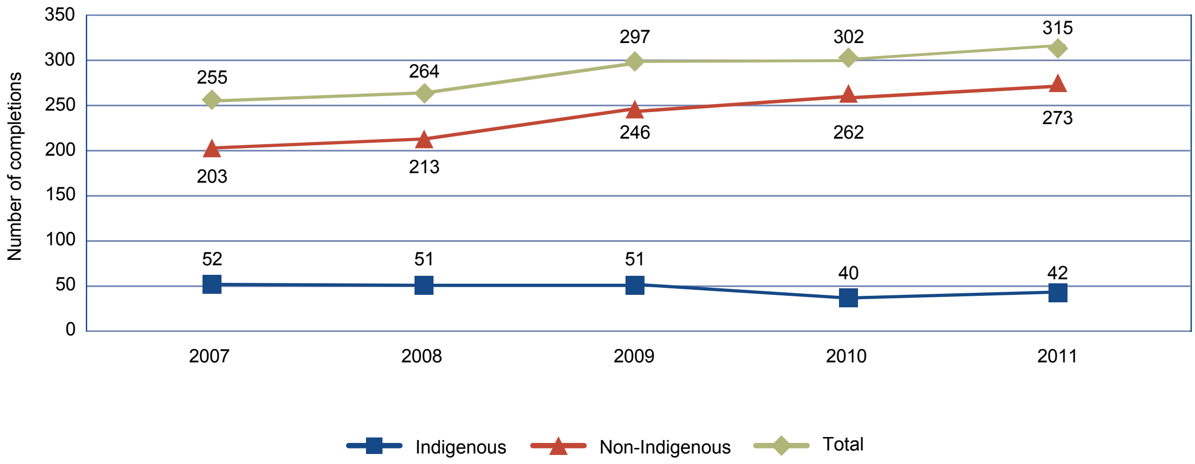


Source: DET Performance and Data Management Age Grade Census

[1] Includes ungraded secondary enrolments

Senior school student enrolment in non-government school increased between 2010 and 2011, with a total increase of 160 students (9 per cent). This comprised an Indigenous student increase of 49 and a non-Indigenous student increase of 111.

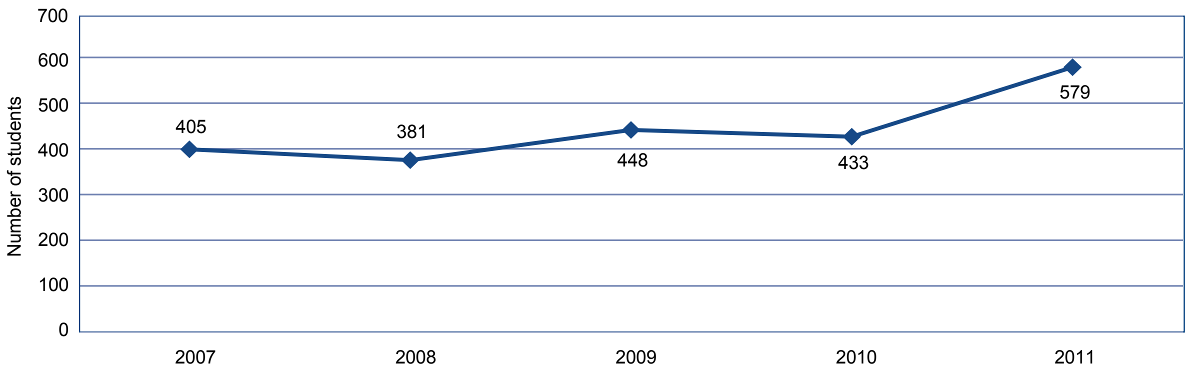
Figure 36: NTCE/NTCET completions by Indigenous status (non-government schools), 2007 to 2011[1]



Source: DET Curriculum, Teaching and Phases of Learning

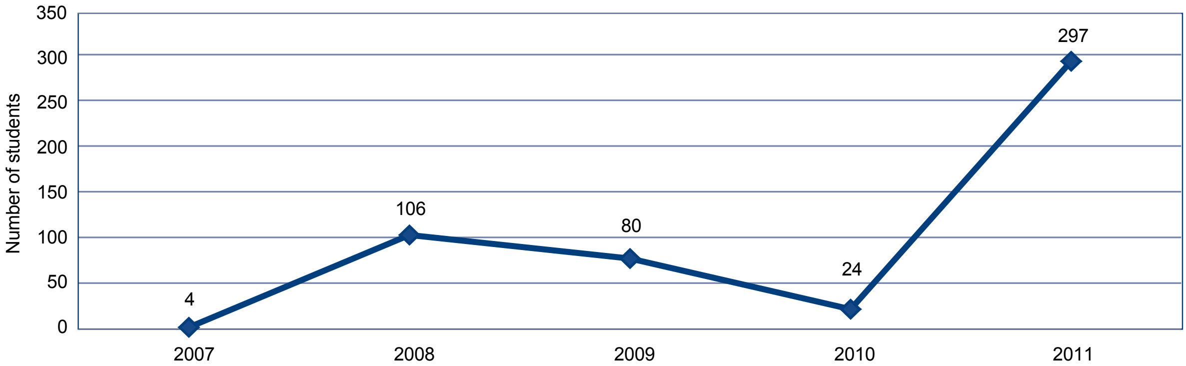
[1] Due to changes in qualification, data from 2011 in not directly comparable with previous years

Figure 37: Students who achieved one or more VET competencies (non-government schools), 2007 to 2011



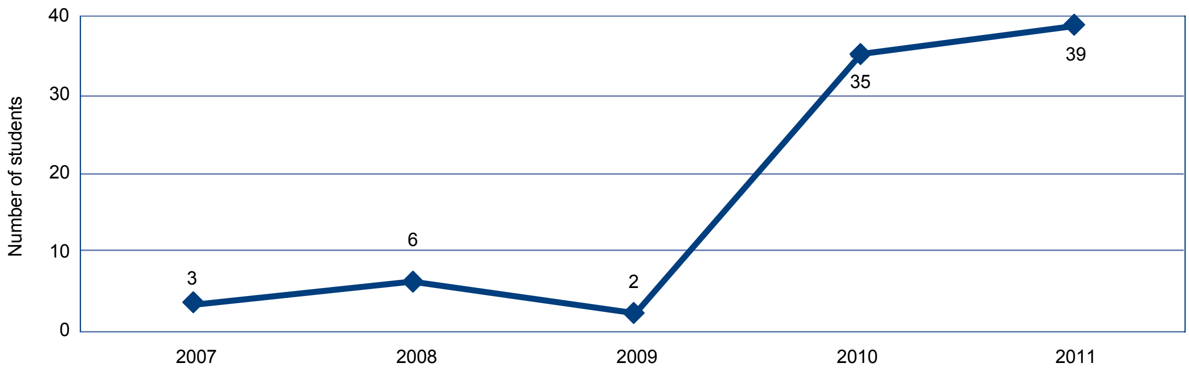
Source: DET Curriculum Teaching and Phases of Learning & DET Participation and Pathways

Figure 38: Students who completed Certificate I, Certificate II and Certificate III qualifications (non-government schools), 2007 to 2011



Source: DET Curriculum Teaching and Phases of Learning & DET Participation and Pathways

Figure 39: Students enrolled in School-Based New Apprenticeships (non-government schools), 2007 to 2011



Source: DET Curriculum Teaching and Phases of Learning & DET Participation and Pathways

NON-GOVERNMENT EDUCATION SIGNIFICANT ACTIVITIES AND ACHIEVEMENTS

The Non-Government Schools Ministerial Advisory Council (NGSMAC) provides strategic cross sectoral governance to implement legislation, programs and initiatives that relate to the non-government school sector, including the Smarter Schools National Partnerships. Regular meetings are held with the council to advise of progress on cross-sectoral initiatives and to address any issues arising with the implementation and monitoring of the Smarter Schools National Partnerships.

The NGSMAC continued its pivotal role in the review of NT Government funding to non government schools during 2011–12, examining the 12 funding streams of the current funding model, and proposals to move to an equitable and transparent funding model, aimed to start in 2012–13.

In 2011–12 the council provided advice on implementing the *Education Act* covering the non government school sector, particularly in relation to establishing the Routine Assessment Panel to enable the programmed routine assessments of non-government schools.

FINANCIAL ASSISTANCE

The Capital and Interest Subsidy scheme helps non-government schools with funding for planned capital works in priority areas. In 2011–12:

- Stage 4 construction of classrooms at Good Shepherd Lutheran College was completed and the project came online for Capital and Interest Subsidy payments
- construction of MacKillop Catholic College Stage 1 was completed.

Non-government schools received funding under the $75 per student voucher scheme to offset the cost of textbooks, uniforms and other items.

NEW NON-GOVERNMENT SCHOOLS AND REGISTRATION VARIATIONS

MacKillop Catholic College middle school began in Term 1, 2012, catering for Years 7 to 9.

Kormilda College Year 6 registration was approved and Year 6 began in Semester 1, 2012.

Registration was approved for the St Joseph's Flexible Learning Centre in Alice Springs and the centre began in Semester 1, 2012. The centre was established specifically to cater for young people with social, emotional or behavioural difficulties who are otherwise not engaged in education, VET or work. The school has also been recognised by the Department of Education, Employment and Workplace Relations (DEEWR) as a Special Assistance School.

FUTURE PRIORITIES

The Non-Government Schools Ministerial Advisory Council will continue to monitor the implementation of policies for the registration and review of non-government schools.

Service provision arrangements and resourcing for non-government schools will be finalised under the overview of the council.

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Output group: Training

The Department of Education and Training provides vocational education and training to meet the present and future needs of industry and the community. This training is nationally recognised to ensure ongoing compliance with the Australian Quality Training Framework. The department also regulates and funds registered training organisations (RTOs) to deliver responsive training programs leading to employment, particularly for Indigenous Territorians living in regional and remote areas of the Northern Territory. The training function was relocated to the Department of Business and Employment in October 2011.

OUTCOME

Maximising training opportunities for Territorians, including the provision of VET that meets the present and future needs of industry and the community.

Table 17: Training performance measures

Performance measures	2010–11 actual	2011–12 estimate	2011–12 actual
Quantity			
Annual Hours of Curriculum Delivered (DEEWR EAED)[1]	4.4M	4.0M	4.0M
Number of students enrolled in VET[2]	24 057	24 000	24 000
Apprentice and trainee commencements[2,3]	3 034	2 800	2 800
Apprentice and trainees in training[1]	4 100	4 350	4 350
Quality			
Registered Training Organisations' compliance with Australian Quality Training Framework (Audit)	100%	n/a[6]	n/a[6]
Proportion of invalid student enrolments (audit)[4]	1.6%	1.5%	1.5%
Successful training completions[2,5]	75%	75%	75%
Timeliness			
Resource agreements issues and monitored within appropriate timeframe	95%	95%	95%
Agreed timeframes met for submission of information to national agencies	100%	100%	100%

Source: Department of Business and Employment (DBE), Employment and Training NT and Budget Paper 3 2012–13

[1] DEEWR Enrolment Activity End Date

[2] Relates to calendar year.

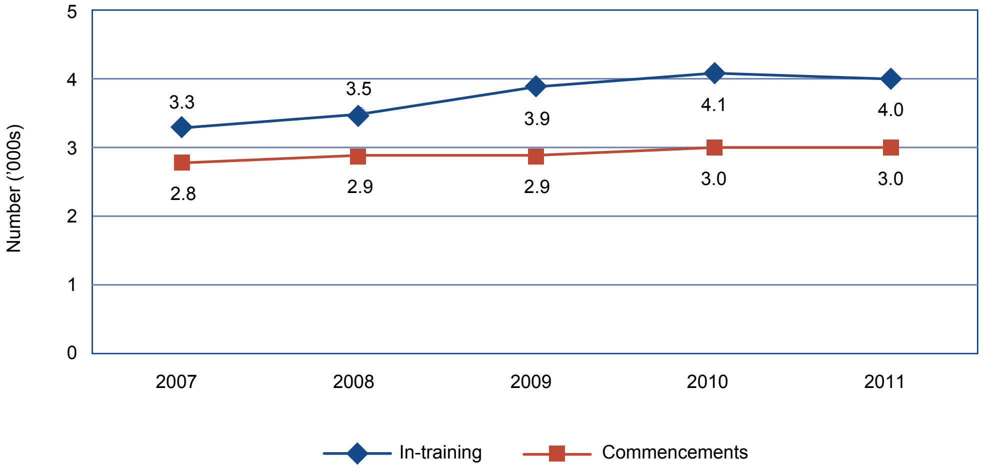
[3] Commencements relate to contract registrations for the calendar year.

[4] Public providers only.

[5] Successful unit enrolment completions include apprentices, trainees and students undertaking short VET courses.

[6] Registered training organisation regulatory function transferred to the national vocational education and training regulator on 1 July 2011.

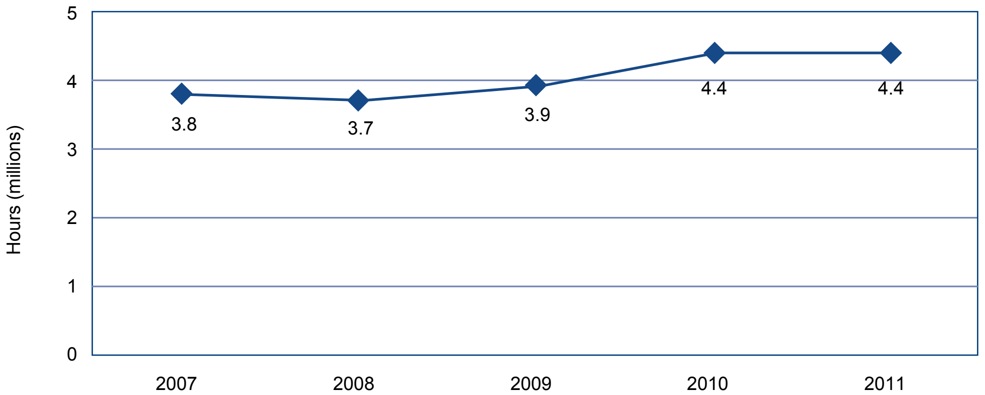
Figure 40: Apprentice and trainees ('000), 2007 to 2011



Source: DBE Employment and Training NT using Australian Vocational Education Training Management Information Statistical Standard (AVETMISS) data

Apprenticeship and traineeship commencements remained steady between 2010 and 2011 and there was a slight decrease in numbers in-training for the same period.

Figure 41: Annual hours of curriculum for VET (millions), 2007 to 2011

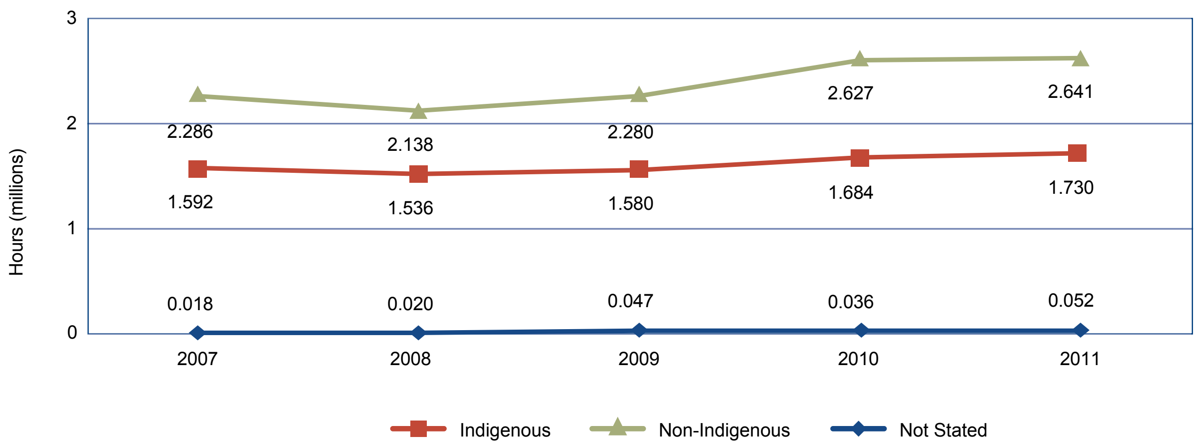


Source: DBE Employment and Training NT using AVETMISS data

Figure 41 shows the total number of hours of VET delivered in the NT from 2007 to 2011. The number of training hours has continued to increase since 2008.

DEEWR Enrolment Activity End Date excludes students continuing their unit enrolment into the following calendar year. It includes the full number of annual hours of curriculum activity undertaken through Recognition of Prior Learning.

Figure 42: Annual hours of curriculum for VET by Indigenous status (millions), 2007 to 2011[1]

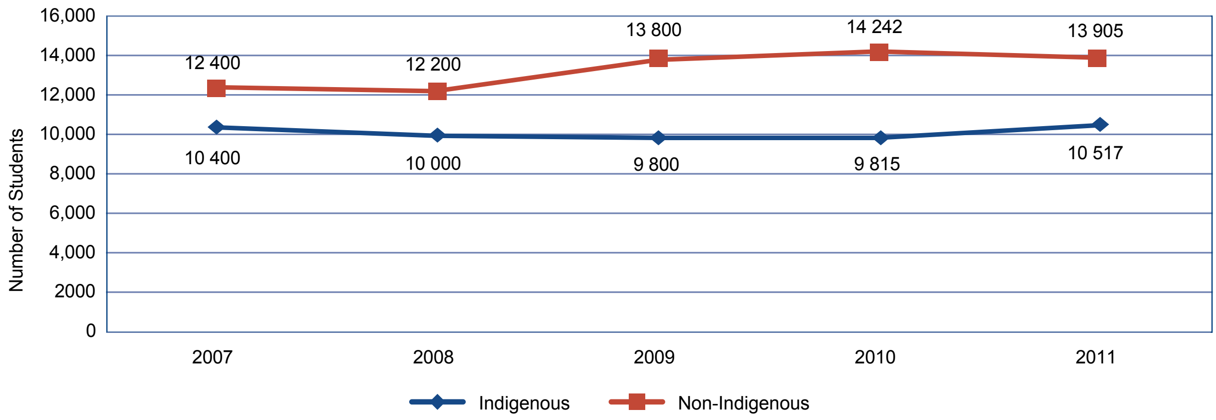


Source: DBE Employment and Training NT using AVETMISS data

[1] Figures for 2008 exclude invalid enrolment rates. Exclusion of invalid enrolment rates does not apply to figures in previous years.

Figure 42 shows the total number of hours of VET delivered to Indigenous and non-Indigenous students in the NT from 2007 to 2011. Curriculum hours for Indigenous increased slightly and decreased slightly for non-Indigenous students between 2010 and 2011.

Figure 43: Number of VET students, 2007 to 2011



Source: DBE Employment and Training NT using AVETMISS data

Figure 43 shows the total number of students undertaking vocational education and training in the Northern Territory from 2007 to 2011. While the total number of students increased between 2010 and 2011, the number of Indigenous students decreased slightly for the same period.

Progress against Department of Education and Training Strategic Plan 2011–2014

This section highlights progress and achievements against key initiatives in the Department of Education and Training Strategic Plan 2011–2014. The current strategic plan builds on the previous 2009–2012 plan and the central themes of quality strategies and programs, quality people and partnerships and quality systems and support.

The Department's Strategic Plan 2011–2014 is the blueprint for delivering A Smart Territory through quality education and training.

Quality Strategies and Programs	Quality People and Partnerships	Quality Systems and Support
All stages of learning	Getting the right people	Transparency and data-driven decision-making
Early years (up to Year 3)	Developing people	Alignment and coherence
Primary and middle years (4 to 9)	Partnerships	Regulatory and cross-agency functions
Senior years (10 to 12)		

ALL STAGES OF LEARNING

Strong Start, Bright Future

We will trial a Birth to Jobs approach in six Territory Growth Towns as a key plank in implementing a number of National Partnership Agreements.

The Department of Education and Training is working with schools, families and communities to roll out the Strong Start, Bright Future (SSBF) college model across the Territory Growth Towns. SSBF Colleges are an innovative and flexible model of schooling focusing on learning from early childhood to adult learning and pathways to jobs. The model has seen the formation of West Arnhem College (Gunbalanya and Jabiru schools), Shepherdson College (Elcho Island), and Ngakwurralangwa College (Angurugu, Umbakumba, Milyakburra and Alyangula schools). The phased rollout sees Warlpiri College (Yuendumu, Lajamanu, Willowra and Nyirrpi Schools) and Ntaria College (Ntaria School) currently being implemented and colleges being established at Maningrida and Ngukurr in the second half of 2012. Key outcomes to date have included increased attendance and retention, re engagement of students and strong links built with the wider community through initiatives such as the 3-9 Program and partnerships with local business and industry.

Schools, regions and the system will work with parents, communities, peak bodies and other agencies to implement this strategy designed to improve the enrolment, attendance and participation of young Territorians including extended services through flexible timing of school programs.

Every Child, Every Day

Schools, regions and the system will work with parents, communities, peak bodies and other agencies to implement this strategy designed to improve the enrolment, attendance and participation of young Territorians, including extended services through flexible timing of school program.

The initiatives comprising the Every Child, Every Day strategy have improved enrolment, attendance and participation across the Territory. The strategy is a suite of initiatives that target community perception and involvement in education. A key area of reform was the amended Northern Territory Education Act which strengthened the provisions around enrolment, attendance and participation and provided a firm legislative foundation on which other initiatives could build. The Value of Schooling and the No School No Service campaigns are examples of programs that have raised the profile of the importance of schooling and worked to harness community support to get children back to school. The Flexible School Year pilot program which has seen the introduction of a variation to the timing of the school year at Gunbalanya School has proved positive to date. The Attendance and Truancy team has been strengthened and this helped locate and return frequent non attending students back into school. By working with families and support networks through targeted attendance plans for each student, we are beginning to show positive results. As a result of this strategy there were 835 students extra in school on any day during term 1, 2012. The effectiveness of the Every Child Every Day strategy will be evaluated in the second half of 2012.

Australian Curriculum Implementation

The Department of Education and Training will lead the Northern Territory consultation and implementation of Phases 1, 2 and 3 of the new Australian Curriculum.

All Northern Territory schools will implement the Australian Curriculum for English and mathematics in the second half of 2012. Professional learning and school planning was conducted during 2011 and the first half of 2012 in preparation for implementing the curriculum. In 2011, pilots began for Phase 1 learning areas of English, science and mathematics. Pilots occurred from Transition to Year 10 in 17 Northern Territory government schools and a range of support materials and resources were developed to help teachers and school leaders.

The pilot for Phase 1 of science started in 20 schools in early 2012. A pilot for Transition teachers to explore the relationship between the Early Years Learning Framework and the Australian Curriculum began in February 2012. As a result teaching resources will be developed to support Transition teachers to implement the Early Years Learning Framework and the Australian Curriculum simultaneously.

In addition to Northern Territory developed resources and support materials, an agreement with the Queensland Department of Education and Training provides the department with Curriculum into the Classroom materials. These materials provide schools with three levels of support including a year-by-year scope and sequence, unit plans and lesson overviews and lists of resources.

The Northern Territory continues to contribute to the Australian Curriculum, Assessment and Reporting Authority's development of learning areas included in Phase 2 and 3 subjects geography, the arts, languages, technologies, health and physical education.

SENIOR YEARS (10 TO 12)

Centres for Excellence

The Department of Education and Training will partner with Charles Darwin University and industry to progressively create five Centres for Excellence within existing senior secondary campuses for capable, motivated students. These centres will provide opportunities for students who meet the entry criteria to gain access to innovative programs, industry experience and fast-tracked university entry.

Centres for Excellence offer extended learning opportunities for high achieving senior secondary students at Casuarina Senior College, Centralian Senior College, Darwin High School and Palmerston Senior College. A total of 183 students were involved in specialist courses in 2011.

From 2013, Taminmin College will also offer specialised learning in business and enterprise. In addition to the department's Centres for Excellence partnership with Charles Darwin University, the Department of Health, Menzies School of Health Research and ConocoPhillips contribute to high quality learning in the Centres for Excellence.

New Northern Territory Certificate of Education and Training

Schools will implement a new policy for determining NT Certificate of Education and Training (NTCET) course offerings ensuring that both academic and vocational outcomes are equally valued, all students achieve sound levels of literacy and numeracy and are provided with clear, flexible pathways to university, further training and work.

Completion of the Northern Territory Certificate of Education and Training represents a pattern of study, usually done in two stages. Stage 1 begins in Year 10 with the study of the Personal Learning Plan and completed in Year 11. Stage 2 is completed in Year 12. Recognised learning, including VET, can contribute towards the NTCET at both the Stage 1 and Stage 2 levels. Students must record an achievement in 200 credits of study to obtain their NTCET. Subjects may be 10 credits (equivalent to one semester of work) or 20 credits (equivalent to two semesters). Students must obtain a grade in the C Band or better in 140 credits of study, including the compulsory elements of the Personal Learning Plan, 20 credits of literacy, 20 credits of numeracy and 60 credits of Stage 2 subjects or equivalent.

NTCET was fully implemented in 2011. Previously, students completed the Northern Territory Certificate of Education (NTCE). Due to the changes in the qualification, data from 2011 is not directly comparable with previous years.

Get VET, Get a Future

We will expand access to quality job-aligned VET programs in all senior secondary schools that deliver real qualifications and make students work-ready.

Get VET, Get a Future allows students to undertake quality job-aligned VET in all senior secondary schools to study nationally accredited qualifications, while gaining credits towards their NTCET. Schools work with registered training organisations to deliver relevant qualifications that suit the needs of their student cohort and skill shortage areas. The department is committed to increasing the number of school-based apprenticeships and traineeships. In 2011, 1041 of these students successfully completed a VET qualification. Over the same period, 930 students undertook structured work placement with industry.

Work Transition and Work Ready Programs

DET will continue to expand Work Transition and Work Ready programs, especially in the Territory Growth Towns and invest in vocational training driven by specific job pathways in each community.

Work Transition and Work Ready programs establish a clear line-of-sight pathway to a job for students in the senior years. In partnership with Group Training NT, the department offers students a well-defined pathway that includes VET and Structured Work Placement and provides the foundation skills for employment. In 2011, 275 students were enrolled in the Work Ready program in urban and remote schools. These students participated in 210 work placements. A significant percentage of the participants successfully transitioned to the workplace and retained jobs.

GETTING THE RIGHT PEOPLE

NT-wide Early Childhood Workforce Development Plan

DET will lead a cross-government project to identify workforce needs to support Early Childhood reforms and strategies to meet workforce requirements.

The Northern Territory Early Childhood Development Workforce Plan was released in November 2011. The plan provides a mechanism for working in partnership across government, non-government and industry organisations to build a highly skilled, professional workforce.

The three elements of the plan are:

- improved attraction, recruitment and retention of the workforce
- system reforms that help develop the quality of the workforce
- improved governance underpinning effective workforce development.

The next stage is the development of an across government implementation plan, including an across government training investment framework and data and information sharing.

Remote Teaching Service

We will implement new and specialised approaches to attracting, recruiting, rewarding, supporting, retaining and career building for quality people who want to teach in the NT's remote Indigenous schools. This will include providing relevant information and resources as well as developing frameworks to identify teacher issues and support their needs.

In July 2011, the Remote Teaching Service (RTS) evolved into Teach Remote. By moving local remote education workforce strategies to a national level, the Northern Territory benefits from the shared knowledge, experience, resources and expertise available across all National Alliance for Remote Indigenous Schools jurisdictions to access, prepare and develop educators for remote Indigenous schools.

Key highlights in 2011–2012 include:

- support for pre-service teachers to undertake placements in NT remote schools with eight program participants now employed in NT remote schools
- the National Remote Teachers Conference held in Alice Springs and attended by 110 remote teachers from remote schools across Australia
- placement of four Teach for Australia (TFA) Associates at Katherine High School and two at Barkly College as part of the NT Remote Centres for Excellence Program
- Teach for Australia Mentoring Program support and training for high performing teachers and pre-service teachers.

National Alliance for Very Remote Indigenous Schools

DET will work with other jurisdictions to explore a national approach to accessing, developing and supporting school leaders and teachers in remote Indigenous schools.

The NT Department of Education and Training is leading the National Alliance for Remote Indigenous Schools which includes Western Australia, Queensland, South Australia, New South Wales, the Australian Government and the Stronger Smarter Institute. NARIS jurisdictions are working collaboratively to develop and implement 14 projects to attract, recruit, prepare, develop and retain these teachers and leaders. The department is leading four of these projects specifically; Selection Tools and Processes, Indigenous Student Support, Virtual Teachers' Network and Numeracy Package. NARIS jurisdictions are also working collaboratively on conditions supporting the movement of NARIS teachers and leaders across NARIS schools while maintaining the right of return to their jurisdictions.

DEVELOPING PEOPLE

Recognising Quality Teaching

We will recognise and celebrate excellence in teaching through implementing the Highly Accomplished and Lead Teachers scheme and a new Specialist Teacher designation.

The Highly Accomplished and Lead Teachers program was piloted in 2011 with 32 teachers from across the Northern Territory. The program recognises and celebrates excellence in teaching through remuneration and career opportunities for practising teachers who achieve a high standard of teaching that leads to improved student outcomes. The program was open to teachers who were already Teachers of Exemplary Practice, had recently taken on an accomplished teacher role or had the potential to do so in the near future. This 12 month program gave participants opportunities to develop their knowledge of current innovations and trends in education. The program was informed by the Highly Accomplished and Lead Teachers career levels of the National Professional Standards for Teachers. The key professional practices covered in this unit were professional knowledge, professional practice and professional engagement. A new program began in 2012. The Specialist Teacher Designation staffing resource increment was introduced successfully into targeted Northern Territory government schools.

Technology Precinct and ICT Enriched Teaching

DET will establish a learning centre that provides tools, resources and people to professionally develop all learners and to pilot, test and review emerging technologies and research as part of our support to teachers and schools to enhance information communication technology (ICT) capabilities and enrich teaching and learning.

A Technology Precinct was established in March 2011 and is based at Nightcliff Middle School. It provides a leading role to all Northern Territory schools in advancing the use of multi-platform information communication technologies to improve student learning and outcomes. The Technology Precinct incorporates the first of five Apple Learning Centres in Australia to help NT schools use Apple mobile technologies. The Technology Precinct supports teachers to work with students in the Nightcliff Education Precinct to incorporate new and emerging technologies as part of students' everyday learning. In 2011–12, 104 training sessions were conducted which attracted 2009 participants from across the Northern Territory.

PARTNERSHIPS

Reconciliation Action Plan

DET will partner with key Indigenous groups to develop and implement a Reconciliation Action Plan to optimise our contribution to the national effort to close the gap in quality of life outcomes and options between Indigenous and other Australians.

The launch of the department's Reconciliation Action Plan (RAP) was celebrated on 3 June 2012. The RAP, in consultation with and with input from staff across the agency as well as key Indigenous groups and Reconciliation Australia, sets out our focus and actions to achieve partnerships, respect and opportunities for Aboriginal and Torres Strait Islander staff and students.

REGULATORY AND ACROSS-AGENCY FUNCTIONS

NT Early Childhood Plan

DET will partner with Health and Families and their relevant agencies to develop an integrated NT Early Childhood Plan and identify government best buys for Early Childhood.

The development of the NT Early Childhood Plan, *Territory Children, Territory Futures,* is a collaboration between the departments of Education and Training, Health, Children and Families, Police, Fire and Emergency Services, Housing, Local Government and Regional Services and the Department of the Chief Minister. This collaboration recognises that achieving better outcomes for children requires a comprehensive approach in all areas that affect the lives of children and families. The priorities and recommendations of the draft plan are based on the most current Australian and international research available and the views of a variety of stakeholders, including families and services. *Territory Children, Territory Futures* is a commitment by the Northern Territory Government to invest in early childhood programs that have demonstrated they can deliver outcomes for children and their families. The draft plan is part of a response to the commitments and partnerships the NT Government has with the Australian Government and non-government sector, particularly in regard to national reforms concerning early childhood.

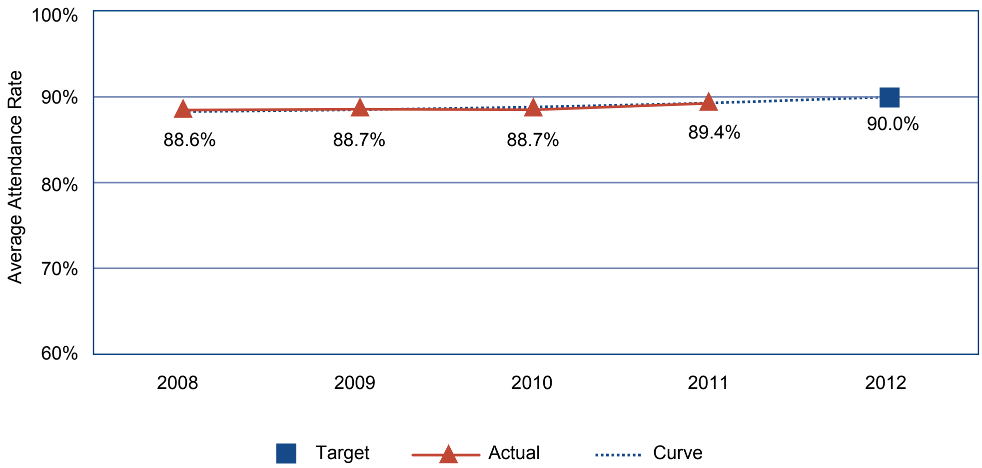
2012 systemic targets

Part of the Department of Education and Training's commitment to high expectations for all students, teachers and schools is to report progress towards the following targets.

ATTENDANCE AND PARTICIPATION

TARGET At least 90 per cent for every child at school and every young person in school, training or employment pathways (up to and including age 17)

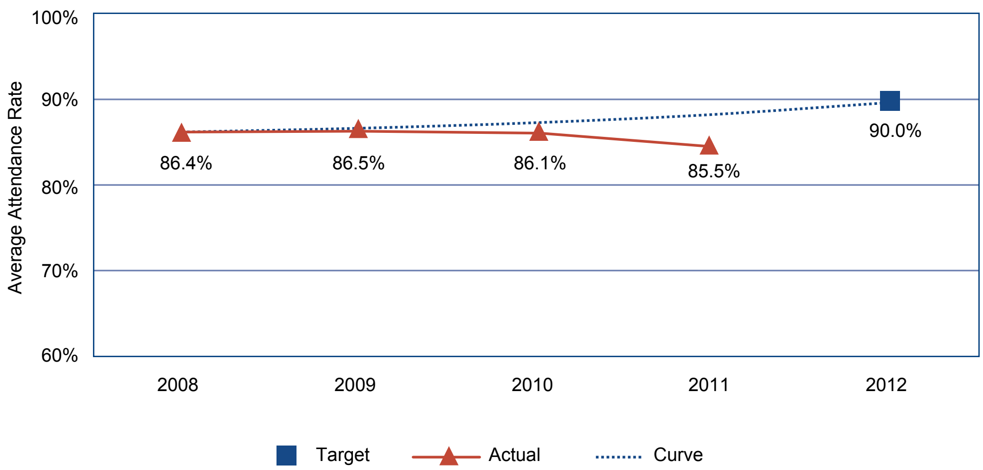
Figure 44: Systemic targets by 2012 — attendance in provincial schools



Source: DET Performance and Data Management

The attendance rate of students in provincial schools increased by 0.7 percentage points from 88.7 per cent in 2010 to 89.4 per cent in 2011. This narrowed the gap between the actual rate and the systemic target improvement curve from 0.5 per cent to 0.2 per cent.

Figure 45: Systemic targets by 2012 — attendance in remote schools

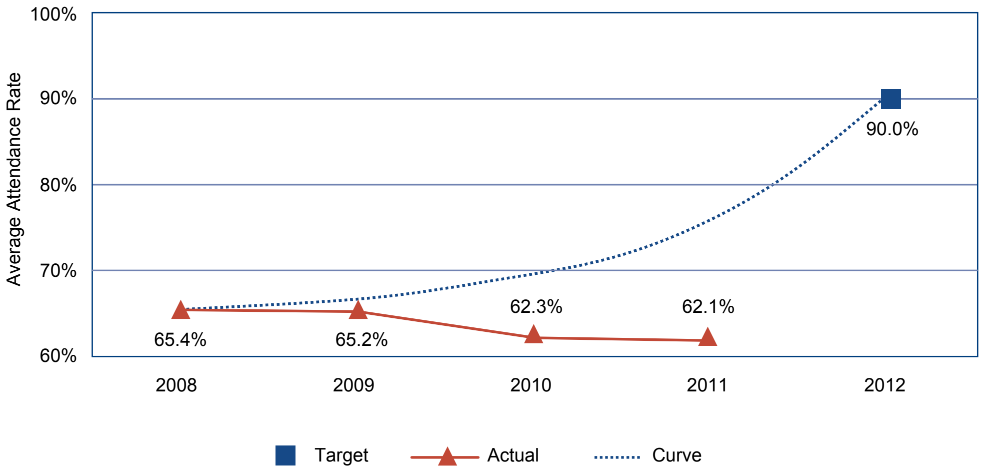


Source: DET Performance and Data Management

The Every Child Every Day strategy has initially been targeted in provincial and remote locations and has demonstrated positive results. In Term 1 2012 an additional 107 students in provincial and 124 students in remote schools on average were attending school on any day. With a focus on very remote schools, similar trends are expected.

Students in remote schools had an attendance decrease of 0.6 percentage points from 86.1 per cent in 2010 to 85.5 per cent in 2011. This increased the gap between the systemic target improvement curve from 1.4 per cent to 3 per cent.

Figure 46: Systemic targets by 2012 — attendance in very remote schools



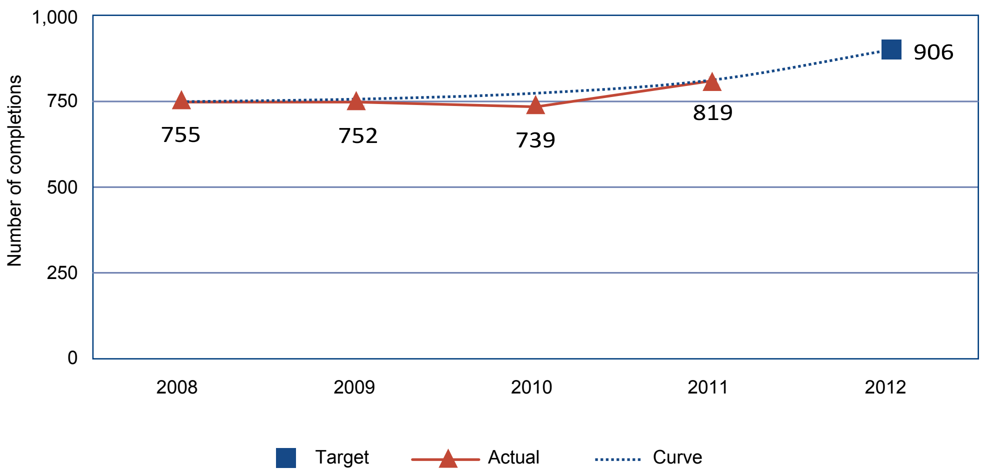
Source: DET Performance and Data Management

Very remote school student attendance decreased very slightly from 62.3 per cent in 2010 to 62.1 per cent in 2011 (0.2%). This increased the gap between the systemic target improvement curve from 7.2 per cent to 13.7 per cent. It should be noted the revised target, set as ‘at least 90 per cent for every child at school’ regardless of geolocation of students, has created a larger ‘stretch’ for these schools.

STUDENT OUTCOMES

TARGET Twenty per cent increase in Northern Territory Certificate of Education and Training (NTCET) completions

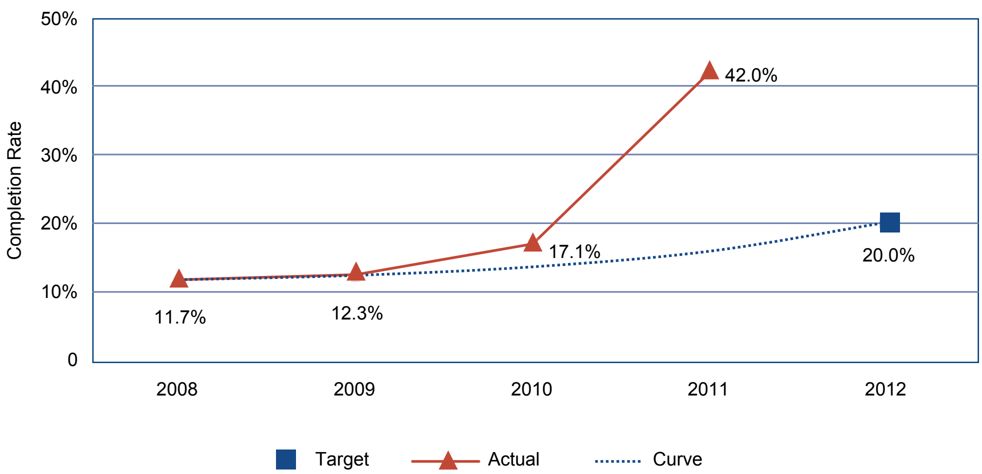
Figure 47: Systemic targets by 2012 — Senior Secondary Certificate of Education (NTCE/NTCET) completions by 2012



Source: DET Curriculum, Teaching and Phases of Learning

TARGET Twenty per cent completion rate for attaining a VET in Schools Certificate

Figure 48: Completion rate for attaining VET in Schools Certificate



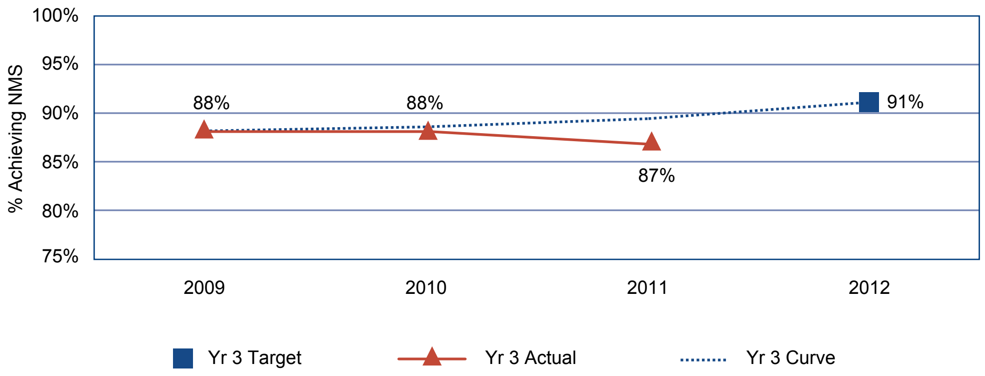
Source: DET Participation and Pathways

NAPLAN

TARGET Three per cent increase in proportion of non-Indigenous students at or above national minimum standard in all National Assessment Program, Literacy and Numeracy (NAPLAN) tests.

READING— NON INDIGENOUS

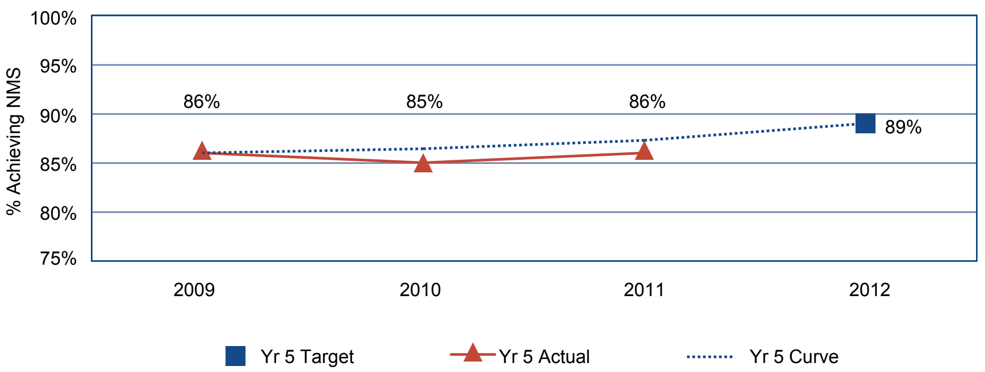
Figure 49: Systemic targets by 2012 — proportion of non-Indigenous Year 3 students at or above National Minimum Standard (NMS) in reading, 2009 to 2011



Source: DET Performance and Data Management

The proportion of non-Indigenous Year 3 students at or above MNS decreased by 1 per cent from 88 per cent in 2010 to 87 per cent in 2011. This created a 2.3 per cent gap between the systemic target improvement curve.

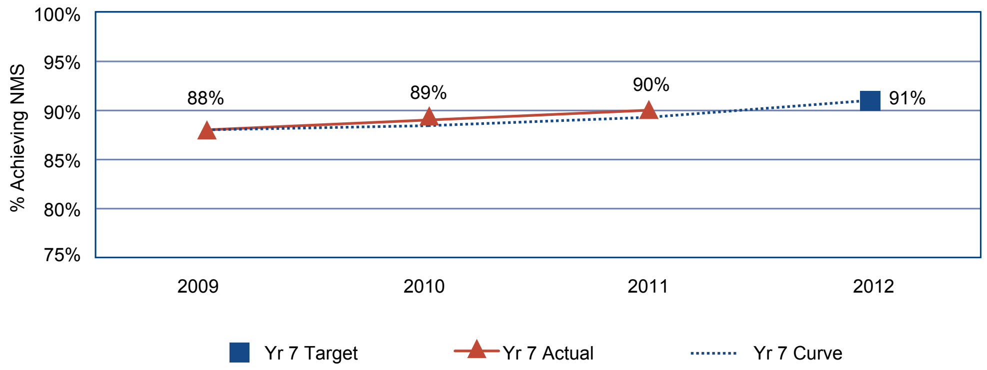
Figure 50: Systemic targets by 2012 — proportion of non-Indigenous Year 5 students at or above NMS in reading, 2009 to 2011



Source: DET Performance and Data Management

Year 5 non-Indigenous students' 2011 results corrected the decrease from 2009 to 2010 and performed at the highest level since 2008 with 86 per cent. This result stands 1.3 per cent below the systemic target improvement curve.

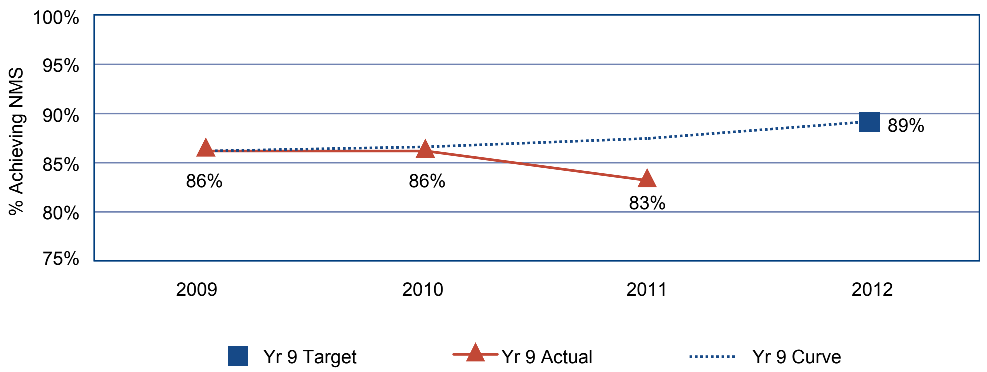
Figure 51: Systemic targets by 2012 — proportion of non-Indigenous Year 7 students at or above NMS in reading, 2009 to 2011



Source: DET Performance and Data Management

The proportion of Year 7 non-Indigenous students achieving at or above the National Minimum Standard in 2011 stood 0.7 per cent above the systemic target improvement curve. Overall, 90 per cent of this cohort of students achieved at or above the National Minimum Standard.

Figure 52: Systemic targets by 2012 — proportion of non-Indigenous Year 9 students at or above NMS in reading, 2009 to 2011



Source: DET Performance and Data Management

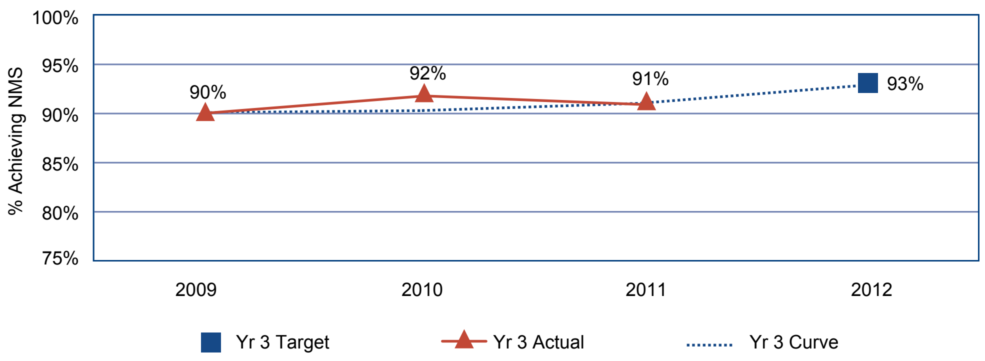
Year 9 non-Indigenous student performance in reading decreased in 2011 by 3 per cent as compared with 2010. This created a 4.3 per cent gap between actual performance and the systemic target improvement curve.

WRITING

In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 Writing results should not be compared to previous years. Given this change, it is not appropriate to measure performance against targets previously set. This is consistent with National reporting on NAPLAN.

NUMERACY – NON INDIGENOUS

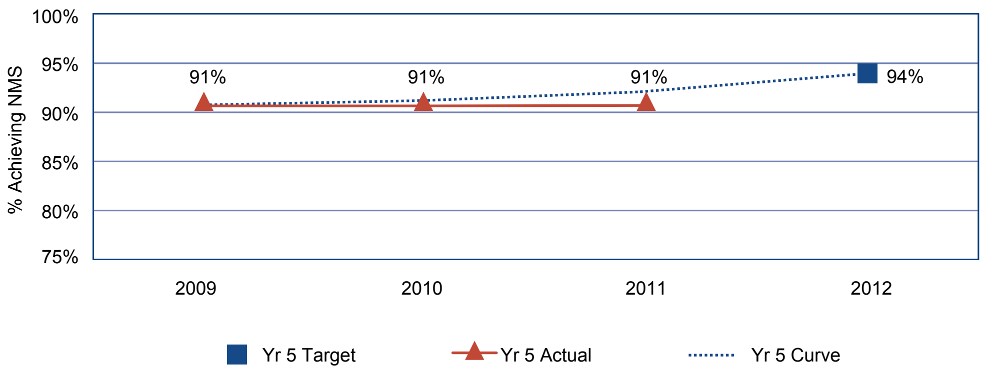
Figure 57: Systemic targets by 2012 — proportion of non-Indigenous Year 3 students at or above NMS in numeracy, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 91 per cent non-Indigenous Year 3 students achieved at or above the National Minimum Standard in numeracy. This compares to the systemic target improvement curve figure for 2011 of 91.3 per cent.

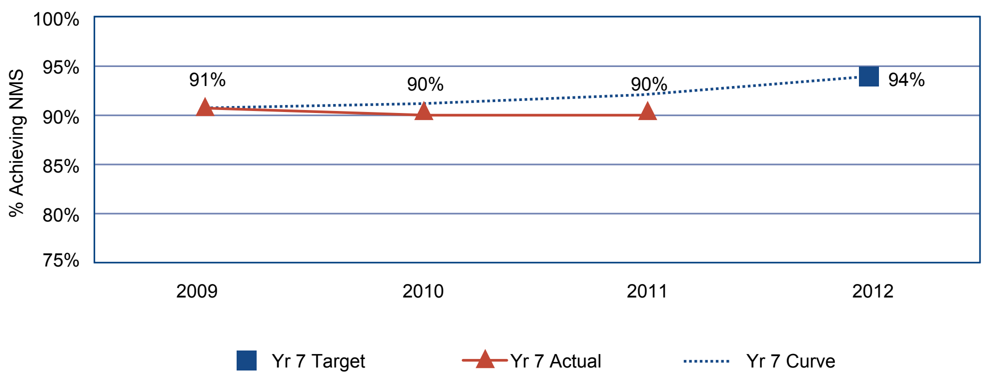
Figure 58: Systemic targets by 2012 — proportion of non-Indigenous Year 5 students at or above NMS in numeracy, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 91 per cent non-Indigenous Year 5 students achieved at or above the National Minimum Standard, 1.3 per cent below the systemic target improvement curve.

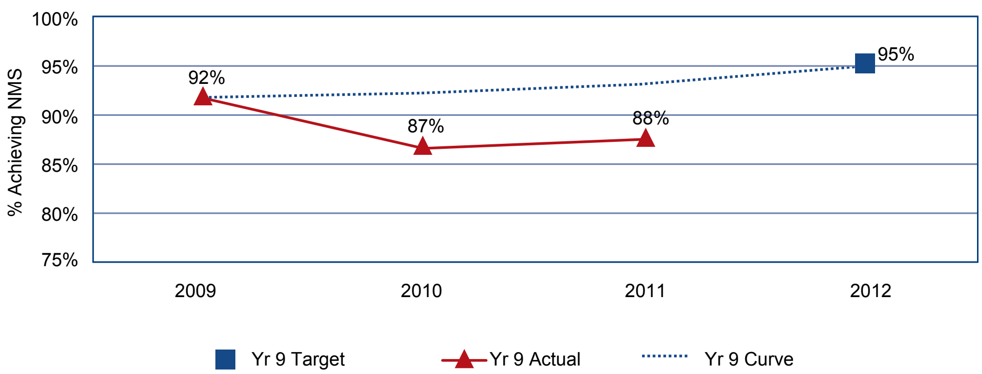
Figure 59: Systemic targets by 2012 — proportion of non-Indigenous Year 7 students at or above NMS in numeracy, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 90 per cent non-Indigenous Year 7 students achieved at or above the National Minimum Standard in numeracy. This matches the 2010 performance of the Year 7 cohort, but creates a gap of 2.3 per cent with the improvement trajectory required to meet the systemic targets.

Figure 60: Systemic targets by 2012 — proportion of non-Indigenous Year 9 students at or above NMS in numeracy, 2009 to 2011



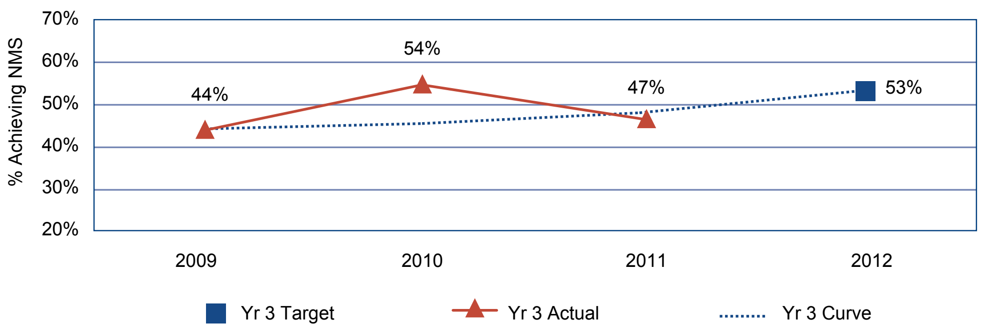
Source: DET Performance and Data Management

In 2011, 88 per cent non-Indigenous Year 9 students achieved at or above the National Minimum Standard in numeracy. This is a 1 per cent improvement on 2010 results, but remains below the systemic target improvement curve.

TARGET Nine per cent increase in proportion of Indigenous students at or above National Minimum Standard in all NAPLAN tests.

READING—INDIGENOUS

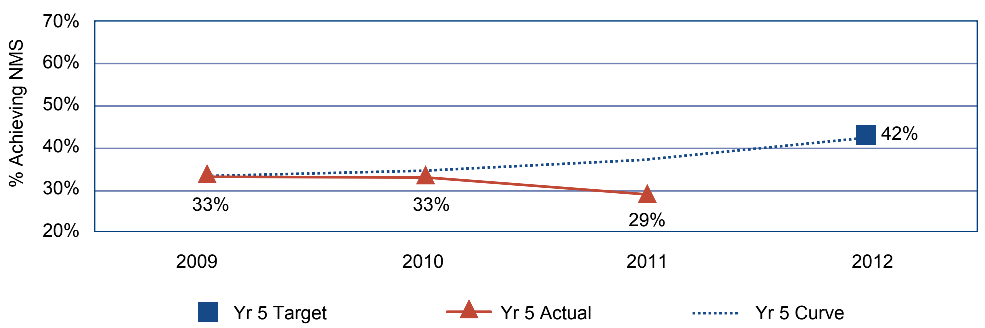
Figure 61: Systemic targets by 2012 — proportion of Indigenous Year 3 Students at or above NMS in reading, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 47 per cent Indigenous Year 3 students achieved at or above the National Minimum Standard in reading, close to the systemic target improvement curve figure of 47.8 per cent.

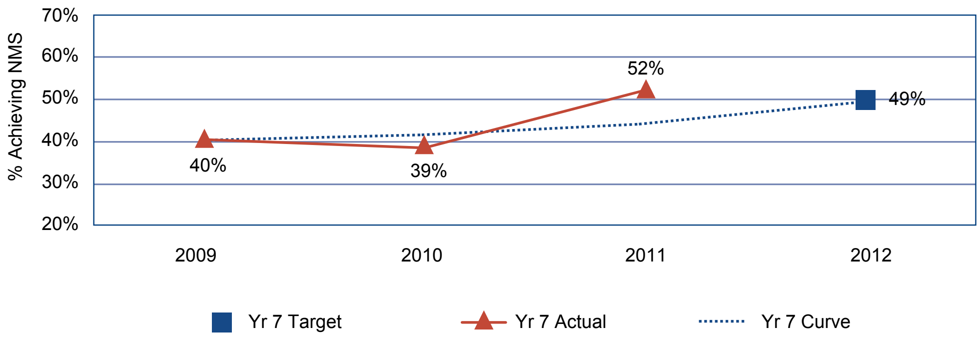
Figure 62: Systemic targets by 2012 — proportion of Indigenous Year 5 Students at or above NMS in reading, 2009 to 2011



Source: DET Performance and Data Management

The proportion of Indigenous Year 5 students at or above National Minimum Standard in reading decreased by 4 per cent from 33 per cent in 2010 to 29 per cent in 2011, 7.8 per cent lower than the systemic target improvement curve.

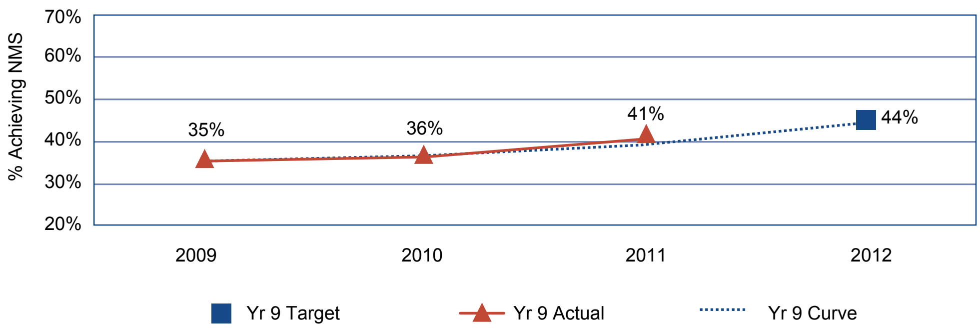
Figure 63: Systemic targets by 2012 — proportion of Indigenous Year 7 students at or above NMS in reading, 2009 to 2011



Source: DET Performance and Data Management

Year 7 2011 reading results show Indigenous students performed at the highest level since 2008, at 52 per cent. This is 8.2 per cent above the systemic target improvement curve and has exceeded the 2012 target of 49 per cent.

Figure 64: Systemic targets by 2012 — proportion of Indigenous Year 9 students at or above NMS in reading, 2009 to 2011

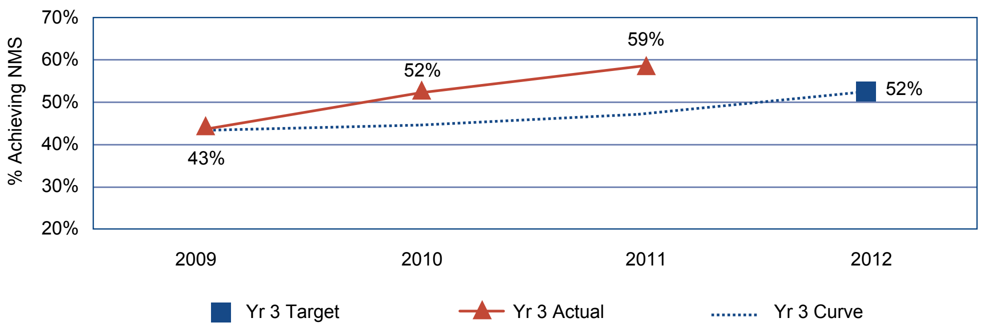


Source: DET Performance and Data Management

In Year 9 reading, Indigenous students improved by 5 per cent, with 41 per cent achieving at or above National Minimum Standard. This was 2.2 per cent above the systemic target improvement curve (38.8%).

NUMERACY - INDIGENOUS

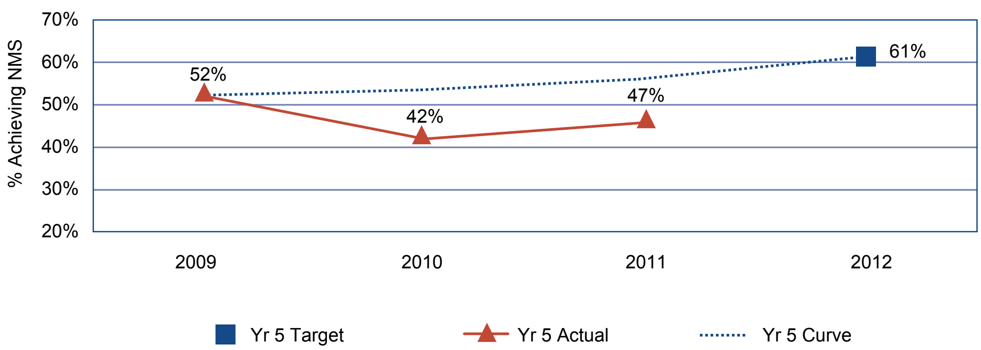
Figure 69: Systemic targets by 2012 — proportion of Indigenous Year 3 students at or above NMS in numeracy, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 59 per cent Indigenous Year 3 students achieved at or above the National Minimum Standard in numeracy and performed at the highest level since 2008. This was well above the systemic target improvement curve figure for 2011 of 46.8 per cent, and it is also 7 per cent above the final 2012 target.

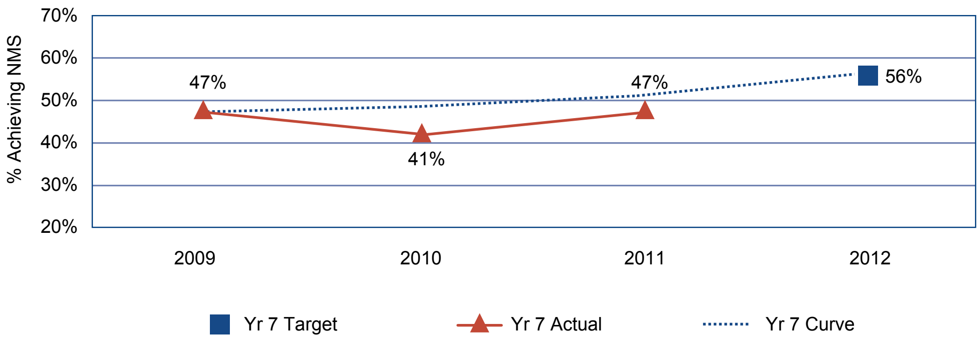
Figure 70: Systemic targets by 2012 — proportion of Indigenous Year 5 students at or above NMS in numeracy, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 47 per cent Indigenous Year 5 students performed at or above the National Minimum Standard in numeracy. This was 8.8 per cent below the systemic target improvement curve.

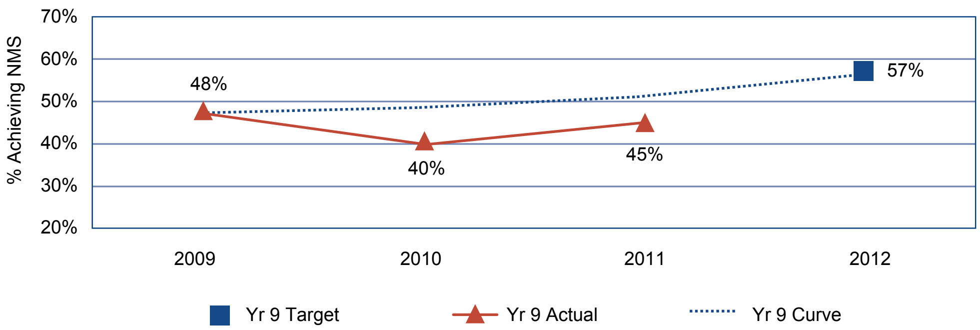
Figure 71: Systemic targets by 2012 — proportion of Indigenous Year 7 students at or above NMS in numeracy, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 47 per cent Indigenous Year 9 students' numeracy results were at or above the National Minimum Standard. This was 3.8 per cent below the systemic target improvement curve.

Figure 72: Systemic targets by 2012 — proportion of Indigenous Year 9 students at or above NMS in numeracy, 2009 to 2011



Source: DET Performance and Data Management

In 2011, 45 per cent Indigenous Year 9 students performed at or above the National Minimum Standard in numeracy. This was 6.8 per cent below the systemic target improvement curve.

Performance of NT Students—2011 National Assessment Program Literacy and Numeracy

PARTICIPATION IN NATIONAL COMMON ASSESSMENT

Since 2008, Northern Territory (NT) students have participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). This national assessment program replaced the previous Multilevel Assessment Program (MAP) in the Northern Territory. NAPLAN tests are conducted in May each year for all students in Years 3, 5, 7 and 9. Students in the same year level sit common tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Each year more than a million students in Years 3, 5, 7 and 9 across Australia participate in the tests.

The results from the NAPLAN assessments broadly reflect aspects of literacy and numeracy within the curriculum in all states and territories. They provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands. The NAPLAN tests are intended to provide information about what students know and can do, and be used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

In 2011, average participation rates by NT students, across all year levels and assessment areas ranged between 84.9 per cent to 89.4 per cent, compared to 92.4 per cent to 96.4 per cent nationally.

In 2011 across the NT, Year 5 Spelling, Grammar and Punctuation and Writing students had the highest participation rate with 89.4 per cent of students participating. While Year 9 Numeracy students had the lowest participation rate in the NT, with 84.9 per cent of students participating in the test, they were the closest to the Australian average, with a 7.5 percentage point difference between NT and Australian participation rates. For Indigenous students in 2011, Year 5 Writing had the highest participation rate with 82.6 per cent of Indigenous students participating in the test while Year 9 Numeracy had the lowest participation with 68.4 per cent of Indigenous students participating in the test.

For non-Indigenous students in 2011, Year 7 Grammar and Punctuation and Spelling had the highest participation rate with 97.2 per cent of students participating in this test, which was 0.4 percentage points higher than the Australian average. Year 5 and Year 9 Numeracy had the lowest participation rate with 95.1 per cent of non-Indigenous students participating in the test. Compared nationally, this was 1.9 percentage points higher than non Indigenous students participating in the test for Year 9 Numeracy and 1.2 percentage points lower than non-Indigenous students participating in the test for Year 5 Numeracy. Non-indigenous students across all domains in Year 9 and four of the five domains in Year 7 had a higher participation rate than the Australian average.

The results are presented by assessment area — focussing on the areas of reading and numeracy, in line with national reporting practices — and by year level and Indigenous status. Indigenous students include students who have identified as Aboriginal or Torres Strait Islander (or both). Students for whom Indigenous status was not stated are excluded from the data that is presented by Indigenous status. All students who sat the test at government and non-government (Catholic, independent and Christian) schools are included as nationally comparable data is only available at state or territory level and not disaggregated by sector.

EXPLANATORY NOTES

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level which includes absent and withdrawn students.

Achievement rates are calculated for all students who were at or above National Minimum Standard as a percentage of the total number of students assessed.

Students for whom Indigenous status was not stated are not included in data which is provided by Indigenous Status.

NAPLAN results are not comparable to MAP testing in previous years due to differences in testing methods and the change in the timing of the test from August to May.

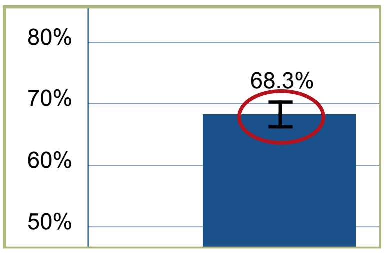
NAPLAN tests were equated so that the 2011 results can be compared with those in previous years. Equating enables the results from NAPLAN tests in different years to be reported using the same achievement scale. In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, there has been a national ruling that 2011 Writing results should not be compared to previous years.

Equating one test with another is a complex process and involves some degree of statistical error. For this reason, there may appear to be minor fluctuations in the average NAPLAN test results from year to year which are in fact not statistically significant. It is only when there has been a meaningful change in the results from one year to the next, or where there has been a consistent trend over several years that statements can be confidently asserted about meaningful change. The 2011 NAPLAN National Report contains additional information about whether changes from 2008 to 2011 are significant. Confidence intervals have also been included in the data presented here to indicate significance of changes from one year to the next.

CONFIDENCE INTERVALS

In the achievement graphs that follow, the intervals shown at the top of each bar are 95 per cent confidence intervals.

As an example, the bar here shows that 68.3 per cent of the given student cohort achieved National Minimum Standard. The interval in this case is 2 per cent, indicating a 95 per cent chance that the true percentage lies between 66.3 per cent and 70.3 per cent.



INFLUENCES IN THE NT

National and international studies consistently demonstrate that three major demographic factors have a strong impact on student performance:

- Indigenous status
- geolocation
- socioeconomic status

These patterns are particularly evident in NT student NAPLAN outcomes.

INDIGENOUS STATUS

The NT NAPLAN results show clearly that Indigenous disadvantage is still a significant issue for all of Australia and particularly for the NT. While Indigenous students as a cohort have lower NAPLAN results than non-Indigenous students, NT Indigenous student results are lower than Indigenous student results Australia wide.

GEOLOCATION

The national NAPLAN results show a consistent and strong relationship between performance and geolocation. That is, metropolitan students have the highest outcomes and very remote students the lowest. This is obviously a factor for the NT where there are no centres categorised as metropolitan and where 47 per cent of students live in remote or very remote geolocations. However NT results are lower than national results even when geolocation is accounted for. For example, achievement levels for NT students in very remote areas are consistently lower than the Australia-wide achievement levels for very remote areas.

SOCIO-ECONOMIC STATUS

While there is no national data on the specific correlation between socioeconomic status (SES) and NAPLAN results, most jurisdictions have done this assessment at state level (using different SES source data) and have found a high correlation. The NT has a significantly higher proportion of students in the bottom 10 per cent of SES (based on ABS data).

MULTIPLE AND OVERLAPPING DISADVANTAGE FACTORS

Several influences impact on student outcomes, particularly in the NT. The NT has an Indigenous student cohort that is approximately 41% of the total school population, which is over six times greater than the next largest proportion from any other state or territory and nearly half of NT students live in remote and very remote area. Furthermore, a vastly higher proportion of these students are speakers of Indigenous languages from very remote communities than in any other state or territory. These challenges are further compounded by fact that the majority of the NT's low SES students are also Indigenous and live in remote or very remote locations.

National and international research shows a longstanding relationship between education outcomes and student background (especially SES, Indigeneity and, to a lesser extent, geolocation). However, more recent education research demonstrates that this is not an inevitable relationship. The research shows that education systems that put in place coherent, consistent and comprehensive reform agendas, which prioritise supporting schools to undertake rigorous evidence-based whole-school improvement, can disrupt this relationship, given time. The evidence also suggests that one of the most significant barriers to achieving this is beliefs and expectations of teachers, parents, principals and system administrators.

LITERACY AND NUMERACY PERFORMANCE FOR PRIMARY SCHOOL STUDENTS – WHAT THE 2011 RESULTS SHOW

The following tables include the proportion of students, by Indigenous status, achieving the national minimum standard (NMS) for all government and non-government schools in the NT in 2011, compared with students by Indigenous status Australia-wide, for Years 3 and 5 in 2008 to 2010.

Across all year levels and assessment areas the proportion of NT students achieving NMS remains consistently lower than other states and territories, and the Australian average. This difference in performance was greater for Indigenous students than non-Indigenous students. Across Australia, Indigenous students did not perform as well as non-Indigenous students.

Indigenous NT students had the lowest performances in Australia as a cohort although NT provincial Indigenous students in Years 3 and 5 in Numeracy performed comparably to Australian provincial Indigenous students. Non-Indigenous students in the NT performed comparably with non-Indigenous students across Australia. NT non-Indigenous Year 3 and 5 remote and very remote students performed slightly better than the Australian average in Reading & Numeracy.

Year 3 Numeracy students were the highest achievers in the NT with 79.1 per cent of students achieving NMS (16.5 percentage points lower than the Australian average of 95.6 per cent). Year 9 Writing students were the lowest achievers in the NT with 57.5 per cent of students achieving NMS (27.3 percentage points lower than the Australian average of 84.8 per cent).

Non-Indigenous students achieved their best results in Year 5 Numeracy with 94.6 per cent achieving NMS, only 0.9 percentage points lower than the Australian average of 95.5 per cent.

Indigenous students achieved their best results in Year 3 Numeracy with 59.3 per cent achieving NMS. This is substantially lower than the Australian average of 83.6 per cent for Indigenous students in this test.

Figure 65: Year 3 and Year 5 reading participation, 2008 to 2011

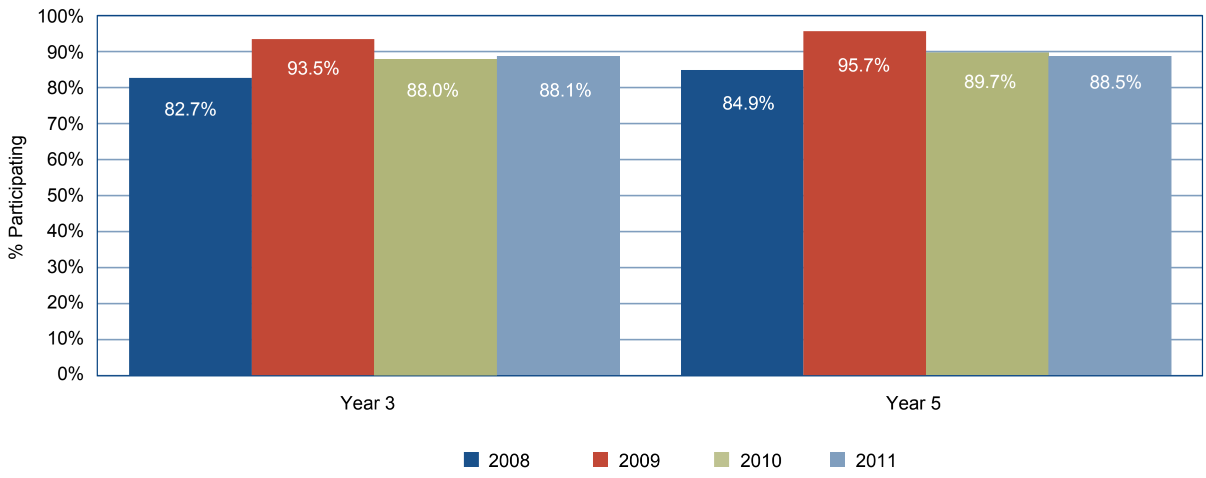


Figure 66: Year 3 and Year 5 numeracy participation, 2008 to 2011

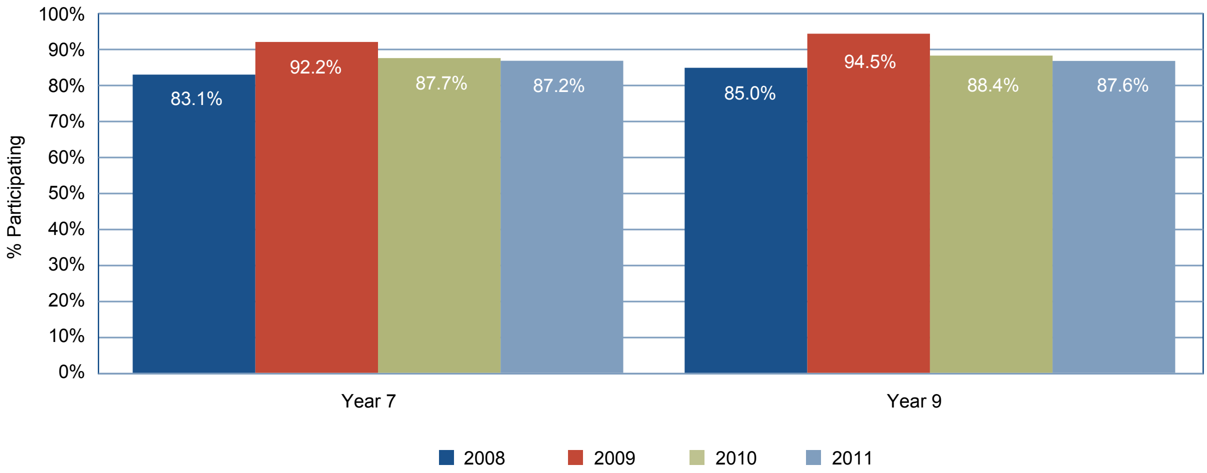


Figure 67: Year 3 students achieving NMS in reading, 2008 to 2011

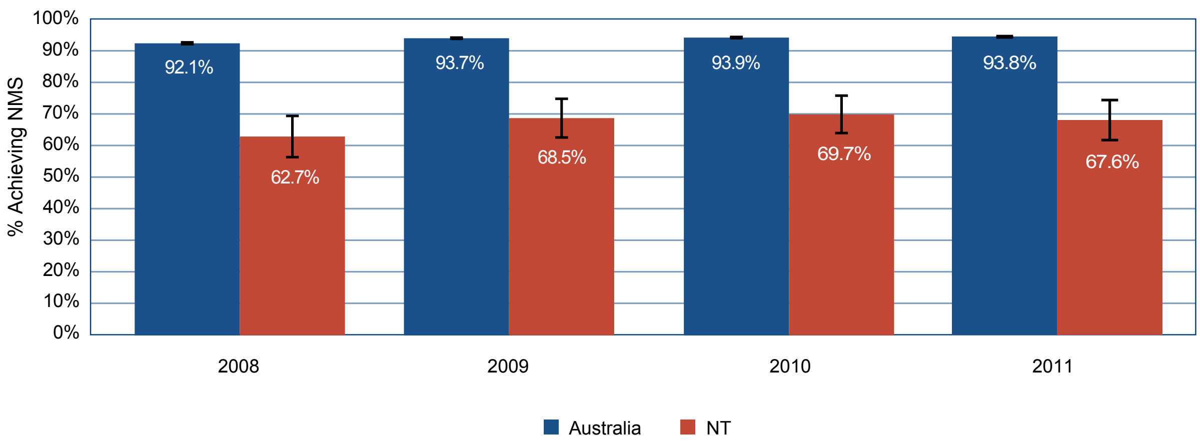


Figure 68: Year 3 students achieving NMS in reading by Indigenous status, 2008 to 2011

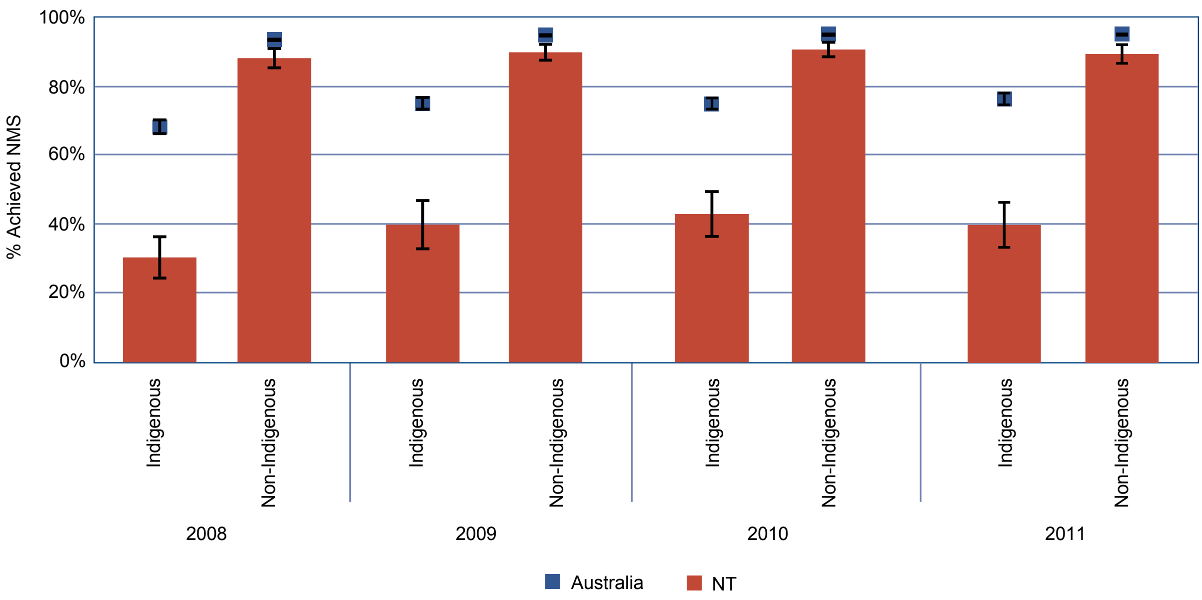


Figure 69: Year 5 students achieving National Minimum Standard in reading, 2008 to 2011

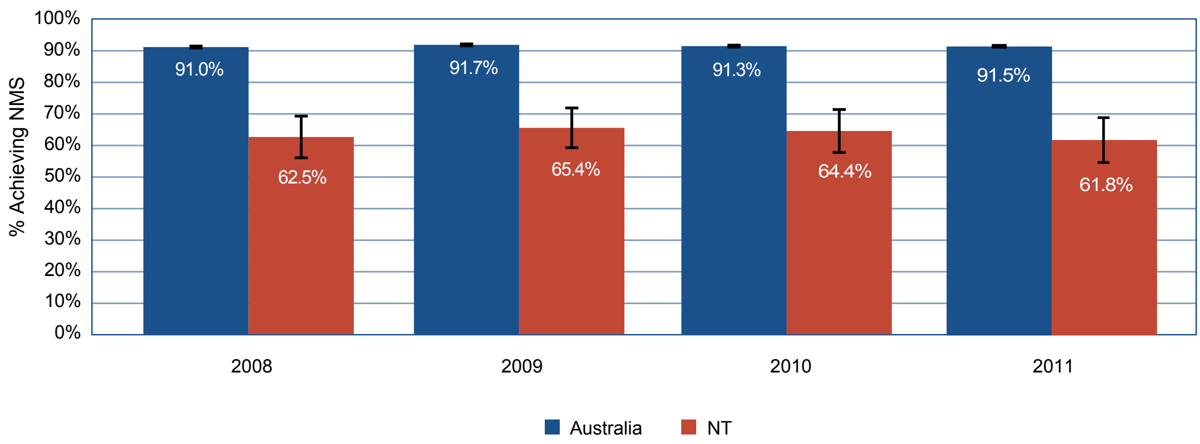


Figure 70: Year 5 students achieving National Minimum Standard in reading by Indigenous status, 2008 to 2011

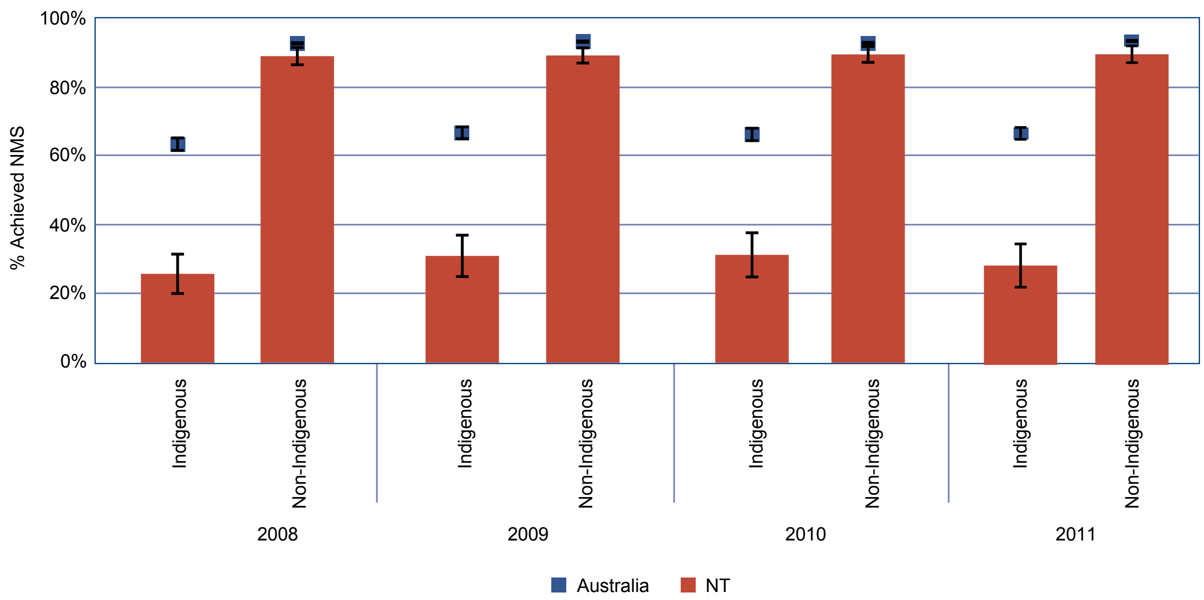


Figure 71: Year 3 students achieving National Minimum Standard in numeracy, 2008 to 2011

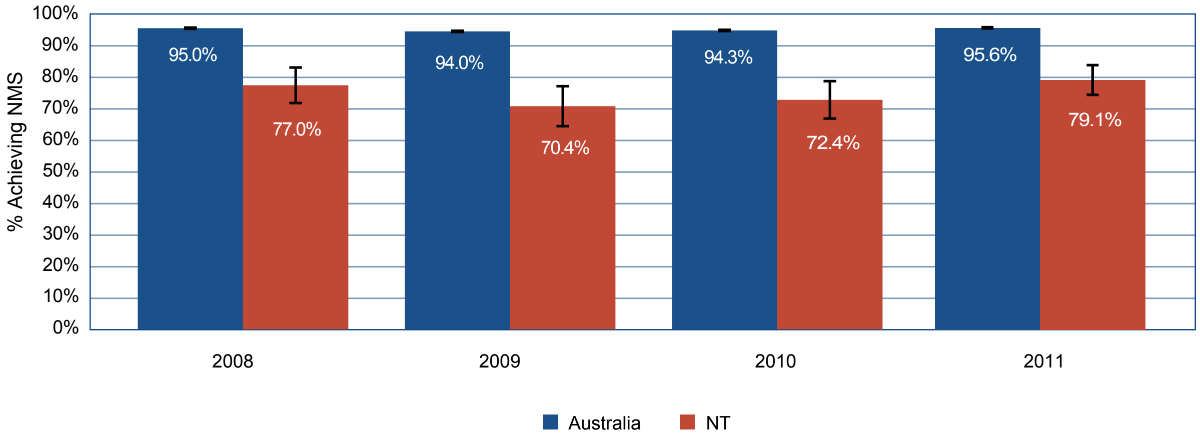


Figure 72: Year 3 students achieving NMS in numeracy by Indigenous status, 2008 to 2011

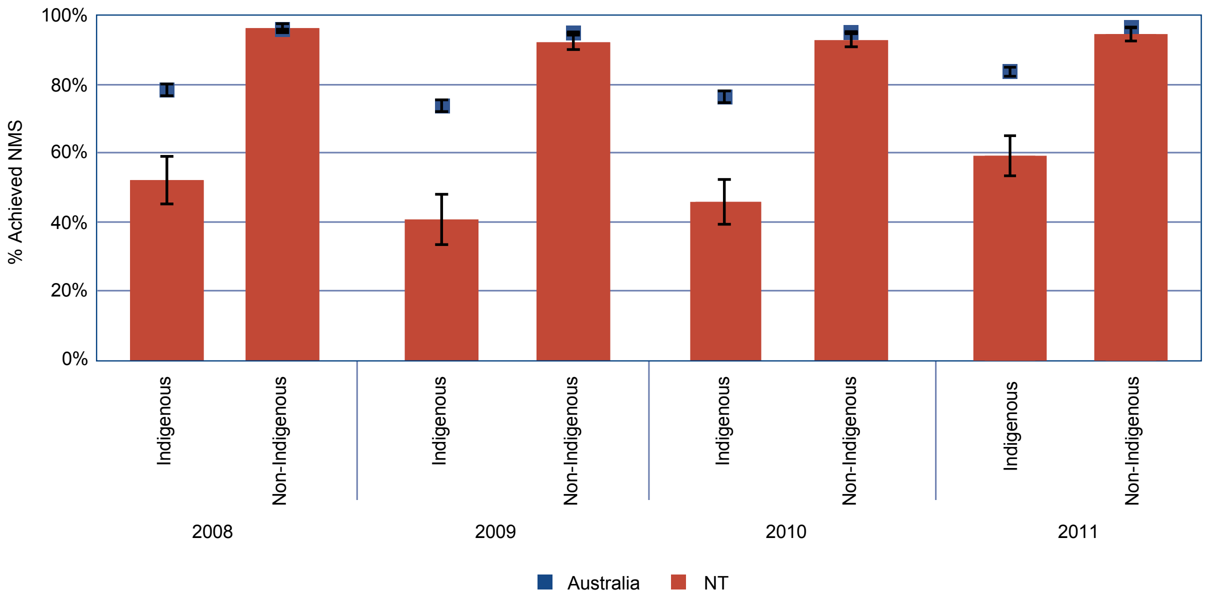


Figure 73: Year 5 students achieving NMS in numeracy, 2008 to 2011

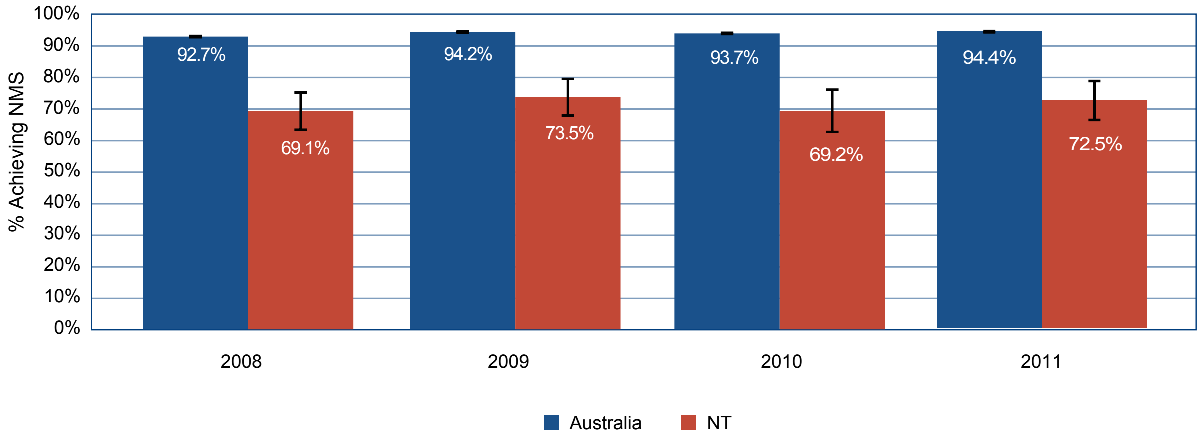
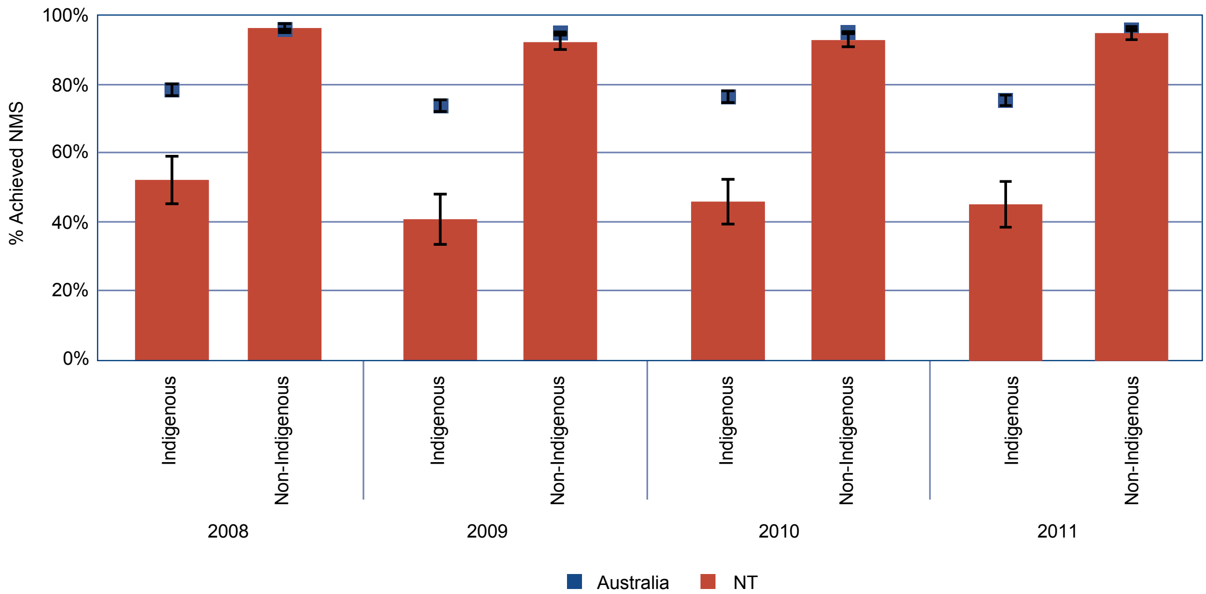


Figure 74: Year 5 students achieving NMS in numeracy by Indigenous status, 2008 to 2011



LITERACY AND NUMERACY PERFORMANCE FOR MIDDLE SCHOOL STUDENTS — WHAT THE 2011 RESULTS SHOW

The proportion of NT students achieving the National Minimum Standard (NMS) was consistently lower than other states and territories, and significantly lower than the Australian average. Indigenous students performed considerably worse than non-Indigenous students.

In the NT a significantly higher proportion of non-Indigenous students achieved NMS compared to Indigenous students in all years of testing. In 2008, there was a 54.3 percentage point gap between non-Indigenous students and Indigenous students for Year 9 and a 61.1 percentage point gap for Year 7 students. In 2011, this gap for Year 9 had decreased slightly to 52.1 percentage points and for Year 7 had decreased to 49.5 percentage points.

For Reading, 71 per cent of Year 7 NT students achieved NMS, compared to the Australian average of 94.7 per cent. 42.9 per cent of NT Indigenous students achieved NMS compared to the Australian average of 77.1 per cent.

69.1 per cent of Year 9 NT students achieved NMS in Reading compared to the Australian average of 92.4 per cent. 37.2 per cent of NT Indigenous students achieved NMS compared to the Australian average of 71.9 per cent.

The lowest achievement rate for non-Indigenous students was in Year 9 Writing with 79.6 per cent of non-Indigenous students achieving NMS (6.8 percentage points lower than the Australian average of 86.4%).

The following figures include the proportion of students, by Indigenous status, achieving the NMS for all schools in the NT, compared with Australia, for Years 7 and 9 in reading and numeracy for 2008, 2009, 2010 and 2011.

Figure 75: Year 7 and Year 9 reading participation, 2008 to 2011

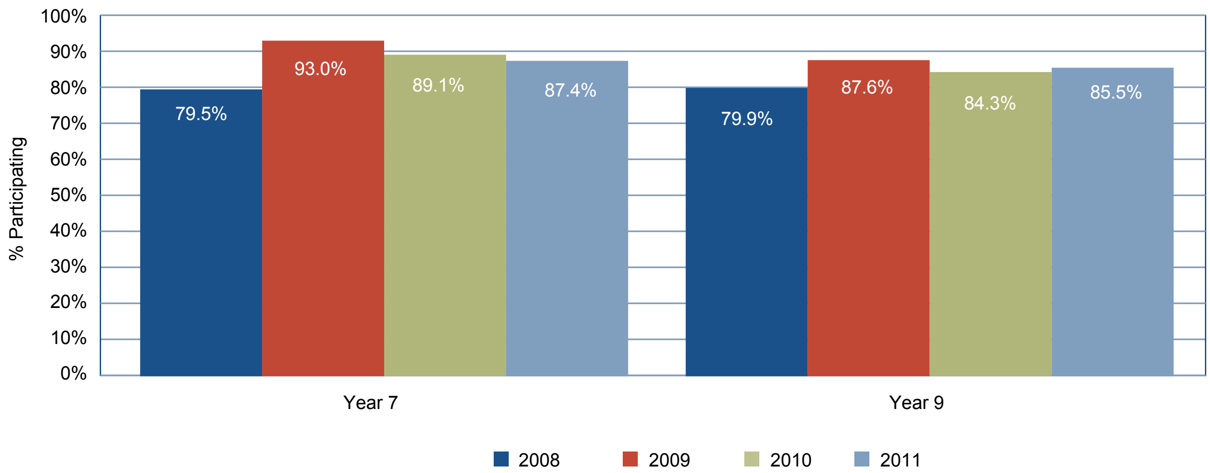


Figure 76: Year 7 and Year 9 numeracy participation, 2008 to 2011

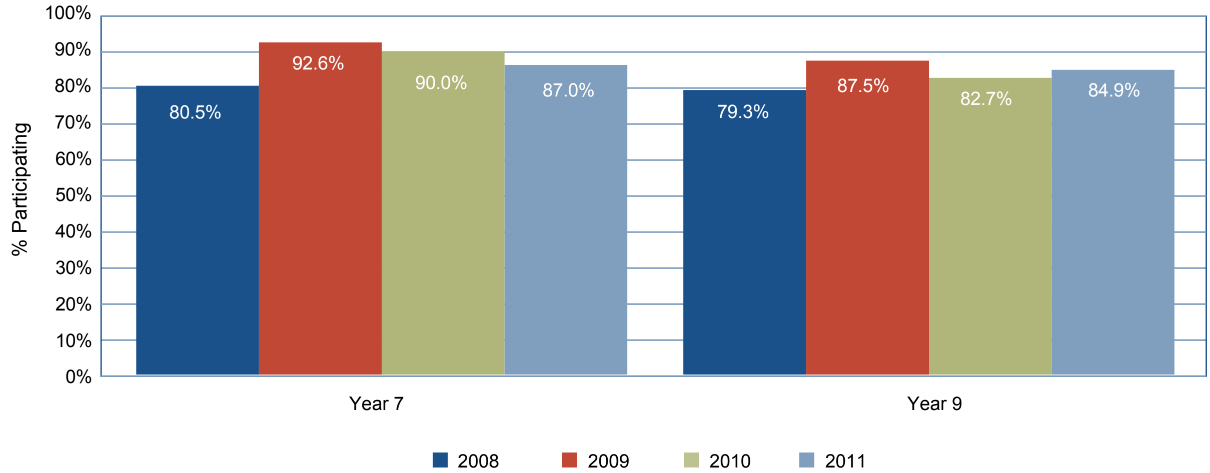


Figure 77: Year 7 achieving NMS in reading, 2008 to 2011

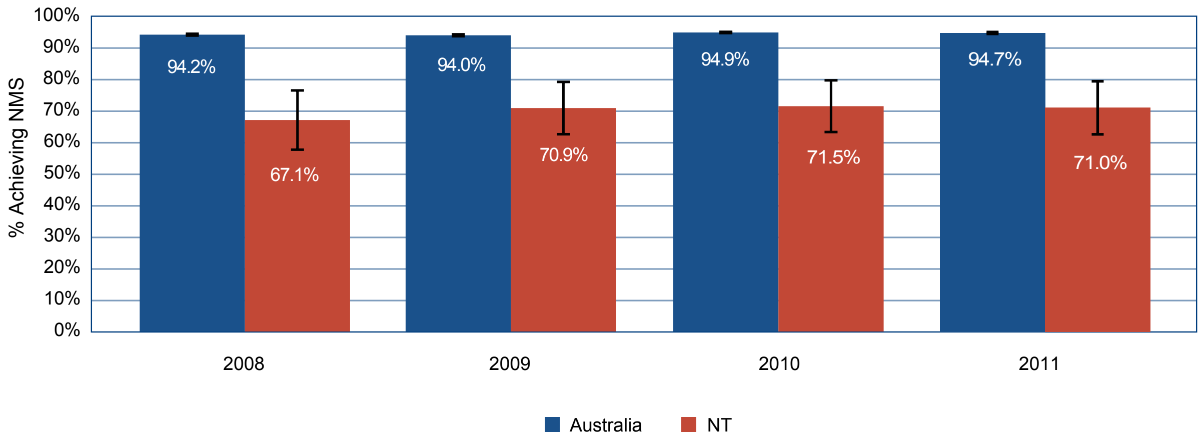


Figure 78: Year 7 students achieving NMS in reading by Indigenous status, 2008 to 2011

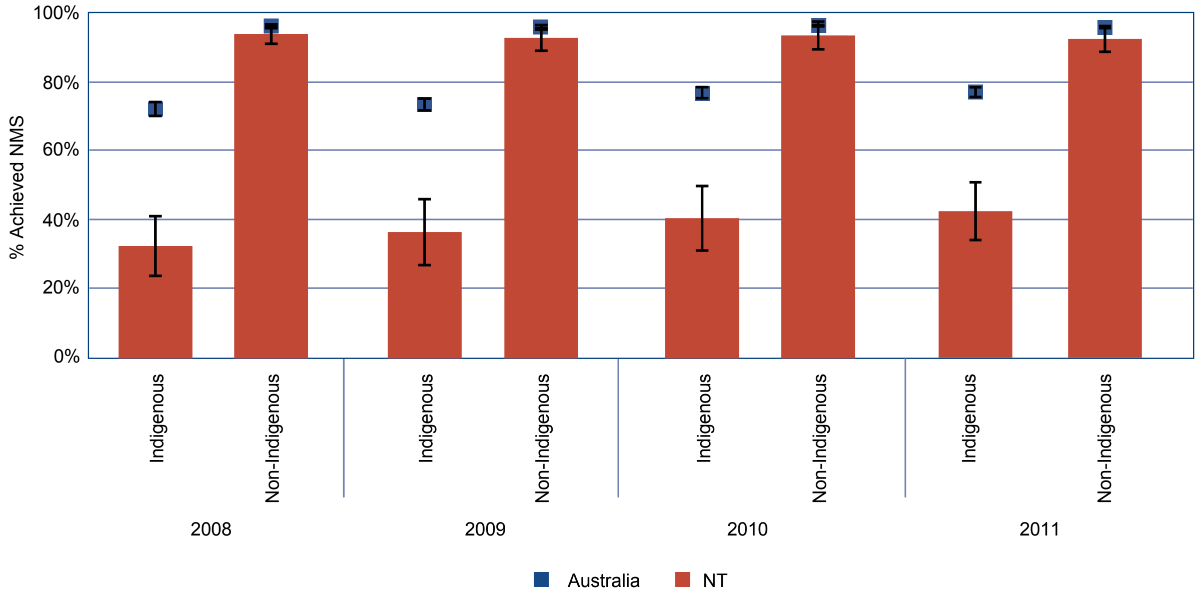


Figure 79: Year 9 achieving NMS in reading, 2008 to 2011

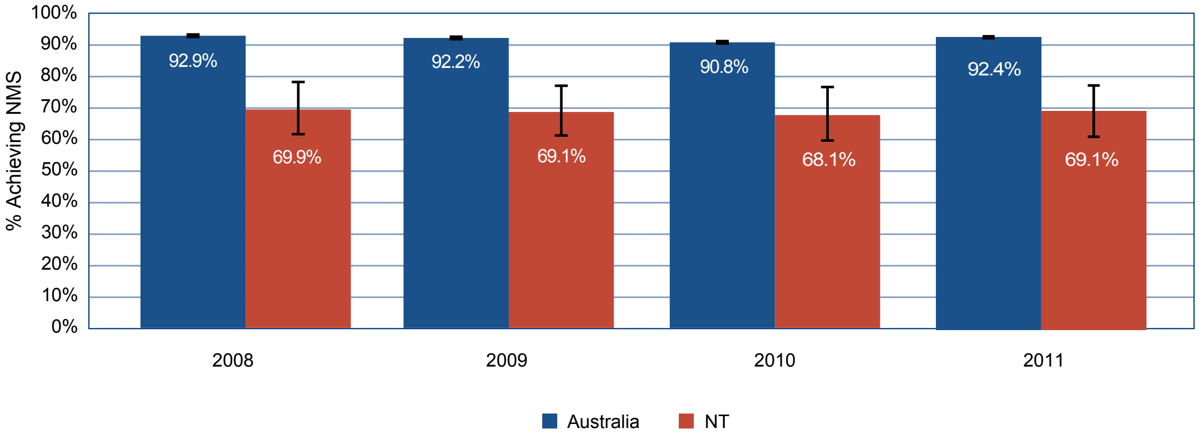


Figure 80: Year 9 students achieving NMS in reading by Indigenous status, 2008 to 2011

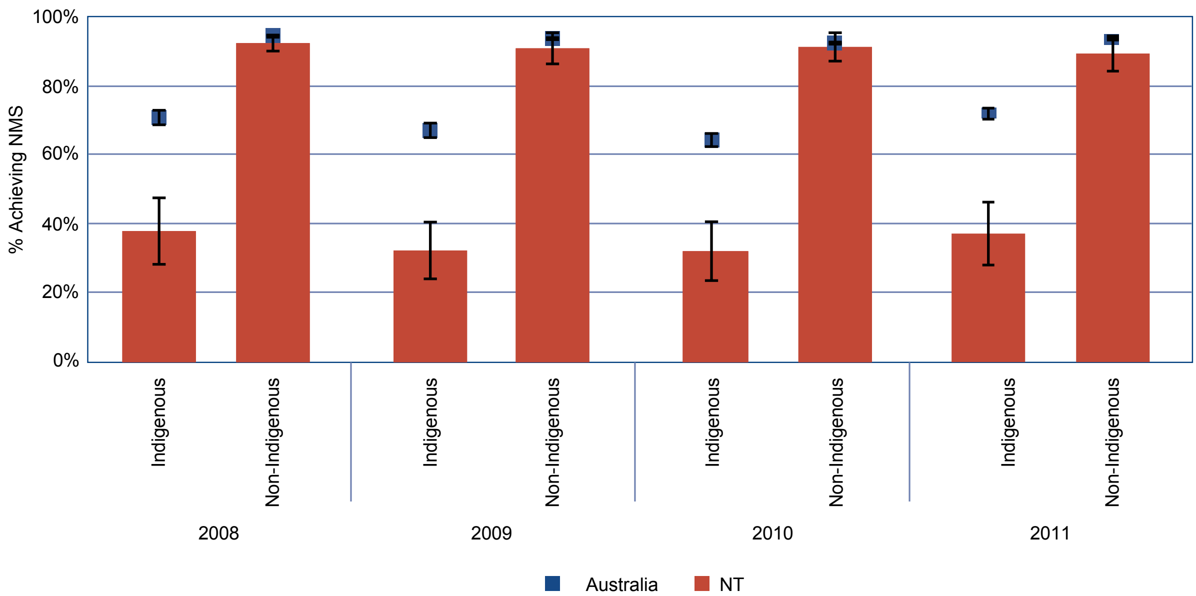


Figure 81: Year 7 students achieving NMS in numeracy, 2008 to 2011

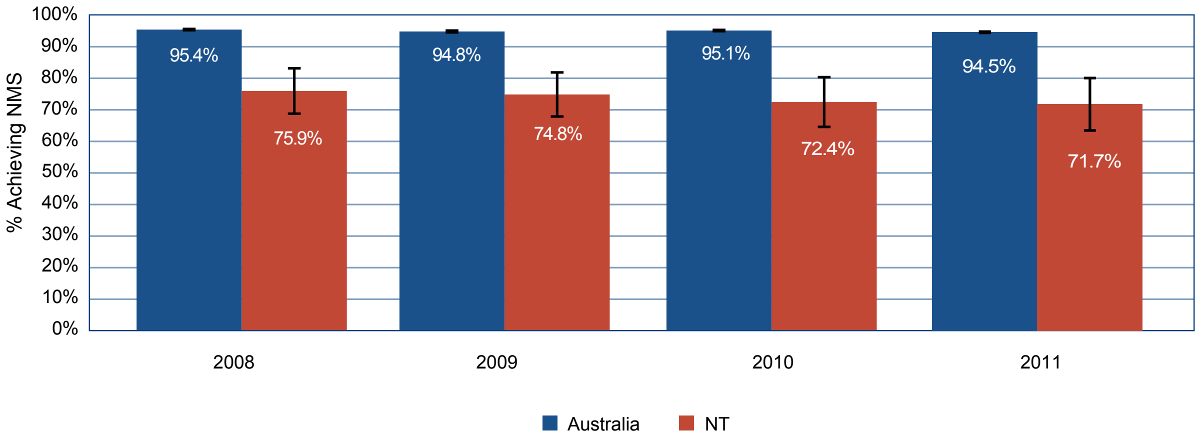


Figure 82: Year 7 students achieving NMS in numeracy by Indigenous status, 2008 to 2011

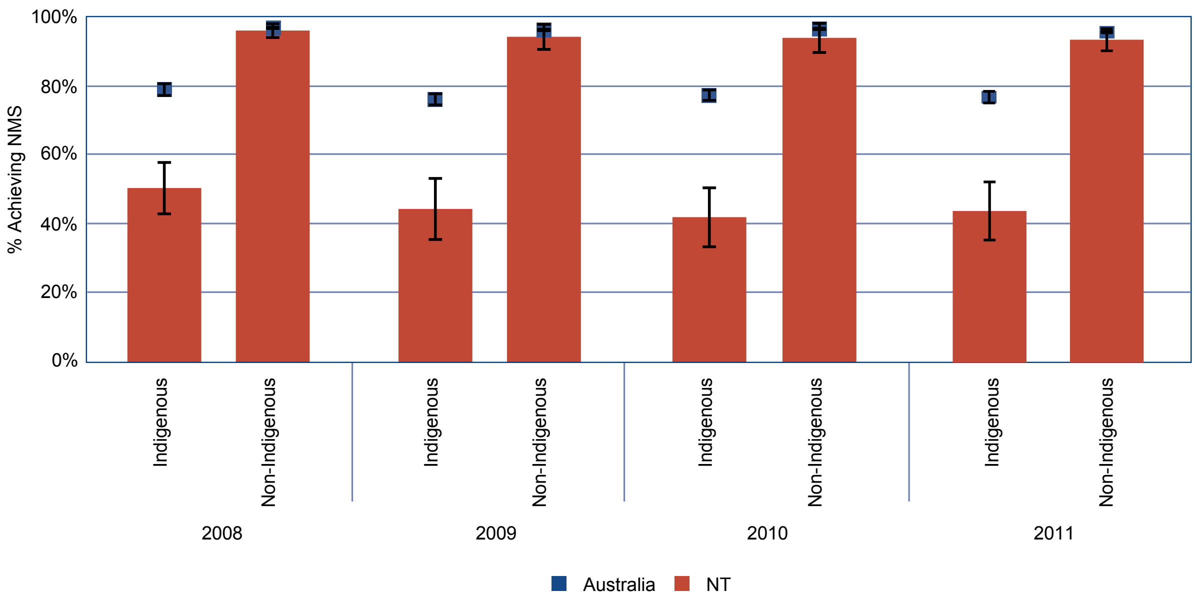


Figure 83: Year 9 students' numeracy achievement, 2008 to 2011

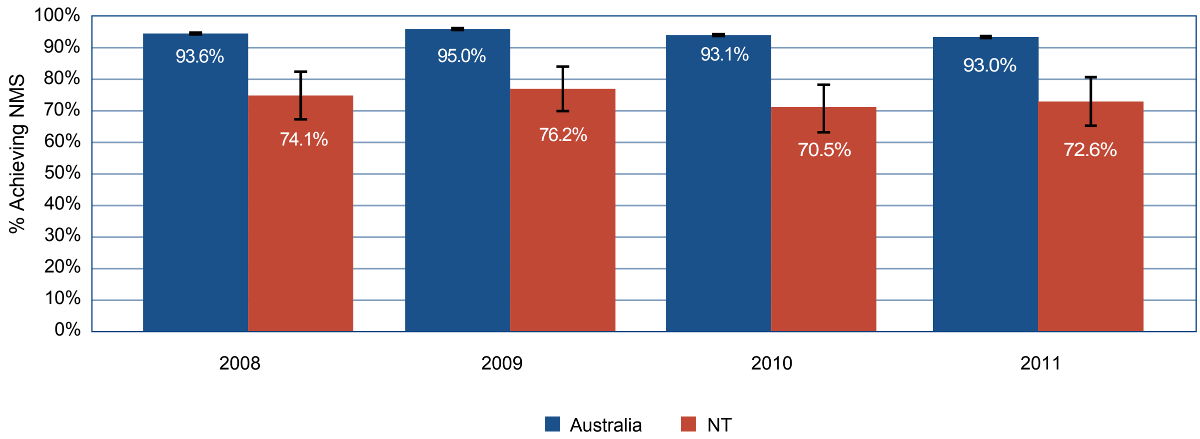
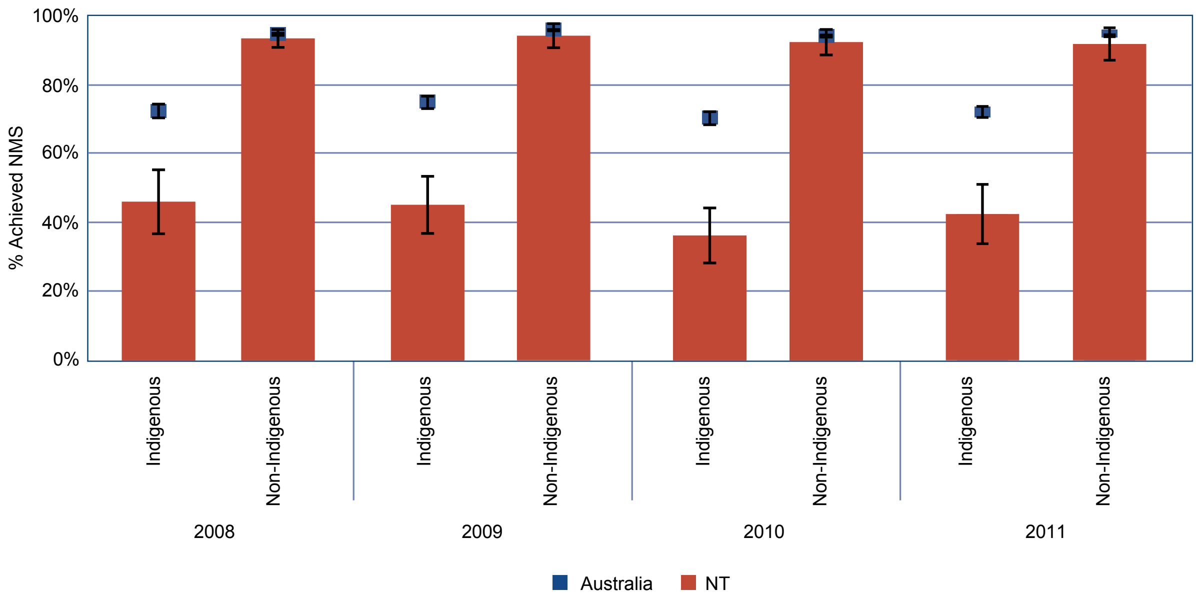


Figure 84: Year 9 students achieving NMS in numeracy by Indigenous status, 2008 to 2011



Charles Darwin University / NT Government Partnership Agreement

2007–2012 PARTNERSHIP AGREEMENT BETWEEN CHARLES DARWIN UNIVERSITY (CDU) AND THE NORTHERN TERRITORY GOVERNMENT

The Northern Territory Government through the Department of Education and Training is supporting the development of Charles Darwin University (CDU) into a thriving teaching and research institution that supports the economic, social and environmental development of the Northern Territory.

The partnership ensures DET supports the government's aims within the Territory 2030 strategy to:

- Have Territorians meet or exceed the national standards for education and training;
- Promote lifelong participation in education;
- Develop a world-class education system.

The partnership, which builds on the previous Partnership Agreement (2003–2006) focused on three major projects:

1. THE CENTRE FOR SCHOOL LEADERSHIP, LEARNING AND DEVELOPMENT

Project start date: 2011

Project end date: 2016

Contract value: $5 085 802 for 2011 and 2012 calendar years

The centre was launched in August 2011 and is focused on building the capacity of principals and school leaders to drive school improvement and deliver improved outcomes for students.

The centre's primary objective is to improve student learning outcomes in the Northern Territory by providing a suite of high quality, inspiring and motivating professional programs to build the leadership capacity of teachers, aspiring leaders, principals and government officials.

Establishing a Centre for School Leadership links to DET's objectives to provide strong leadership learning, recognise quality teaching and develop cross cultural competencies.

Additionally the centre supports the partnership objectives of building local teaching and research capacity and staff; leveraging research investment outside the NT and creating partnerships with local businesses.

2. LOCAL TEACHERS IN LOCAL SCHOOLS

Project start date: 1 January 2010

Project end date: 31 December 2012

Contract value: $700 325

The Local Teachers in Local Schools initiative forms part of the NT Government's priority to increase the number of students who complete higher education courses at CDU. Part of this effort is a target of 200 additional Indigenous teachers by 2018.

The project links supports DET's objective of 'Growing our Own' and the partnership objective of ensuring a critical mass of university enrolments and a thriving and engaged Indigenous population achieving success in education, employment and training.

3. DRIVING GREATER CONNECTION BETWEEN THE NT GOVERNMENT AND THE CDU

Project start date: 1 January 2012

Project end date: 31 December 2013

Contract value: $260 000

The appointed CDU professor has the responsibility of identifying, developing and implementing areas for collaboration and capacity building to the mutual benefit of CDU, the NT Government and the Northern Territory.

Through this work, DET is achieving its objectives of strengthening partnerships with tertiary providers and thereby improving the quality of teacher training opportunities; strengthening the delivery of education and training across government agencies and expanding scholarship schemes.

The program further supports the partnership objectives of providing research and evaluation that contributes to public policy and service delivery; research that maximises the NT's comparative advantages and raises CDU's profile and sharing resources to better maximise the NT's ability to leverage external funding.

CORPORATE GOVERNANCE

Through effective corporate governance, the Department of Education and Training operates within an accountable and responsible framework to achieve its strategic goals and operational activities.

Through corporate governance we:

- understand our roles and responsibilities
- continually improve our performance and minimise risks
- enhance stakeholder and public confidence
- meet our legal, ethical and public service obligations.

The department achieves good governance through the application of a framework of sound principles and practices underpinned by values.

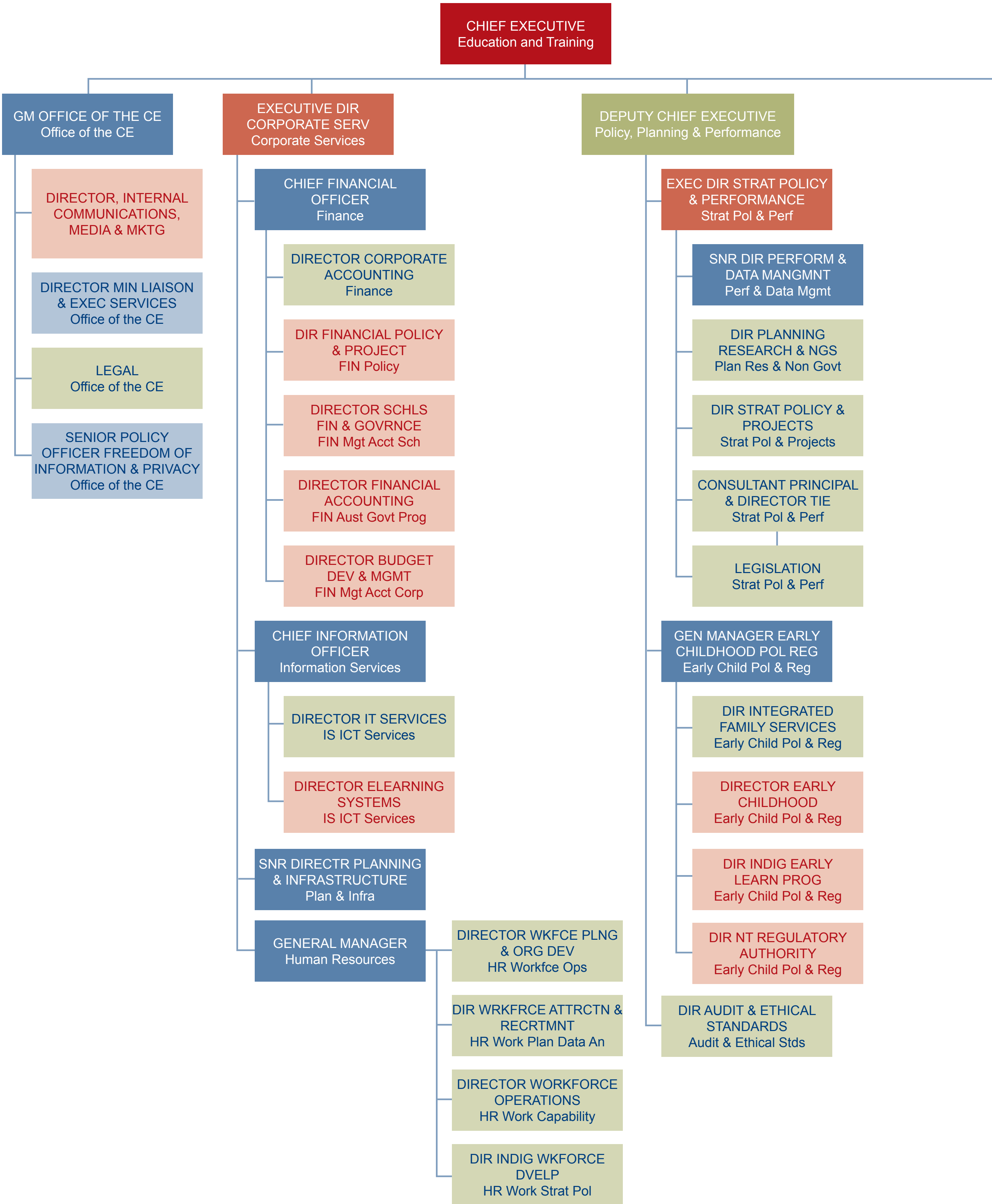
Corporate Governance Framework

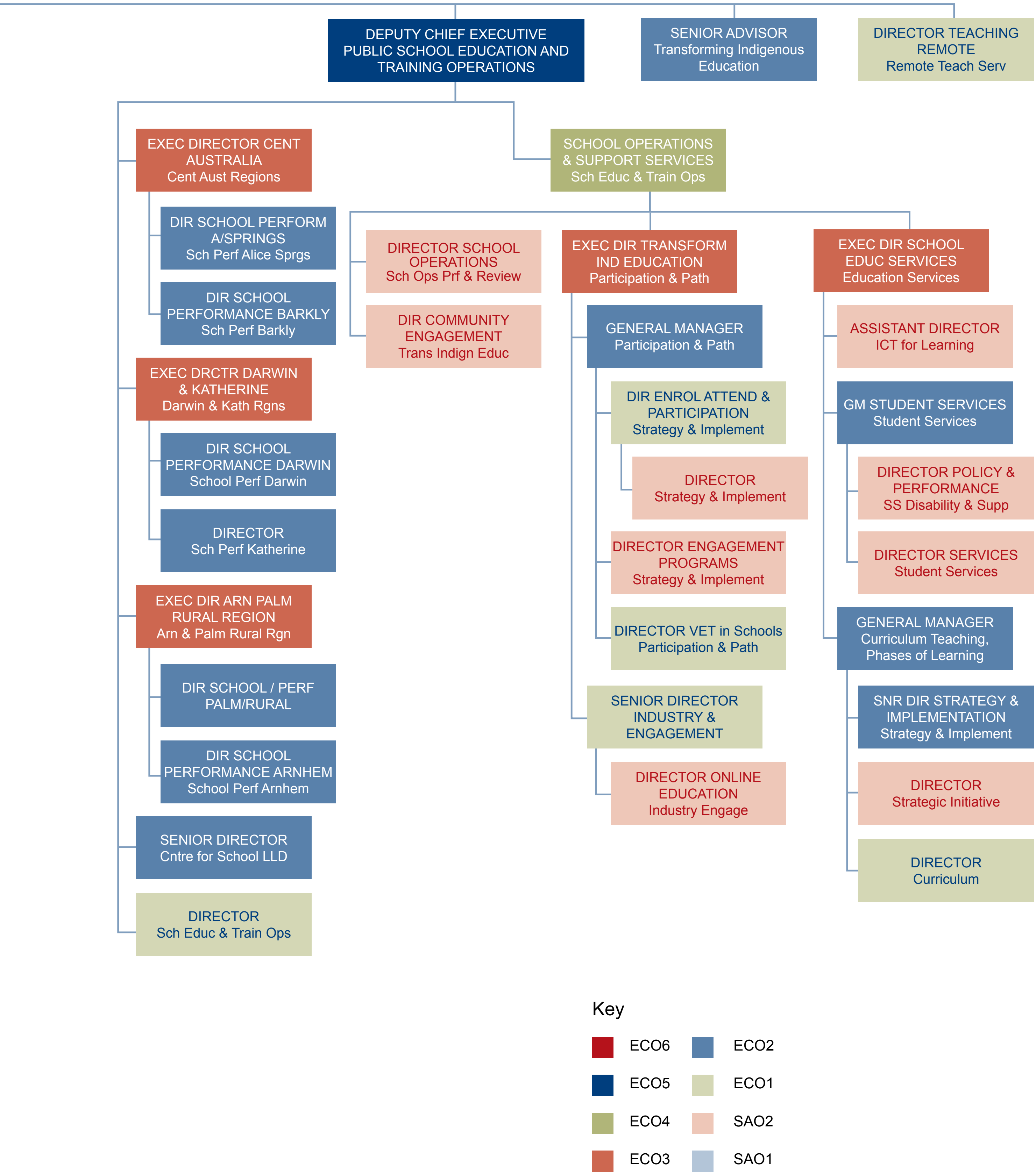
Practices	Principles
Accountable Management	Accountability
Effective Planning	Integrity
Ethical Decision Making	Due Diligence
Stakeholder Engagement	Transparency
Performance Improvement	Economy and Efficiency
Information Management	
Management of Risk and Opportunity	
Compliance and Internal Control	
Robust Reporting	

Values: Professionalism, Respect, Innovation, Diversity, Excellence

All elements are effectively integrated and applied throughout the department.

DET Organisation Chart as at 30 June 2012




DEPUTY CHIEF EXECUTIVE PUBLIC SCHOOL EDUCATION AND TRAINING OPERATIONS
SENIOR ADVISOR Transforming Indigenous Education
DIRECTOR TEACHING REMOTE Remote Teach Serv
EXEC DIRECTOR CENT AUSTRALIA Cent Aust Regions
DIR SCHOOL PERFORM A/SPRINGS Sch Perf Alice Sprgs
DIR SCHOOL PERFORMANCE BARKLY Sch Perf Barkly
EXEC DRCTR DARWIN & KATHERINE Darwin & Kath Rgns
DIR SCHOOL PERFORMANCE DARWIN School Perf Darwin
DIRECTOR Sch Perf Katherine
EXEC DIR ARN PALM RURAL REGION Arn & Palm Rural Rgn
DIR SCHOOL / PERF PALM/RURAL
DIR SCHOOL PERFORMANCE ARNHEM School Perf Arnhem
SENIOR DIRECTOR Cntre for School LLD
DIRECTOR Sch Educ & Train Ops
SCHOOL OPERATIONS & SUPPORT SERVICES Sch Educ & Train Ops
DIRECTOR SCHOOL OPERATIONS Sch Ops Prf & Review
DIR COMMUNITY ENGAGEMENT Trans Indign Educ
EXEC DIR TRANSFORM IND EDUCATION Participation & Path
GENERAL MANAGER Participation & Path
DIR ENROL ATTEND & PARTICIPATION Strategy & Implement
DIRECTOR Strategy & Implement
DIRECTOR ENGAGEMENT PROGRAMS Strategy & Implement
DIRECTOR VET in Schools Participation & Path
SENIOR DIRECTOR INDUSTRY & ENGAGEMENT
DIRECTOR ONLINE EDUCATION Industry Engage
EXEC DIR SCHOOL EDUC SERVICES Education Services
ASSISTANT DIRECTOR ICT for Learning
GM STUDENT SERVICES Student Services
DIRECTOR POLICY & PERFORMANCE SS Disability & Supp
DIRECTOR SERVICES Student Services
GENERAL MANAGER Curriculum Teaching, Phases of Learning
SNR DIR STRATEGY & IMPLEMENTATION Strategy & Implement
DIRECTOR Strategic Initiative
DIRECTOR Curriculum
Key
ECO6
ECO2
ECO5
ECO1
ECO4
SAO2
ECO3
SAO1

2011–12 Senior management team

Gary Barnes
Chief Executive

Gary Barnes was appointed to the position of Chief Executive of the Department of Education and Training in May 2009. Gary has a long association with schools and has a particular interest in developing people, Indigenous education, rural and remote education (including distance learning) and the use of information communication technology to promote learning. His philosophy is built on three important cornerstones; strong leadership and quality teachers, connected communities, innovation and hard work. Gary is the founding chair of the National Alliance for Remote Indigenous Schools. He also sits on the Council of Charles Darwin University and the boards of Menzies School of Health Research and the Australian Institute for Teaching and School Leadership.

Eva Lawler
Deputy Chief Executive
Public School Education and Training Operations

Eva was appointed as the Deputy Chief Executive Public Education and Training Operations in April 2012. Eva has been a DET employee since 1983 after starting her career as a teacher and working as a classroom teacher for 15 years, before moving into curriculum writing and implementation. Eva returned to schools as an assistant principal and then principal, after which, she was the education adviser to two NT Ministers of Education. In April 2010, Eva moved to Central Australia as the Executive Director, Central Australia Regions. This was followed by her role as the Executive Director, Southern Region, Department of Chief Minister in leading and strategically aligning government service delivery in Central Australia.

Eva is a born and bred Territorian who undertook her schooling and university studies in Darwin. Eva has a Masters of Education (Curriculum Development) and a Masters in International Management.

Eva highly values her time spent working in the regions and the opportunity to work collaboratively with non-government organisations and other agencies to address the complexities of life in remote Northern Territory communities. She strongly believes that every decision she makes must be through the lens of how it will benefit Northern Territory students. Eva is passionate about the importance of the early years of a child's life and the impact this has on their future.

Debbie Efthymiades
Deputy Chief Executive
Policy Planning and Performance

Debbie began her role as Deputy Chief Executive, Policy, Planning and Performance in November 2011. Prior to that she was Executive Director, Strategic Policy and Performance. Debbie held a range of roles in the curriculum area, including General Manager of Teaching, Learning and Standards from 2004–2008. Debbie began her career as a primary teacher in south-western Sydney and spent a number of years as a lecturer in mathematics education at the University of New South Wales. She came to the Northern Territory in 1998. She is passionate about providing rigorous evidence and strategic advice to support the substantial improvement agenda underway within the department; with a particular emphasis on evaluating success. Debbie is a strong advocate for the Northern Territory through a range of national and across-agency forums. Debbie's term as the Northern Territory Minister's nominee on the Australian Curriculum Assessment and Reporting Authority Board ended in May 2012.

Marcia Hoffmann
Executive Director Corporate Services

Marcia started in her position as Executive Director Corporate Services in early 2011. Before that, Marcia was with the Queensland Department of Transport and Main Roads where she was responsible for facilities and infrastructure, occupational health and safety and human resources.

Marcia has experience in many portfolios including health, lands and planning, roads, transport, public works, shared services and Indigenous affairs. She has a wealth of executive management experience in corporate services, strategic direction setting, government relations, social and employment policy, major change and commercialisation initiatives and property and facilities management.

David Cummins
Executive Director, Central Australia

David moved to the Northern Territory in 2010 after a successful career spanning 35 years with the Victorian Department of Education and Early Childhood Development. During his career, David has been a teacher in small rural schools, a principal for 20 years, a senior education officer and an assistant regional director responsible for school improvement across all sectors. David has worked in supporting school improvement through strategic planning with schools and implementing systemic improvement and intervention approaches. He has particular interests in developing instructional leadership, the use of ICT in classrooms and providing secondary education to remote students. Prior to taking up his current role in Central Australia, David was the Director of School Performance in the Katherine Region. David is passionate about and committed to education and the importance of maintaining the right of every child to the best educational opportunities.

Carmelita (Karmi) Sceney
Senior Advisor
Transforming Indigenous Education

Karmi began her role as Senior Indigenous Adviser in March 2011. Prior to that she was the General Manager, Indigenous Education Division from 2001 to 2006. Karmi returned to the Department of Education in 1999 after a successful term as the Chairperson of the Aboriginal and Torres Strait Islander Commission (ATSIC) and Darwin Yilli Rreung Regional Council. She has worked for a number of agencies and Indigenous community-based organisations to improve the social, economic and cultural lives of Indigenous people in the Northern Territory. She works hard to articulate the specific needs and contexts of Indigenous students in the Northern Territory and works at a national level to ensure policy decisions focus on improved educational outcomes for all Indigenous students. Karmi believes that every Indigenous child has the right to quality teaching and learning in all NT schools regardless of their context.

Our people

WORKFORCE PROFILE

On 20 June 2012, the number of employees (head count) in the Department of Education and Training workforce was 5400, which was an increase of 255 (or 5.0%) when compared to the previous year. The average full-time equivalent (FTE) for these employees was 4647.1; an increase of 218.8 (or 4.9%).

Table 18: Workforce at a glance, 2010–11 and 2011–12

Department	2010–11	2011–12
Number (head count)	5145	5400[1]
Full-time equivalent	4428.3	4647.1
Part-time employees	11.1%	11.4%
Temporary employees	30.1%	31.3%
Average age (years)	43.6	43.6
Female employees	77.2%	77.4%
Male employees	22.8%	22.6%

[1] This Figure includes short-term positions funded by the Australian government.

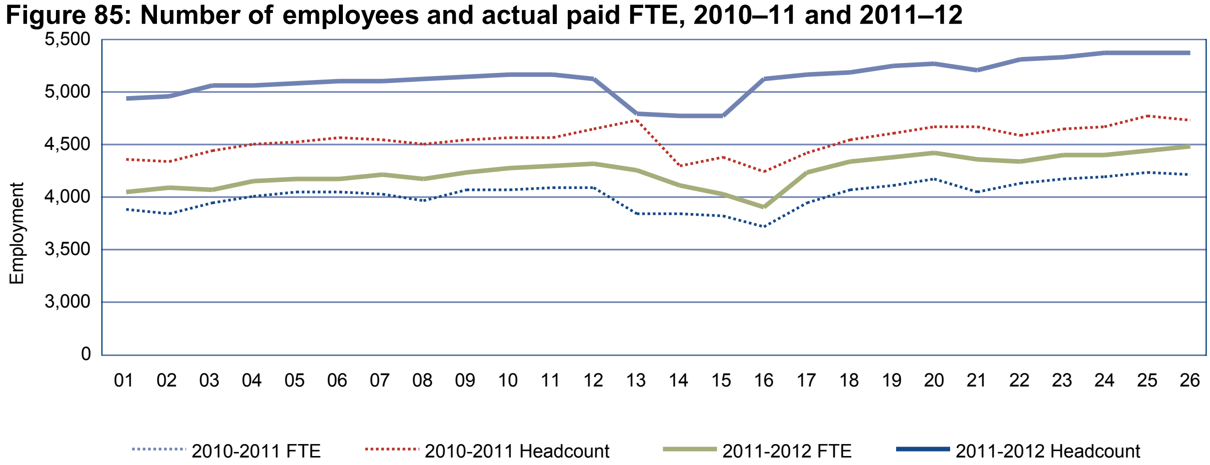
Source: Personnel Information and Payroll System (PIPS) Pay 26 2010–11 and 2011–12

Employees on paid and unpaid leave have been included in calculating the head count.

For 2011–12, the percentage of employees who were part-time was 11.4 per cent (an increase of 0.3 percentage points) and the percentage of employees with temporary contracts increased by 1.2 percentage points to 31.3 per cent.

Figure 85 shows the number of employees and the actual paid full-time equivalent for each pay period during 2010–11 and 2011–12.

Figure 85: Number of employees and actual paid FTE, 2010–11 and 2011–12



Source: PIPS 2010—11 and 2011—12

The seasonal trends for both the number of employees and the actual paid FTE showed decreases during the school holidays in particular pay periods 01 to 02 and 13 to 15.

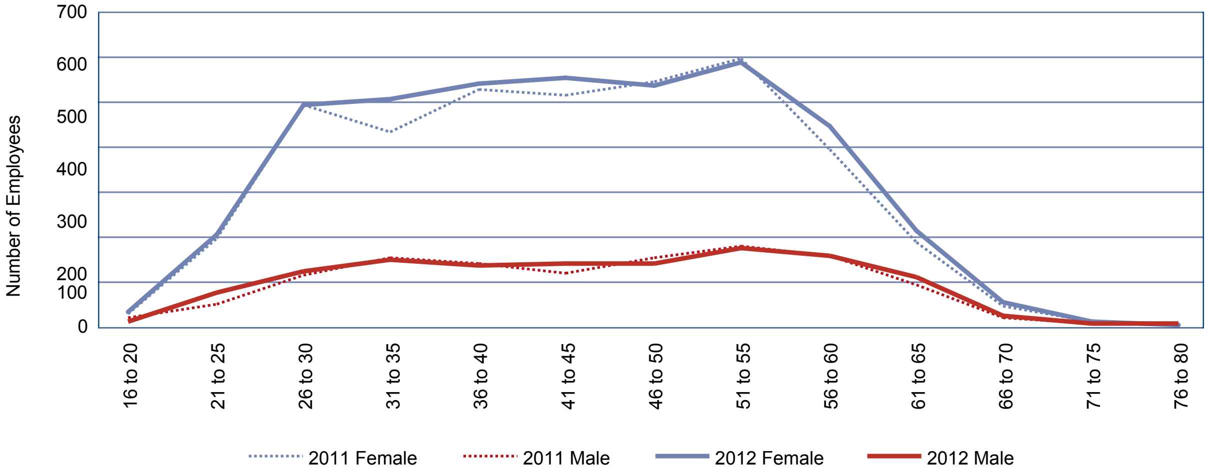
At 2011–12 pay period 16, the number of employees increased whereas the actual paid FTE decreased.

AGE-GENDER PROFILE

The average age of employees has remained stable at 43.6 years when compared to the previous year.

The department's workforce continues to be predominantly female, with 4178 female employees. The proportion of female employees in 2011–12 was 77.4 per cent — an increase of 0.2 per cent. Although the proportion of male employees decreased (by 0.2%), the actual number increased by 50 (or 4.2% of the department's entire male workforce) to 1222.

Figure 86: Number of employees by age group and gender, 2010–11 and 2011–12



Source: PIPS Pay 26 2010–11 and 2011–12

Figure 86 compares the age profile for male and female employees in 2011–12 with the previous year. Although there was no change in the average age of all employees, there were some noticeable changes in various age groups for female and male employees. There were significant increases in the number of female employees in the 31–35, 41–45 and 56–60 age groups and slight increases in the number of males in the 21–25, 41–45 and 61–65 age groups.

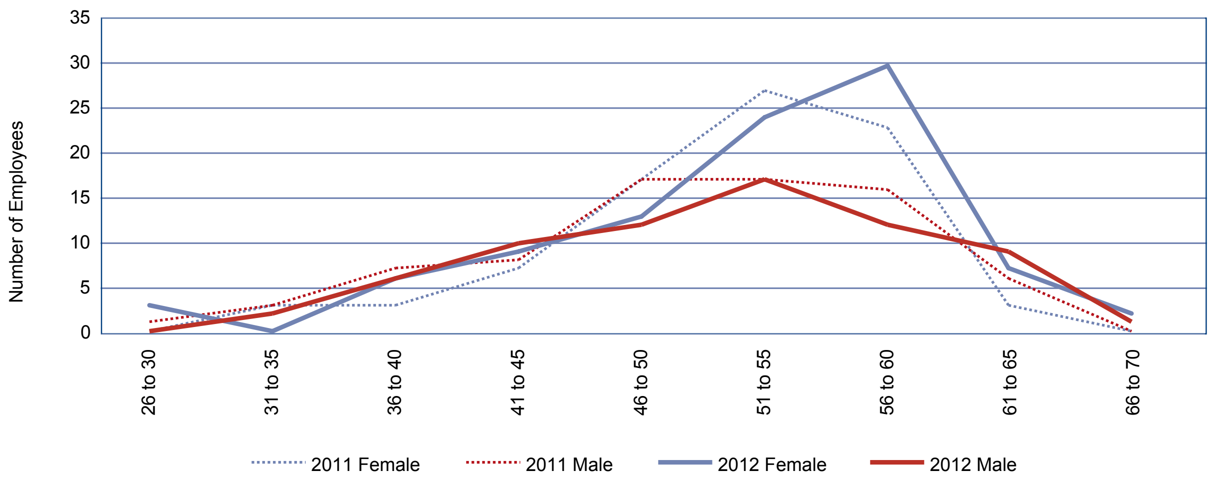
AGE–GENDER PROFILE — EXECUTIVE CONTRACT OFFICERS

The department has more female employees than male employees in executive contract positions. Executive contract officers include school principals.

Of the department's entire female workforce, 2.3 per cent were in executive contract positions, which was an increase of 11 (or 0.2%) when compared to the previous year. Of the department's entire male workforce, 5.7 per cent were in executive contract positions.

The majority of the executive contract employees were between 51 to 60 years of age with 51 per cent of the all executive contract officers' positions in this age range.

Figure 87: Number of executive contract officers by age group and gender, 2010–11 and 2011–12



Source: PIPS Pay 26 2010–11 and 2011–12

For female executive contract officers in 2012, there was an increase in the 56-60 age group and decreases in the 46–50 and 51–55 age groups. Compared to last year, the largest number of male executive contract officer positions was in the 51–55 age group instead of between the 46-60 years.

RETENTION

The department has a continuing focus on supporting and retaining its staff. The retention figures presented reflect the percentage of staff that remain in the department 12 months from the date of the original measure.

Table 19: Retention rate within the department, 2009-10 to 2011-12

	2009–10	2010–11	2011–12
Non-Teaching Staff	76.5%	76.0%	76.0%
All Staff	78.1%	77.1%	79.2%

Source: PIPS term 2 week 8 2009 – 2012

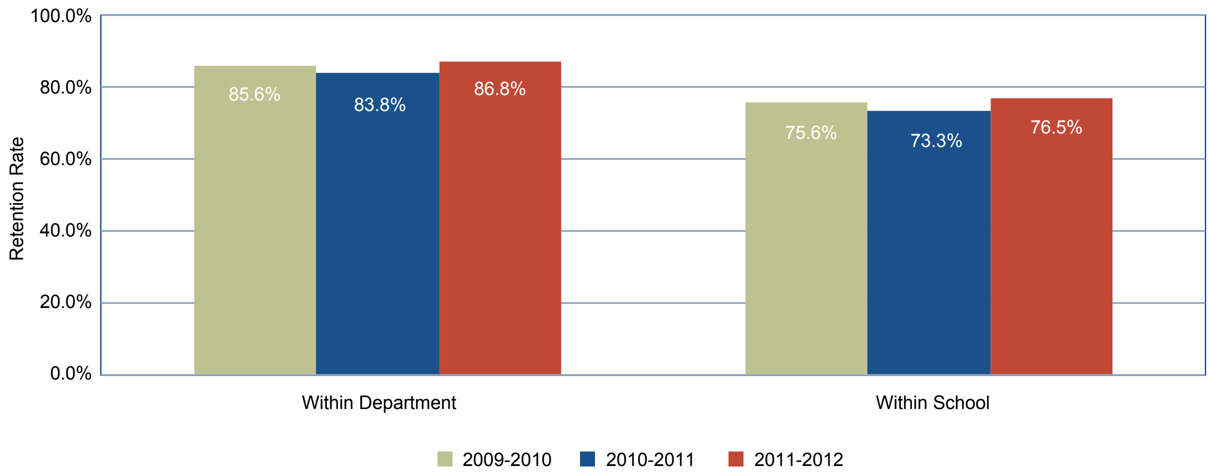
Overall, the staff retention rate within the department improved in 2011–12, from 77.1 per cent to 79.2 per cent — an increase of 2.1 per cent.

RETENTION OF SCHOOL-BASED TEACHING STAFF

Of the 2669 school-based teaching staff at week 1, term 4 in 2011, 2317 (86.8%) were retained within the department in the following year and 2043 (76.5%) were still employed in the same school. These are increases of 3 percentage points and 3.2 percentage points respectively.

Figure 88 shows the retention rate for school-based teaching staff in Term 4 week 7 who were retained within the department along with the retention rate within the same school at Term 1 week 4 the following year.

Figure 88: Retention of school-based teaching staff



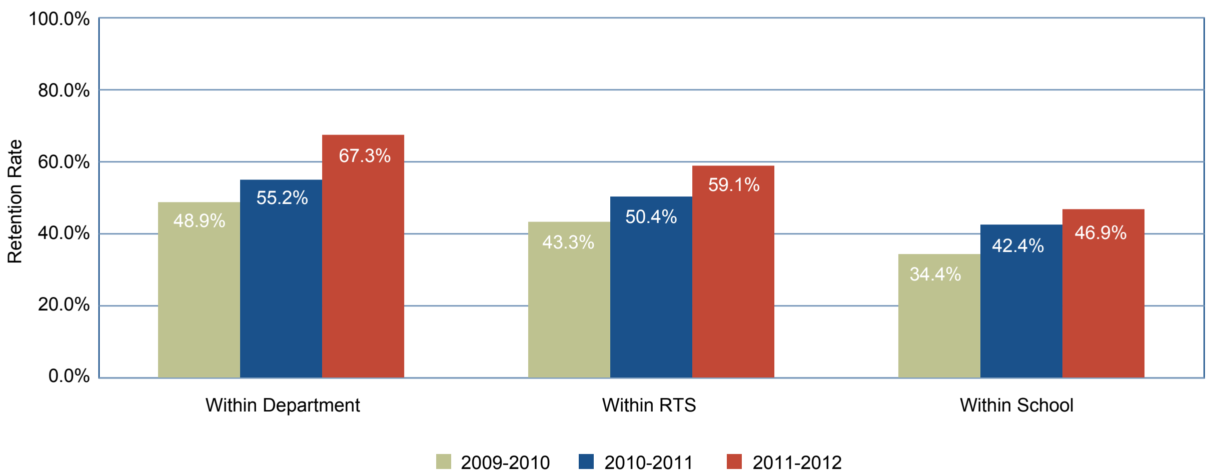
Source: PIPS

RETENTION— NEWLY RECRUITED CLASSROOM TEACHERS

From the start of the 2011 school year, new selection and screening processes were implemented for the first time as part of the Remote Teaching Service (RTS) initiative. Analysis of employees' information indicates significant improvements in retaining newly recruited classroom teachers and the overall retention rate.

The retention rate for newly recruited classroom teachers is calculated by comparing teachers employed in Term 1 and still employed at week 10, Term 1 the following year at the RTS schools.

Figure 89: Retention of newly recruited classroom teachers in very remote schools, within year, 2009-10 to 2011-12



Source: PIPS 2009 to 2012

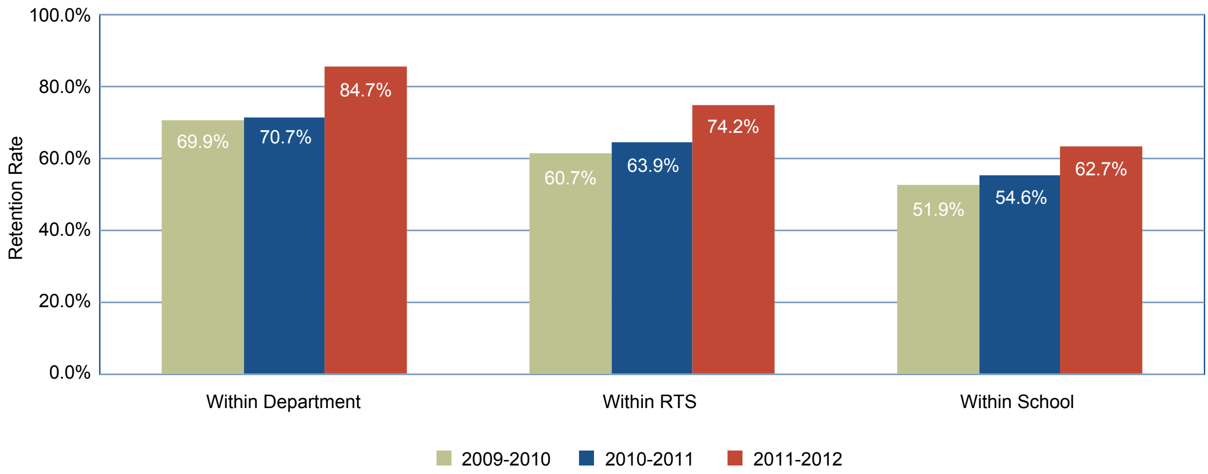
The retention rate for newly recruited classroom teachers in very remote schools that were retained within department in the following year has increased by 12.1 percentage points to 67.3 per cent. Of the 114 teachers recruited to very remote schools at the beginning of 2011, 65 (59.1%) were retained within an RTS school, an increase of 8.7 percentage points from the previous year. A further 53 (46.9%) of teachers were retained in the school to which they were recruited; an increase of 4.5 percentage points.

RETENTION — TEACHING STAFF IN VERY REMOTE SCHOOLS

Figure 90 shows the retention rates for teaching staff recruited to very remote schools during the second term, week 8 that were retained within the department, within remote schools and within the same schools in the following year.

The year-to-year retention rate for the teaching staff at very remote Indigenous schools showed significant improvements in the year 2011–12.

Figure 90: Retention of teaching Staff in very remote schools



Source: PIPS term 4, week 7 to term 1 week 4 of the following year

Of the 563 teaching staff employed at week 8, Term 2 of 2011, 477 (or 84.7%) were retained within the department, 418 (or 74.2%) were retained within the Remote Teaching Service schools and 353 (or 62.7%) were in the school to which they were recruited.

Our schools

On 20 June 2012, the number of school-based employees (head count) was 4447 which was an increase of 205 (or 4.8%) when compared to the previous year. The actual paid full-time equivalent (FTE) for these employees was 3842.7; an increase of 168.1 (or 4.6%).

Table 20: School-based workforce at a glance, 2010–11 and 2011–12

School	2010–11	2011–12
Number (head count)	4242	4447[1]
Average full-time equivalent	3674.6	3842.72
Part-time employees	11.3%	12.9%
Temporary employees	29.9%	30.7%
Average age (years)	43.6	43.6
Female employees	77.2%	77.4%
Male employees	22.8%	22.6%

[1] This Figure includes short-term positions funded by the Australian government.

Source: PIPS Pay 26 2010–11 and 2011–12

For 2011–12, 12.9 per cent of school-based employees were part-time (an increase of 1.6 percentage points) and the percentage of employees with temporary contracts increased by 0.8 percentage points to 30.7 per cent.

On 20 June 2012, the number of classroom teachers (head count) was 2356, which was an increase of 39 (or 1.7%) when compared to the previous year. The actual paid full-time equivalent for these employees was 2044; an increase of 36.4 (or 1.8%).

Table 21: Classroom teachers at a glance, 2010–11 and 2011–12

Classroom Teachers	2010–11	2011–12
Number (head count)	2317	2356
Average full-time equivalent	2007.6	2044.04
Part-time employees	10.9%	9.9%
Temporary employees	28.8%	26.0%
Average age (years)	42.4	42.1
Female employees	78.3%	77.2%
Male employees	21.7%	22.8%

Source: PIPS Pay 26 2010–11 and 2011–12

For 2011–12, the percentage of part-time classroom teachers decreased by 1 percentage points to 9.9 per cent and the percentage of employees with temporary contracts decreased by 2.8 percentage points to 26 per cent.

Equity and diversity

The Department of Education and Training values the diversity of its workforce and is committed to the principle of Equal Employment Opportunity and creating inclusive work environments where people are valued for their diverse cultures, experiences, skills, knowledge and capabilities to provide culturally inclusive and responsive services.

EQUAL EMPLOYMENT OPPORTUNITY

In this section please note that nominating equal employment opportunity status continues to be voluntary for all Northern Territory Public Sector (NTPS) staff. All generic Indigenous classifications, such as assistant teachers, Aboriginal health workers, Indigenous trainee teachers and cadets on the National Indigenous Cadetship Project are deemed to be Indigenous whether self-identified or not.

Table 22: Equal employment opportunity, 2010–11 and 2011–12

Year	Equal Employment Opportunity Categories	Department of Education and Training Total	Department of Education and Training Percentage	Northern Territory Public Sector Percentage
2011–12	Indigenous employees	656	12.1%	8.4%
	People with a disability	72	1.3%	1.2%
	Non-English speaking background	191	3.5%	5.7%
2010–11	Indigenous employees	627	12.1%	8.1%
	People with a disability	77	1.5%	1.4%
	Non-English speaking background	162	3.1%	3.6%

Source: PIPS Pay 26 2010–11 and 2011–12

Although the number of Indigenous employees in the department increased during 2011–12; an increase of 29 or 4.6 per cent of the department's entire Indigenous workforce compared to last year; the proportion of Indigenous employees in the department workforce remained constant at 12.1 per cent. The percentage of Indigenous employees continued to be significantly higher than across the Northern Territory Public Sector at 8.4 per cent.

In 2010–11, the number of employees with a disability decreased to 72 from 77; a decrease of 0.2 per cent from the previous year. The number of employees from a non-English speaking background increased to 191, an increase of 0.4 per cent from the previous report.

INDIGENOUS EMPLOYEES

At pay period 26 of 2011–12, there were 656 Indigenous employees across a wide range of classifications within the department. The most common classification was assistant teacher with 267 employees (or 40.7% of all Indigenous employees). A large proportion of the Indigenous employees were female; 530 or 80.8 per cent.

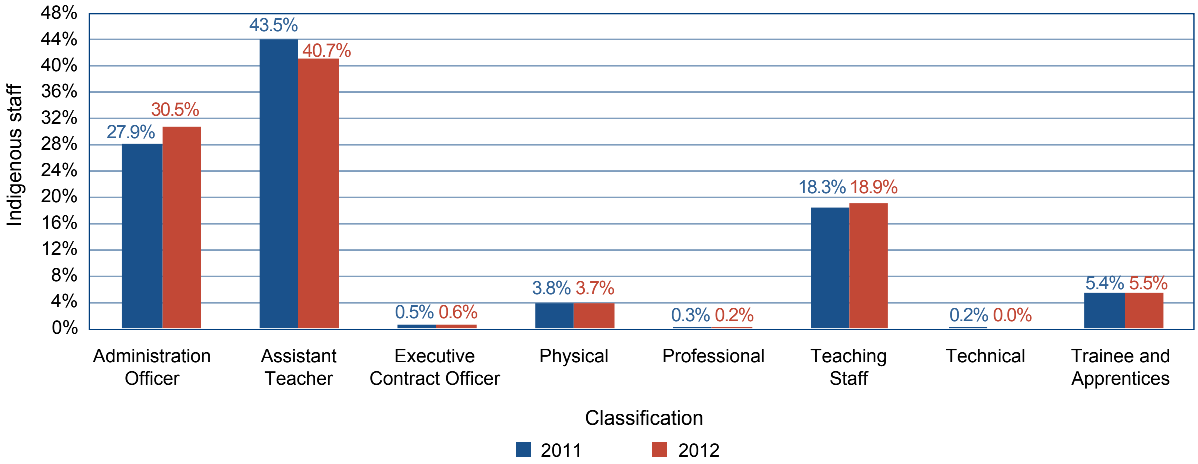
Table 23: Indigenous employees by classification, 2011–12

	Female	Male	Total
Administrative Officer 1	0	0	0
Administrative Officer 2	36	3	39
Administrative Officer 3	20	8	28
Administrative Officer 4	74	17	91
Administrative Officer 5	5	2	7
Administrative Officer 6	10	3	13
Administrative Officer 7	8	4	12
Assistant Teacher	232	35	267
Classroom Teacher	70	15	85
Executive Contract Principal Level 2	2	1	3
Executive Contract Principal Level 3	1	0	1
Executive Contract Officer 1	1	0	1
Executive Contract Officer 2	1	1	2
Executive Contract Officer 3	0	1	1
Indigenous Cadetship Support	10	1	11
Indigenous Training Teacher 1	8	2	10
Indigenous Training Teacher 2	3	2	5
Indigenous Training Teacher 3	6	1	7
NTPS Adult Apprentice	0	1	1
NTPS Apprentice	2	0	2
Physical 2	3	17	20
Physical 3	2	1	3
Physical 4	0	1	1
Principal Level 1	4	0	4
Professional 3	1	0	1
Senior College Teacher	1	0	1
Senior Teacher 1	19	2	21
Senior Teacher 2	1	0	1
Senior Teacher 3	1	3	4
Senior Teacher 4	2	0	2
Senior Administrative Officer 1	3	1	4
Senior Administrative Officer 2	2	4	6
Specialist Teacher 2	2	0	2
TOTAL	**530**	**126**	**656**

Source: PIPS Pay 26 2010–11 and 2011–12

Figure 91 shows the proportion of Indigenous employees for each individual classification group. The majority of Indigenous employees are assistant teachers. From the previous year, there were increases in the administrative officer positions; an increase of 2.6 per cent, whereas there was a decrease in the proportion of assistant teacher positions by 2.8 per cent to 40.7 per cent.

Figure 91: Classification Group—non-school-based indigenous employees, 2010–11 and 2011–12



Source: PIPS Pay 26 2010–11 and 2011–12

Occupational health and safety

WORKERS' COMPENSATION

There has been a slight increase in the number of incidents reported during 2011–12 and, in part, this is put down to a greater awareness in occupational health and safety practices across DET.

Although the number of new claims was similar to the previous year, the overall cost of claims has decreased by 13.9 per cent—indicating an improvement in resolving new and existing claims.

Table 24: Workers' compensation costs and number of injuries and claims, 2008–09 to 2011–12

Total Cost	2008–09	2009–10	2010–11	2011–12
	$4 115 262	$4 333 915	$4 266 246	$3 672 825
New				
Injuries	281	317	247	287
Claims	115	118	104	103
Stress				
Claims	19	29	20	20

Source: Department of Business and Employment (DBE) OHS Advisory Service

Human resource development

LEARNING AND DEVELOPMENT

Part of DET's approach to workforce development is to develop the capacity of Territorians and significant investment has been made in developing the local education workforce.

Table 25: Expenditure on learning and development

Learning and Development Expenditure	2010–11	2011–12
Total employees - full-time equivalent (FTE)	4 428.3	4 647.1
Total learning and development expenditure	$5 088 320	$5 742 207
Total employee expenditure	$406 377 744	$432 526 865
Learning and development costs as a percentage of employee expenditure	1.3%	1.3%
Average training expenditure per FTE employee	$1 149	$1 236

Source: DET Human Resource Services

LOCAL TEACHERS IN LOCAL SCHOOLS

A suite of programs is available to support Territorians complete a teaching qualification in the Northern Territory, thus retaining local talent within the Northern Territory.

In 2012, 20 Teacher Education Scholarships, with a value of up to $54 000 each, were awarded to students to undertake study toward achieving a teaching qualification within the Northern Territory. Of the 55 scholarship holders, 18 have graduated.

A number of programs are also in place to support Indigenous Territorians to become teachers. The More Indigenous Teachers initiative saw support offered to approximately 50 Indigenous Territorians, with seven completing their teacher education studies.

EARLY CAREERS

Across the department, 23 apprentices are working and gaining various qualifications, including Information Technology, Business and Outdoor Education.

As part of the Council of Australian Government's Closing the Gap commitments, the Department of Employment and Workplace Relations supported the placement of 12 trainees aged between 15 and 24 in departmental schools in remote areas through an Indigenous Remote Service Delivery Traineeship. Individuals are completing a Certificate III and IV in Education Support and Children's Services.

Through the Vacation Employment program, workplaces now accept students undertaking full-time studies, providing an opportunity to gain valuable workplace experience in a short term paid position. In addition, workplaces also accept students currently undertaking full time degree studies for the first time with the opportunity to gain valuable workplace experience through taking up a short term paid position through the Vacation Employment Program.

PROFESSIONAL DEVELOPMENT FOR REMOTE STAFF

Staff from remote schools were supported to undertake a range of professional development through accessing Remote Workforce Development funds. Programs were offered at school, regional and system levels and included providing access to mentoring, career development and leadership programs.

LEADERSHIP PROGRAMS

Thirty-four departmental staff participated in a range of accredited and non-accredited whole-of-government leadership opportunities including the Public Sector Management Program, Lookrukin for Indigenous female staff and Kigaruk for Indigenous male staff.

EMPLOYEE RELATIONS

The Employee Relations Team developed and provided advice on employee relations policy and legislation matters and implemented several major projects.

A proposal for a Flexible School Year was trialled at Gunbalanya School from the beginning of 2012. The proposal was put together by the School Leadership Team and the staff at Gunbalanya in consultation with the community. The program builds on the Remote Learning Partnership Agreement signed in December 2008. Students and Teachers returned to Gunbalanya School on 9 January 2012 to commence their school year. Term dates and school holiday periods address the issue of student attendance rates which are strongest during the wet season and weakest during the dry season due to road access and cultural reasons.

Agreement was reached with the Australian Education Union NT on an assessment process for teacher progression from level 5 to level 6 of the Classroom Teacher (CT) and Senior College Teacher (SCT) classifications. This allowed for the second phase of the CT and SCT restructure to be implemented in accordance with the NTPS Teacher and Educator 2010–2013 Enterprise Agreement. This resulted in salary increases for all employees from CT2/SCT2 through to CT/SCT9 levels.

A total of 24 Lead Teacher positions were established, including in 15 very remote or remote government schools. Ten Lead Teachers successfully completed the Highly Accomplished and Lead Teachers (HALT) program and a further 23 were assessed at the Highly Accomplished level, this included nine teachers who had chosen to transition from the Teachers of Exemplary Practice program.

A total of 50 Specialist Teacher positions were established across the Northern Territory. 36 of these have been recruited and these employees are contributing towards system-wide leadership and strategic initiatives for an additional five weeks per annum during periods of school stand down. These positions are identified in schools with specific specialist needs and teachers are selected through the merit selection process.

The unit continued to monitor and report on Senior Classification Progression, compliance with the *Care and Protection of Children Act* through Working with Children Clearance Notices (Ochre Cards) within the department, schools and workplaces and national trends in terms and conditions for teachers and educators.

The Human Resources Consultancy Services team continues to coach managers in best practice and provide guidance and support in preliminary and formal processes in accordance with the *Public Sector Employment and Management Act.*

Table 26: Cases managed by employee relations

Cases managed include:

Inability	4
Medical incapacity	5
Discipline	9
Grievance	15
Requests for compassionate transfer	16
Complaints of bullying and harassment	15

Source: DET Human Resource Services

The employee relations team addresses complaints by or against staff, responds to queries on entitlements and facilitates approvals of requests from individual staff, where required, to senior delegated officers. Twenty-three staff were also seconded to a range of external organisations.

The final stages of development of the Human Resources Case Management Database were completed, with the system fully operational since March 2012.

Standing committees

The Department of Education and Training has several internal standing committees to help ensure good governance and effective leadership and management. Each committee is chaired by a member of the Executive Board.

EXECUTIVE BOARD

Primary responsibility for strategic leadership and management of the Department of Education and Training rests with the Chief Executive and the Executive Board.

The Executive Board is the department's key strategic planning and decision-making body. It determines strategic directions, key performance indicators and policies at the highest level, oversees departmental operations and manages outcomes.

Departmental observers are invited to attend and participate in Executive Board meetings.

Other departmental officers, including school principals, attend as necessary to make presentations to the board. Invitations are also periodically extended to representatives from other agencies to address the board on particular issues. The board met 10 times in 2011–12.

Board membership as at 30 June 2012:

Gary Barnes — Chief Executive

Debbie Efthymiades — Deputy Chief Executive, Policy Planning and Performance

Eva Lawler — Deputy Chief Executive, Public School Education and Training Operations

Alan Baillie — Senior Executive Director, School Operations and Support Services

Vicki Baylis — Executive Director, Arnhem Palmerston and Rural Regions

David Cummins — Executive Director, Central Australia Regions

Marcia Hoffmann — Executive Director, Corporate Services

Tony Roberts — Acting Executive Director, Darwin and Katherine Regions

Joe Martin-Jard — Executive Director, Participation and Pathways

Susan Bowden — Executive Director, Education Services

Alan Green — Executive Director, Strategic Policy and Performance

Anna King — General Manager, Early Childhood Policy and Regulations

Carol Penglase — General Manager, Human Resource Services

Andrea Adlam — General Manager, Office of the Chief Executive

David Ryan — Chief Financial Officer

Greg Moo — Chief Information Officer

Karmi Sceney — Senior Advisor, Transforming Indigenous Education

Mark Motlop — Special Indigenous Projects

Leanne Taylor — Senior Director, Planning and Infrastructure

AUDIT AND RISK STANDING COMMITTEE

The primary objective of this committee is to help the Chief Executive and the Senior Executive Group to meet statutory and accountability responsibilities relating to internal control and risk management.

Committee membership as at 30 June 2012:

Ken Simpson — External member (Chair)

Debbie Efthymiades — Deputy Chief Executive, Policy Planning and Performance

Marcia Hoffmann — Executive Director, Corporate Services

Alan Green — Executive Director, Strategic Policy and Performance

David Cummins — Executive Director, Central Australia Regions

Susan Cooper — Auditor General's representative (Observer)

Nadia Phillips — Acting Director, Audit and Ethical Standards (Ex-officio)

The committee met four times in 2011–12 to oversee the internal and external audit program and the Strategic Risk Register Action Plan, reporting to the department's Executive Board.

BUDGET COMMITTEE

The Budget Committee ensures effective resource allocation, controls and measures to prevent any deficit and ensure outcomes are achieved. The committee is made up of select members of the department's Executive Board. The committee met six times in 2011–12.

Members as at 30 June 2012 were:

Gary Barnes — Chief Executive

Eva Lawler — Deputy Chief Executive, Public School Education and Training Operations

Debbie Efthymiades — Deputy Chief Executive, Policy Planning and Performance

Marcia Hoffmann — Executive Director, Corporate Services

David Cummins — Executive Director, Central Australia Regions

Andrea Adlam — General Manager, Office of the Chief Executive

INFORMATION MANAGEMENT COMMITTEE

The Information Management Committee oversees the development and implementation of information management and information technology governance arrangements, policies and strategies. It reviews and prioritises major information management and information technology projects and monitors their progress against agreed features, budgets and schedules.

The committee met three times in 2011–12.

Members as at 30 June 2012 were:

Management Nominees

Marcia Hoffmann — Executive Director, Corporate Services (Chair)

Andrea Adlam — General Manager, Office of the Chief Executive

Debbie Efthymiades — Deputy Chief Executive, Policy Planning and Performance

Alan Green — Executive Director, Strategic Policy and Performance

David Cummins — Executive Director, Central Australia Regions

David Ryan — Chief Financial Officer

Carol Penglase — General Manager, Human Resource Services

Gregory Moo — Chief Information Officer

Marcia Harvey — ICT for Learning (information communication technology)

Schools Nominees

Sandy Cartwright — Clyde Fenton Primary School

John Tate — Bees Creek Primary School

Jenny Nash — Palmerston Senior College

Service Nominees

Jeremy Howley — Business Intelligence Services

Satpinder Daroch — IT Services (information technology)

Zoe Malone — Internal Communications, Media and Marketing

WORK HEALTH AND SAFETY COORDINATION COMMITTEE

The Work Health and Safety (WHS) Coordination Committee is made up of members representing the interests of employees across the department, including management, professional bodies and unions. The WHS Coordination Committee met four times during 2011–12 to discuss DET strategic work health and safety policy issues and address departmental-wide concerns.

Members as at 30 June 2012 were:

Marcia Hoffmann — Executive Director, Corporate Services (Chair)

Carol Penglase — General Manager, Human Resource Services

Phil Brennan — Director Workforce Operations

Nadia Phillips — Acting Director Audit and Ethical Standards

Richard Hunt — Director School Support, Central Australia

Shane Dexter — Assistant Director School Operations North

Ken Lehmann — Assistant Director, Planning and Infrastructure

Naomi Edwards — Assistant Senior Infrastructure Officer, Planning and Infrastructure

Dianne Wood — Association of Northern Territory School Educational Leaders

Karen Bifield — Community and Public Sector Union

Nadine Williams — Australian Education Union NT

EMERGENCY MANAGEMENT COMMITTEE

The role of the Emergency Management Committee is to review risk, improve and promote preparedness and recovery from a major emergency event in accordance with the Northern Territory All Hazards Emergency Management Arrangements. The committee is chaired by the Executive Director Corporate Services. The committee met 11 times in 2011–12.

Members as at 30 June 2012 were:

Marcia Hoffmann — Executive Director, Corporate Services (Chair)

Leanne Taylor — Senior Director, Planning and Infrastructure

Ken Lehmann — Assistant Director, Planning and Infrastructure (Public Shelter Group Leader)

Vicki Baylis — Executive Director, Arnhem, Palmerston and Rural Regions

Andrea Adlam — General Manager, Office of the Chief Executive

Greg Moo — Chief Information Officer

Carol Penglase — General Manager, Human Resources

Shane Dexter — Director, School Operations and Performance Review

Stephen Mullins — Media Manager

Todd Sparrow — Strategic Policy and Projects Officer (Executive Officer)

PUBLIC SCHOOL EDUCATION AND TRAINING OPERATIONS COMMITTEE

The Public School Education and Training Operations Committee was established in November 2011 as a Standing Committee of the Department of Education and Training Executive Board.

The committee provides guidance and direction on matters of strategic and operational importance in the delivery of public school education and training operations and is a mechanism for strengthening the strategic and operational alignment of DET business areas, school regions and directorates.

The committee considers and may approve policies that impact on school management and education delivery in the Northern Territory.

The committee is scheduled to meet fortnightly and has met 10 times since it was established.

The Terms of Reference were amended in June 2012 to reflect changes to the department's organisational structure, particularly the creation of the Deputy Chief Executive, Public School Education and Training Operations position.

Committee members as at 30 June 2012 were:

- Eva Lawler — Deputy Chief Executive, Public School Education and Training Operations
- Alan Baillie — Senior Executive Director, School Operations and Support Services
- David Cummins — Executive Director, Central Australia Regions
- Tony Roberts — Executive Director, Darwin and Katherine Regions
- Vicki Baylis — Executive Director, Arnhem Palmerston and Rural Regions
- Susan Bowden — Executive Director, Education Services
- Joe Martin-Jard — Executive Director, Participation and Pathways

Advisory boards, councils and committees

Several independent advisory boards, councils and committees have been established under Acts of Parliament to support the Minister for Education and Training, the Chief Executive and Executive Group. They report directly to the Minister.

NORTHERN TERRITORY BOARD OF STUDIES

The Northern Territory Board of Studies has 16 members representing parents, employers, principals, teachers, post-school educators, unions, government and non-government schools and the Indigenous community. It has an independent chair appointed by the Administrator of the Northern Territory.

The board advises the Minister for Education and Training and the Chief Executive on curriculum policy. It also works with other authorities on education matters, issues certificates of educational attainment and maintains records of student assessment.

In 2011–12 the board met four times.

Members as at 30 June 2012 were:

Professor Steven Larkin (Chair)

Dr Susan Bandias — Member nominated by Unions NT

Susan Bowden — Department of Education and Training representative

Maree Bredhauer — Primary school principal representative

David Cannon — Independent schools representative

Sharon Duong — Catholic Education Office representative

Martin Glass — Non-government school parent member representative

Professor Peter Kell — Post-school education representative

Shelley Martin — Teacher representative

Jennifer Nash — Secondary school principal representative

Hugh Roberts — Representing the interests of employers

Pauline Schober — Representing the interests of Indigenous people

Rodney Smith — Australian Education Union (NT) representative

Wendy Troe — Remote schools parent member representative

Christopher Young — Representing the interests of employers

NORTHERN TERRITORY INDIGENOUS EDUCATION COUNCIL

The Northern Territory Indigenous Education Council (NTIEC), established in December 2007, is an Indigenous representative advisory body consisting of 13 Indigenous people with expertise in education, health, housing and business. The council provides strategic policy advice and recommendations to Northern Territory and Australian Government ministers on education for Indigenous students in the NT.

A key role of the council is to consult directly with Indigenous people across the NT on a regular basis and reflect Indigenous people's views, aspirations and concerns on education services and outcomes for Indigenous students.

The council's 2010–12 Strategic Plan identified areas on which members would focus their attention in 2012:

- Leadership, Quality Teaching and Workforce Development (2012)
- Engagement and connections (2011)
- Attendance and retention (2010)

Since its inception, the NTIEC has held 18 council meetings and 15 rounds of community consultations including school visits.

Council meetings have taken place in:

- Darwin
- Katherine
- Tennant Creek
- Alice Springs
- Groote Eylandt
- Tiwi Islands
- Nhulunbuy

Community Consultations have taken place at:

- Groote Eylandt— Angurugu, Alyangula, Milyakburra and Umbakumba
- Katherine Region — Borroloola, Kiana, Robinson River, Barunga, Wugularr, Bulman and Manyallaluk
- Tiwi Islands — Nguiu, Milikapiti, Pularumpi and Pickertaramoor
- Barkly Region — Alpurrurulam , Ali Curung
- Central Region — Ampilatwatja, Utopia, Ti Tree, Ntaria, Amoonguna and St Teresa
- East Arnhem Region — Nhulunbuy, Yirrkala and Galiwinku
- Daly/Wadeye Region —Daly River, Wadeye, Emu Point and Woolaning
- Northern Peninsula Area/Torres Strait Region — Arukun, Weipa, Thursday Island and Horn Island

In 2011 the council made seven recommendations from the community consultation and community forums conducted throughout 2011. A total of 125 recommendations have been made to the Northern Territory and Australian Government ministers for education on various matters. The council is looking to fill the vacant position with a youth representative to ensure the voices of our youth are being heard.

Members as at 30 June 2012:

Mark Motlop (Chair) — Darwin

Donna McMasters (Deputy Chair) — Alice Springs

Patrick Anderson — Darwin/Batchelor

Ian Woods — Katherine

Dr Miriam Rose Ungunmerr-Baumann AM — Daly River

Patrick Browne — Maningrida

Nalwarri Ngurrwutthun — Yirrkala

Jannette McCormack — Alice Springs

Marius Puruntatameri — Tiwi Islands

John Morgan — Milingimbi

Jacqueline Amagula — Groote Eylandt

Miriam Charlie — Borroloola

One Position Vacant — Warlpiri

NON-GOVERNMENT SCHOOL MINISTERIAL ADVISORY COUNCIL

The Non-Government School Ministerial Advisory Council (NGSMAC) was formally established under section 19 of the *Education Act* on 9 December 2002, to provide policy advice to the Minister for Education and Training on the registration, regulation, and standards of non-government schools.

Membership of the council is made up of:

- an independent Chairperson
- a nominee from the Association of Independent Schools of the Northern Territory
- a nominee from the Catholic Education Office
- a nominee from the Northern Territory Christian Schools Association
- a nominee from the Lutheran Schools Association
- two nominees from the Department of Education and Training's Executive, School Planning or Quality Assurance areas.

Each of the four relevant non-government school organisations nominated a representative for membership of the council, and the Department of Education and Training nominated two representatives. The term of these positions is not time-limited. The Minister for Education and Training is responsible for appointing members to the council, and for appointing the independent chair. However the appointment of the chair is for a limited term and John Cossons was re-appointed for another three-year term on 21 January 2012.

The minister reserves the authority to accept or reject a nominee. The chairperson of the council may determine whether substitute delegates to council meetings are acceptable.

An executive officer and administrative officer support the council. The council met four times in 2011–12.

Members as at 30 June 2012 were:

John Cossons — Chair

Gail Barker — Association of Independent Schools of the Northern Territory

Greg O'Mullane — Catholic Education Office

Geoff Bateman — NT Christian Schools Association

Julian Denholm — Lutheran Schools Association (appointed November 2011)

Debbie Efthymiades — Department of Education and Training

Alan Green — Department of Education and Training (appointed October 2011)

Joanne Schilling — Department of Education and Training (Ex-officio)

Legislative framework

The Department of Education and Training, on behalf of the Minister for Education and Training, is responsible for administering several Acts of the Northern Territory Parliament and subordinate legislation relating to education, children's services and training. They are:

Batchelor Institute of Indigenous Tertiary Education Act

Batchelor Institute of Indigenous Tertiary Education (Codes of Conduct) By-Laws

Batchelor Institute of Indigenous Tertiary Education (Common Seal) By-Laws

Batchelor Institute of Indigenous Tertiary Education (Powers and Functions of Director, Deputy Director and Registrar) By-Laws

Batchelor Institute of Indigenous Tertiary Education (Rules) By-Laws

Batchelor Institute of Indigenous Tertiary Education (Staff) By-Laws

Education Act

Education (Board of Studies) Regulations

Education (College and School Councils) Regulations

Education (Infringement Notice) Regulations

Education (Non-Government Schools) Regulations

***Education and Care Services (National Uniform Legislation) Act 2011* and prescribed regulations**

****Education Services for Overseas Students Act***

Higher Education Act

Higher Education Regulations

Northern Territory Employment and Training Act

(Until 28 October 2011 when the training function transferred from the Department of Education and Training to the Department of Business and Employment)

Teacher Registration (Northern Territory) Act

Teacher Registration (Northern Territory) Regulations

* The department, on behalf of the Australian Government, is responsible for the administration and regulatory functions of the *Education Services for Overseas Students Act* for the schools sector. On 1 July 2011, responsibilities for the vocational education and training (VET) and English Language Intensive Courses for Overseas Students (ELICOS) sectors were transferred to the Australian Skills Quality Authority (ASQA). Since 29 January 2012, responsibility for the accreditation of the higher education sector was transferred to the Tertiary Education Quality and Standards Agency (TEQSA).

Compliance with the *Information Act*

During 2011–12 the Department of Education and Training's Freedom of Information and Privacy policy officer managed the department's compliance with the *Information Act.* Information as required by section 11 of the Information Act is published on the department's website.

INFORMATION ACCESS AND CORRECTION

The department has policies and procedures for accessing information and making requests to correct personal information under the *Information Act.* These are available online at: http://www.det.nt.gov.au/about-us/foi/access-information.

The following table shows the total number of formal applications accepted between 1 July 2011 and 30 June 2012 in line with the access and correction provisions of the Information Act.

Table 27: Information requests, 2007–08 to 2011–12

Application Type	2007–08	2008–09	2009–10	2010–11	2011–12
Access Government Information	6	5	10	9	5
Access Personal Information	7	7	5	3	17
Correct Personal Information	2	-	-	-	-
Internal Review	4	2	1	1	3

Note: Only applications that met the formal requirements for acceptance under the Information Act are counted. Although some applications may be dealt with and finalised over several reporting periods, applications are only counted in the reporting period in which they were accepted.

PRIVACY

The department's privacy statement is available on its website. Other resources for clients and employees are also available via the website.

During the year there was a focus on providing advice to business areas regarding the use and disclosure of personal information. Professional learning sessions were also conducted for incoming teaching staff and principals.

In 2011–12 the department did not receive any privacy complaints.

RECORDS AND INFORMATION MANAGEMENT

The Information Management unit began a major upgrade of the department's information and records management systems with the implementation of managed document services in Sharepoint 2010 for a number of business processes.

Managed document services provide end-to-end electronic management of documents from creation and approval to dispatch and filing. Managed document services will be extended across all key business processes over the next 12 months and will replace paper files and records with electronic repositories.

Risk management

Good corporate governance requires processes and practices to manage, in an integrated way, all significant risks associated with the department's operations and the achievement of its goals.

The Department of Education and Training has adopted processes from *AS/NZS ISO 31000: 2009 Risk Management – Principles and Guidelines* in the conduct of risk management as an ongoing process applied in context at many levels through DET.

A Strategic Risk Assessment is used to identify whole-of-agency risk issues. This relates to risks associated with DET carrying out its business objectives as articulated in the DET Strategic Plan. It is undertaken every two years and was last conducted in April 2011. The risks are identified and documented in the Strategic Risk Assessment and monitored through the Strategic Risk Register and Strategic Action Plan by the Audit and Risk Standing Committee.

Insurance

In accordance with Treasurer's Directions M2.1 Insurance Arrangements, the following information provides an overview of the Department's insurance arrangements and details the key mitigation strategies and processes for each insurable risk category identified in the Treasurer's Direction.

In accordance with Northern Territory Government policy, the NT Department of Education and Training self-insures for risk exposures under the categories of:

- Workers' compensation
- Property and Assets
- Public Liability
- Indemnities

Agencies of the Northern Territory Government may procure commercial insurance if after undertaking a thorough risk assessment a net benefit from the commercial insurance arrangements can be demonstrated. Until 31 December 2011, the Department of Education and Training procured commercial insurance for School Council employees and volunteers covering risk exposures under the categories of:

- Public liability
- Workers' compensation
- Personal injury volunteer insurance
- Personal injury work experience insurance

On 1 January 2012, these insurable risks were brought under the Northern Territory Government's self-insurance arrangements.

Below details the mitigation strategies in relation to the insurance risk categories identified in Treasurer's Direction M2.1.

Insurable Risk and Mitigation Strategies

Insurable Risk Category	Mitigation Strategies
Workers Compensation	Work health and safety policies are being amended to reflect new national legislative requirements; Significant ongoing focus on raising awareness across the organisation and in schools of obligations under the new legislation; Continuing application of early intervention principles; ongoing orientation, information and advice to new employees and job specific training and support.
Property and Assets	The Department's capital works program is managed by the Department of Construction and Infrastructure. Northern Territory Government construction contracts ensure contractors and service providers have appropriate levels of skill and insurance in place. A repairs and maintenance (R&M) program is in place for the Department's property and asset management. School Council procurement guidance is being redeveloped to enhance R&M program outcomes.

Insurable Risk Category	Mitigation Strategies
Public Liability	Processes and procedures are in place to regulate use of Northern Territory Government school assets by the broader community. Review of school council risk profiles and is underway to inform development of further mitigation strategies.
Indemnities	Risk assessment conducted for each new agreement; legal review, and policies and processes for recording, monitoring and reporting. School Council guidance is under review.

The total cost for self insurance claims and number of claims are detailed in Table 28 below:

Table 28: Claims — Self Insured Risks

Self-Insured Risk	Total Value of Claims $'000	Number of Claims	Average Cost of Claims $'000
Workers Compensation			
2010–11	4,266	104	16.3
2011–12	3,673	103	15.8
Property and Assets – Vehicles			
2010–11	24.9	7	3.6
2011–12	13.5	5	3.4
Property and Assets – Buildings			
2010–11	695.1	78	8.9
2011–12	972.8	98	9.9

Table 29 details the commercial insurance premiums paid in relation to school councils and includes the value, number and average cost of claims.

Table 29: Claims — Commercially Insured Risks*

Commercially Insured Risk	Premium* $'000	Total Value of Claims* $'000	Number of Claims*	Average Cost of Claims $'000
Workers Compensation				
2010–11	786.2	267.9	24	11.2
2011–12	346.9	80.7	11	7.3
Public Liability				
2010–11	57.4	Nil	Nil	Nil
2011–12	79.3	0.1	1	0.1
Personal Injury Insurance				
2010–11	22.0	0.6	1	0.6
2011–12	21.5	0.3	2	0.2

*For the period 1 July 2011 to 31 December 2011 only. Values are exclusive of taxes and charges.

Audits undertaken 2011–12

Audits and reviews are scheduled as part of the Department of Education and Training's internal and external audit program, and reported to the Chief Executive and the Audit and Risk Management Committee.

INTERNAL AUDITS

Review of Employee Recreation and Long Service Leave Accruals

This review examined compliance with stated policy in regard to the use of recreation leave and long service leave. The review considered the adequacy of the management systems developed to monitor and record staff recreation and long service leave, and made recommendations to improve the controls and management of risk in relation to staff recreation leave and long service leave.

Review of T-9 Continuum Implementation

This review examined compliance with stated policy in regard to implementing the T-9 continuum in very remote schools, confirmed implementation through the examination of student records and made recommendations to improve management of the implementation of the T-9 Continuum going forward.

Review of the Management of Cabcharge Vouchers

This review examined compliance with stated policy in regard to the control and management of Cabcharge vouchers that are an accountable form and made recommendations to improve the control and management of Cabcharge vouchers.

Compliance Audit—Yirrkala School

This review examined Yirrkala School's compliance with 2010–11 financial and compliance audit recommendations for improving budget, financial and procurement management and controls, school council reporting and the administrative support structures for the school.

Compliance Audit — Centralian Middle School

The review examined compliance with 2010–11 financial audit recommendations for Centralian Middle School.

EXTERNAL AUDITS

Agency Compliance Audit

An Agency Compliance Audit was conducted in May 2012 to assess and test the adequacy of the systems developed by the Accountable Officer to achieve compliance with their accountability and control requirements.

Communication

The Department of Education and Training recognises the importance of effective, transparent and timely communication systems and networks. A number of systems are used to communicate with staff and other stakeholders.

INTERNAL COMMUNICATIONS

Chief Executive's messages

In 2011–12, 49 messages from the Chief Executive were delivered to all staff by email.

Executive communications

The department's senior executives regularly use the group email function to deliver information about high level departmental issues to all staff. In 2011–12, this channel was used to deliver 44 messages to all staff.

Critical communications

In the event of an emergency, the affected school or business unit is contacted by any available means for immediate action.

Principal's Weekly Update

The Principal's Weekly Update is a weekly email newsletter to all principals. It effectively streamlines and highlights information for schools and principals.

Staff intranet

The staff intranet site is a hub of news and information for school and corporate staff. It is updated several times a day and a weekly Staff eNews summary is emailed to all staff. The consistent management of the staff intranet has significantly reduced the need for group emails on routine matters.

Media monitoring

News clippings, radio alerts and online news articles referencing issues and activities within education in the Northern Territory are posted to the staff intranet daily.

EXTERNAL COMMUNICATIONS

Online presence

The department's website provides positive stories and updates on achievements, activities, strategic direction, policy and projects. It provides accountable and transparent information to the public in line with Australian Government requirements. The website is used as a tool for feedback and comment from the community. The department's website homepage received more than 150 800 page visits in 2011–12.

Electronic student profile

Parents and carers can log onto their child's student profile and find up-to-date records of enrolment history, attendance records, assessments, achievements, certificates, awards and samples of work.

Media releases

Media releases from the department, schools, Minister for Education and Training and other Northern Territory and Australian government parliamentarians are accessible from the department's website. A total of 104 media releases were posted to the website in 2011–12.

Media enquiries

Internal Communications, Media and Marketing received an average of six media enquiries per week, fluctuating from three during the school holiday period to 20 enquiries during peak times.

School websites

Schools may choose to host a website through ntschools.net or via an independent service provider. The schools are responsible for maintaining their own websites.

FINANCIAL REPORT

FINANCIAL STATEMENT OVERVIEW

For the Year Ended 30 June 2012

CHIEF FINANCIAL OFFICER'S REPORT

The 2011–12 budget and financial statements for the Department of Education and Training (DET) have been prepared on an accrual basis and provide information in respect of the financial operations, balance sheet, changes in equity and cash flow of the department for the year.

Budgets and performance are established by output, ensuring that resource allocation decisions are directed towards achieving the results intended by government. Details of the department's performance by output group are provided at Note 3 of the financial statements. Performance against budget by output group is provided in the Performance Reporting section of the Annual Report.

Key results at year end for the department were:

- An operating deficit of $14.6 million which is slightly more than the budget of $11.9M[1] , but an improvement of $8.2 million on last year's deficit of $22.8 million. The deficit is predominantly due to depreciation expense, which is an expected outcome under the Northern Territory Government financial framework, and timing differences arising where income is received in a different financial year than the year in which the expense is incurred.
- Equity of $1.010 billion as at 30 June 2012, an improvement of $103.2 million on 2010–11 primarily due to:
    - Completed infrastructure of $164.6 million transferred from the Department of Construction and Infrastructure which largely relates to projects funded under the Building Education Revolution stimulus project;
    - A transfer of assets of $40.2 million as a result of the Training function transferring to the Department of Business and Employment (DBE) effective 1 July 2011; and
    - An operating deficit of $14.6 million.
- Cash of $63.3 million at year end, an increase of $13.1 million on 2010–11.

There are significant budget movements between the original published budget and the final budget in both the Operating Statement and Balance Sheet which is predominantly due to the transfer of the Training function to DBE effective 1 July 2011. This has also resulted in large variances when comparing 2011–12 actuals to prior year actuals.

[1] Increase of $8.7 million since 2011-12 estimate in Budget Paper No. 3 due to increase in Commonwealth appropriation.

OPERATING STATEMENT

The operating result for 2011–12 was in line with the department's budget targets. Both revenue and expense were within 0.2% of budget.

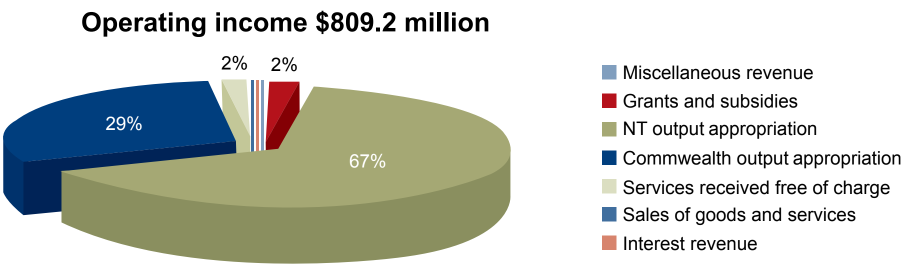
Table 30: Operating Statement Summary

	2011–12				
	Original Budget $M	Revised Budget $M	Change %	Actuals $M	Variance %
Revenue					
NT Government Output Appropriation	612.7	542.1	(11.5)	542.1	0.0
Commonwealth Appropriation	242.2	232.2[1]	(4.1)	232.2	0.0
Commonwealth Own Purpose Expenditure Grants	15.0	21.7	44.7	18.4	(15.2)
Fees, Charges and other Revenue	13.6	14.6	7.4	16.5	13.0
Total Income	**883.5**	**810.6**	**(8.3)**	**809.2**	**(0.2)**
Expenses					
Operating Expenses	929.7	822.4	(11.5)	823.8	0.2
Total Expenses	**929.7**	**822.4**	**(11.5)**	**823.8**	**0.2**
Net Operating Result (Deficit)	**(46.2)**	**(11.8)**	**74.5**	**(14.6)**	**(23.7)**

[1] Increase of $8.7 million since 2011-12 estimate in Budget Paper No. 3 due to increase in Commonwealth appropriation.

OPERATING INCOME

Total operating income for 2011–12 was $809.2 million, a decrease of $93.6 million over 2010–11 and in line with planned budget. This was primarily comprised of output appropriation (67% — $542.1 million) from the Northern Territory Government, Commonwealth appropriation (29% — $232.2 million) and income from grants and subsidies (2% - $18.4 million) mainly from the Commonwealth Government. In addition, there was notional income to recognise the corporate service value, provided free of charge, by DBE of $13.6 million. Other minor sources of income amounted to $2.9 million.



OPERATING EXPENSES

Total operating expenses for 2011–12 were $823.8 million, a decrease of $101.8 million over 2010–11 and in line with planned budget. The main components of these costs are employee expenses of $432.5 million (53%) and grants and subsidies expenses of $256.9 million (31%).

Operating expenses $823.8 million

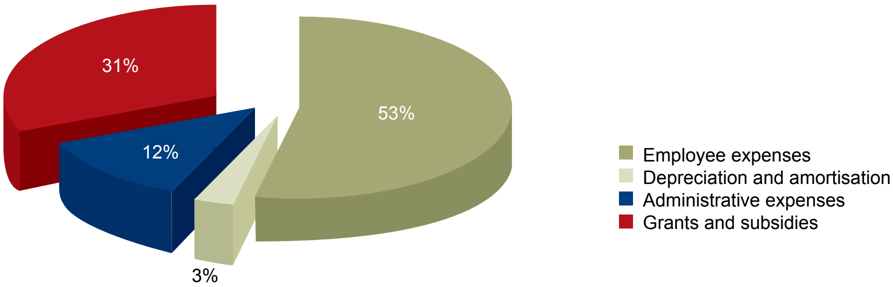


Table 32 summarises expenditure trends by category. There was an overall decrease in expenditure during the year of 11.0 per cent (compared to growth of 5.3 per cent in 2010–11). This was predominantly due to the Training function transferring to the Department of Business and Employment (DBE).

Variances within expense categories are attributed to:

- Employee expenses higher by $26.6 million in 2011–12. The increase is the result of Enterprise Bargaining Agreement salary increases and increased staffing in schools;
- Purchases of goods and services expenses decreased by $7.1 million in 2011–12. This is primarily due to the transfer of the Training function to DBE and a decrease in information technology expenses due to a planned move from leasing to purchasing of information technology equipment which resulted in a one-off increase in expenditure in 2010–11;
- Repairs and maintenance expenses decreased by $3.2 million in 2011–12 due to transfer of the Training function to DBE, the deferral of some school projects to the July school holiday period and program management issues with the implementation of a new asset management system;
- Current grants and subsidies decreased by $92.7 million in 2011–12, which reflected planned changes in expenditure within the department’s budget. This is predominantly due to the transfer of the Training function to DBE; and
- Capital grants and subsidies decreased by $26.1 million in 2011–12, primarily due to a decrease in Commonwealth Government stimulus funding under the Building the Education Revolution program and the transfer of the Training function to DBE.

Table 31: Expenditure Trend

	2009–10		2010–11		2011–12	
	Actuals $M	Change %	Actuals $M	Change %	Actuals $M	Change %
Operating Expenses						
Employee Expenses	373.3	7.4	405.9	8.7	432.5	6.6
Purchases of Goods and Services	60.8	(0.2)	67.8	11.5	60.7	(10.5)
Repairs and Maintenance	26.9	(14.9)	34.5	28.3	31.3	(9.3)
Depreciation and Amortisation	23.6	11.3	27.5	16.5	29.0	5.5
Other Administrative Expenses	13.0	(3.7)	14.2	9.2	13.4	(5.6)
Grants and Subsidies – Current	313.9	12.6	345.7	10.1	253.0	(26.8)
Grants and Subsidies – Capital	67.6	187.7	30.0	(55.6)	3.9	(87.0)
Total	**879.1**	**13.1**	**925.6**	**5.3**	**823.8**	**(11.0)**
Movement Year on Year	102.0		46.5		(101.8)	

BALANCE SHEET

The Balance Sheet shows the department's financial position. The balances reported are the net worth to government of the department's asset holdings (what is owned) against liabilities (what is owed). A positive balance in the Balance Sheet indicates that the department owns sufficient assets to meet any debts it owes as a result of operation. This balance is known as 'Net Equity'.

Table 32: Balance Sheet Trend

	2007–08	2008-09	2009–10	2010–11	2011–12
	Actuals $M	Actuals $M	Actuals $M	Actuals $M	Actuals $M
Financial Position					
Total Assets	698.2	745.5	805.8	970.2	1 075.3
Total Liabilities	55.2	53.8	56.3	63.4	65.4
Net Equity	**643.0**	**691.7**	**749.6**	**906.7**	**1 009.9**

Table 33: Balance Sheet Trend — % Change

	2007–08	2008-09	2009–10	2010–11	2011–12
	Change %	Change %	Change %	Change %	Change %
Financial Position					
Total Assets	12.2	6.8	8.1	20.4	10.8
Total Liabilities	40.1	(2.5)	4.6	12.7	3.2
Net Equity	**10.3**	**7.6**	**8.4**	**21.0**	**11.4**

The majority of the department's assets comprise of land and buildings which are used by NT Government schools. The principal reason for the increase in the value of the department's assets is due to capitalised school construction projects for projects funded by the Commonwealth under the Building Education Revolution.

The department held liabilities totalling $65.4 million at 30 June 2012, an increase of $2.0 million on 2010–11 predominantly reflecting an increase in employee provisions and payables.

In 2011–12, the department continued to maintain a strong financial position, with liabilities representing less than 7 per cent of total assets.

STATEMENT OF CASH FLOW

The statement of cash flows shows how cash was received and applied during the year impacting on the cash balances held at year end. Table 34 summarises the movement of cash over the year.

Table 34: Statement of Cash Flow Summary

	2010–11 Actuals $M	2011–12 Actuals $M	Variance $M	Variance %
Cash Flow				
Cash at beginning of year	46.7	50.2	3.5	7.5
Cash received	918.6	828.7	(89.9)	(9.8)
Less cash spent	(915.1)	(815.6)	99.5	(10.9)
Cash at End of Reporting Period	**50.2**	**63.3**	**13.1**	**26.0**

Cash at bank of $63.3 million at the end of 2011–12 was $13.1 million higher than the previous year. The cash and deposits held will be utilised in future years to meet obligations of the department under externally funded programs.

David Ryan
Chief Financial Officer

27 September 2012

Certification of the Financial Statements

We certify that the attached financial statements for the department have been prepared from proper accounts and records in accordance with the prescribed format, the *Financial Management Act* and Treasurer's Directions.

We further state that the information set out in the Comprehensive Operating Statement, Balance Sheet, Statement of Changes in Equity, Cash Flow Statement, and notes to and forming part of the financial statements, presents fairly the financial performance and cash flows for the year ended 30 June 2012 and the financial position on that date.

At the time of signing, we are not aware of any circumstances that would render the particulars included in the financial statements misleading or inaccurate.

GARY BARNES
Chief Executive

27 September 2012

DAVID RYAN
Chief Financial Officer

27 September 2012

Comprehensive Operating Statement

For the year ended 30 June 2012

	Note	2012 $000	2011 $000
INCOME			
Grants and subsidies revenue			
Current		18 412	19 956
Capital		-	228
Appropriation			
Output		542 072	591 945
Commonwealth		232 227	273 000
Sales of goods and services		466	653
Interest revenue		316	2 202
Goods and services received free of charge[1]	4	13 632	13 593
Assets acquired for nil consideration		-	17
Other income		2 099	1 227
TOTAL INCOME	**3**	**809 224**	**902 821**
EXPENSES			
Employee expenses	5	432 527	405 884
Administrative expenses			
Purchases of goods and services	6	59 034	66 018
Repairs and maintenance		31 317	34 529
Property management		1 714	1 796
Depreciation and amortisation	7,10,11	29 024	27 456
Services received free of charge[1]	4	13 632	13 593
Other administrative expenses		(309)	573
Grants and subsidies expenses			
Current		253 007	345 685
Capital		3 908	30 041
TOTAL EXPENSES	**3**	**823 854**	**925 575**
NET SURPLUS/(DEFICIT)		**(14 630)**	**(22 754)**
OTHER COMPREHENSIVE INCOME			
Asset revaluation reserve		(10 615)	48 751
TOTAL OTHER COMPREHENSIVE INCOME		**(10 615)**	**48 751**
COMPREHENSIVE RESULT		**(25 245)**	**25 997**

[1] Includes DBE service charges.

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

Balance Sheet

As at 30 June 2012

	Note	2012 $000	2011 $000
ASSETS			
Current Assets			
Cash and deposits	8	63 319	50 235
Receivables	9	7 224	9 330
Prepayments		1 512	1 265
Total Current Assets		**72 055**	**60 830**
Non-Current Assets			
Property, plant and equipment	10	1 003 258	909 322
Heritage and cultural assets	11	2	11
Total Non-Current Assets		**1 003 260**	**909 333**
TOTAL ASSETS		**1 075 315**	**970 163**
LIABILITIES			
Current Liabilities			
Deposits held		5	7
Payables	12	14 216	13 639
Provisions	13	43 059	42 022
Total Current Liabilities		**57 280**	**55 668**
Non-Current Liabilities			
Provisions	13	8 167	7 762
Total Non-Current Liabilities		**8 167**	**7 762**
TOTAL LIABILITIES		**65 447**	**63 430**
NET ASSETS		**1 009 868**	**906 733**
EQUITY			
Capital		1 146 085	1 017 705
Asset Revaluation Reserve	14	86 801	97 416
Accumulated funds		(223 018)	(208 388)
TOTAL EQUITY		**1 009 868**	**906 733**

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

Statement of Changes in Equity

For the year ended 30 June 2012

	Note	Equity at 1 July	Comprehensive result $000	Transactions with owners in their capacity as owners $000	Equity at 30 June $000
2011–12					
Accumulated Funds		**(208 388)**	**(14 630)**	**-**	**(223 018)**
Changes in accounting policy					
Correction of prior period errors					
Transfers from reserves					
Other movements directly to equity					
		(208 388)	**(14 630)**	**-**	**(223 018)**
Reserves	14				
Asset Revaluation Reserve		97 416	(10 615)	-	86 801
		97 416	**(10 615)**	**-**	**86 801**
Capital – Transactions with Owners		**1 017 705**			**1 017 705**
Equity injections					
Capital appropriation				1 870	1 870
Equity transfers in				177 345	177 345
Other equity injections				175	175
Specific purpose payments					
National partnership payments					
Commonwealth – capital					
Equity withdrawals					
Capital withdrawal				(6 800)	(6 800)
Equity transfers out				(44 210)	(44 210)
		1 017 705	**-**	**128 380**	**1 146 085**
Total Equity at End of Financial Year		**906 733**	**(25 245)**	**128 380**	**1 009 868**
2010–11					
Accumulated Funds		**(185 634)**	**(22 754)**	**-**	**(208 388)**
Changes in accounting policy					
Correction of prior period errors					
Transfers from reserves					
Other movements directly to equity					
		(185 634)	**(22 754)**	**-**	**(208 388)**
Reserves	14				
Asset Revaluation Reserve		48 665	48 751		97 416
		48 665	**48 751**	**-**	**97 416**
Capital – Transactions with Owners		**886 535**			**886 535**

Statement of Changes in Equity (continued)

For the year ended 30 June 2012

	Note	Equity at 1 July	Comprehensive result $000	Transactions with owners in their capacity as owners $000	Equity at 30 June $000
Equity injections					
Capital appropriation				1 000	1 000
Equity transfers in				133 773	133 773
Other equity injections					
Specific purpose payments					
National partnership payments					
Commonwealth – capital					
Equity withdrawals					
Capital withdrawal				(3 400)	(3 400)
Equity transfers out				(203)	(203)
		886 535	**-**	**131 170**	**1 017 705**
Total Equity at End of Financial Year		**749 566**	**25 997**	**131 170**	**906 733**

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

Cash Flow Statement

For the year ended 30 June 2012

	Note	2012 $000	2011 $000
CASH FLOWS FROM OPERATING ACTIVITIES			
Operating Receipts			
Grants and subsidies received			
Current		18 412	19 956
Capital		-	228
Appropriation			
Output		542 072	591 945
Commonwealth		232 227	273 000
Receipts from sales of goods and services		33 458	30 771
Interest received		502	1 700
Total Operating Receipts		**826 671**	**917 600**
Operating Payments			
Payments to employees		429 048	400 691
Payments for goods and services		121 876	135 269
Grants and subsidies paid			
Current		252 556	345 685
Capital		3 908	30 041
Total Operating Payments		**807 388**	**911 686**
Net Cash From/(Used in) Operating Activities	15	**19 283**	**5 914**
CASH FLOWS FROM INVESTING ACTIVITIES			
Investing Receipts			
Proceeds from asset sales			
Total Investing Receipts		**-**	**-**
Investing Payments			
Purchases of assets		1 442	-
Total Investing Payments		**1 442**	**-**
Net Cash From/(Used in) Investing Activities		**(1 442)**	**-**
CASH FLOWS FROM FINANCING ACTIVITIES			
Financing Receipts			
Deposits received		(2)	4
Equity injections			
Capital appropriation		1 870	1 000
Other equity injections		175	-
Total Financing Receipts		**2 043**	**1 004**
Financing Payments			
Equity withdrawals		6 800	3 400
Total Financing Payments		**6 800**	**3 400**
Net Cash From/(Used in) Financing Activities		**(4 757)**	**(2 396)**
Net increase/(decrease) in cash held		13 084	3 518
Cash at beginning of financial year		50 235	46 717
CASH AT END OF FINANCIAL YEAR	8	**63 319**	**50 235**

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

Index of notes to the Financial Statements

1. OBJECTIVES AND FUNDING

The role of the Department of Education and Training is to improve the educational and training outcomes and options for Territorians from their early years through to senior years.

Additional information in relation to the department and its principal activities may be found in earlier sections of this report.

The department is predominantly funded by, and is dependent on the receipt of parliamentary appropriations. The financial statements encompass all funds through which the department controls resources to carry on its functions and deliver outputs. For reporting purposes, outputs delivered by the department are summarised into several output groups. Note 3 provides summary financial information in the form of an operating statement by output group.

2. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

The financial statements have been prepared in accordance with the requirements of the *Financial Management Act* and related Treasurer's Directions. The *Financial Management Act* requires the department to prepare financial statements for the year ended 30 June based on the form determined by the Treasurer. The form of the financial statements is to include:

(i) a Certification of the Financial Statements;

(ii) a Comprehensive Operating Statement;

(iii) a Balance Sheet;

(iv) a Statement of Changes in Equity;

(v) a Cash Flow Statement; and

(vi) applicable explanatory notes to the financial statements.

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

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

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

AASB 124 Related Party Disclosures (December 2009), AASB 2009-12 Amendments to Australian Accounting Standards [AASB 5, 8, 108, 110, 112, 119, 133, 137, 139, 1023 & 1031 and Interpretations 2, 4, 16, 1039 & 1052]

The Standards amend the requirements of the previous version of AASB 124 to clarify the definition of a related party, provide a partial exemption from related party disclosure requirements for government-related entities and include an explicit requirement to disclose commitments involving related parties. The Standards do not impact the financial statements.

AASB 1054 Australian Additional Disclosures, AASB 2011-1 Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project [AASB 1, 5, 101, 107, 108, 121, 128, 132 & 134 and Interpretations 2, 112 & 113]

The Standards are a consequence of Phase 1 of the joint Trans-Tasman Convergence project of the AASB and New Zealand's Financial Reporting Standards Board. AASB 2011-1 amends a range of Australian Accounting Standards and Interpretations for the purpose of closer alignment to IFRSs and harmonization between Australian and New Zealand Standards. The Standard relocates and deletes various Australian-specific guidance and disclosures from other Standards and aligns the wording used to that adopted in IFRSs. Relocated Australian-specific disclosures are now contained in AASB 1054. The Standards do not impact the financial statements.

AASB 2010-4 Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 1, 7, 101 & 134 and Interpretation 13]

The Standard amends a number of pronouncements as a result of the IASB's 2008-2010 cycle of annual improvements. Key amendments include clarification of content of statement of changes in equity (AASB 101) and financial instrument disclosures (AASB 7). The Standard does not impact the financial statements.

AASB 2010-5 Amendments to Australian Accounting Standards [AASB 1, 3, 4, 5, 101, 107, 112, 118, 119, 121, 132, 133, 134, 137, 139, 140, 1023 & 1038 and Interpretations 112, 115, 127, 132 & 1042]

The Standard makes numerous editorial amendments to a range of Australian Accounting Standards and Interpretations, including amendments to reflect changes made to the text of IFRSs by the IASB. The Standard does not impact the financial statements.

AASB 2010-6 Amendments to Australian Accounting Standards – Disclosures on Transfers of Financial Assets [AASB 1 & 7]

The Standard makes amendments to AASB 7 *Financial Instruments: Disclosures* resulting from the IASB's comprehensive review of off balance sheet activities. The amendments introduce additional disclosures, designed to allow users of financial statements to improve their understanding of transfer transactions of financial assets, including understanding the possible effects of any risks that may remain with the entity that transferred the assets. The Standard does not impact the financial statements.

AASB 2011-5 Amendments to Australian Accounting Standards – Extending Relief from Consolidation, the Equity Method and Proportionate Consolidation [AASB 127, 128 & 131]

The Standard extends relief from consolidation to not-for-profit entities in particular circumstances, by removing the requirement for the consolidated financial statements prepared by the ultimate or any intermediate parent entity to be IFRS compliant, provided that the parent entity and the ultimate or intermediate parent entity are not-for-profit entities that comply with Australian Accounting Standards. The Standard does not impact the financial statements.

b) Australian Accounting Standards and Interpretations Issued but not yet Effective

At the date of authorisation of the financial statements, the Standards and Interpretations listed below were in issue but not yet effective.

Standard/Interpretation	Summary	Effective for annual reporting periods beginning on or after	Impact on financial statements
AASB 9 Financial Instruments (Dec 2010), AASB 2010-7 *Amendments to Australian Accounting Standards arising from AASB 9 (Dec 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Interpretations 2, 5, 10, 12, 19 & 127]*	AASB 9 incorporates revised requirements for the classification and measurement of financial instruments resulting from the IASB's project to replace IAS 39 *Financial Instruments: Recognition and Measurement* (AASB 139 *Financial Instruments: Recognition and Measurement*).	1 Jan 2013	No impact
AASB 10 *Consolidated Financial Statements*	Requires a parent to present consolidated financial statements as those of a single economic entity, replacing the requirements previously contained in AASB 127 *Consolidated and Separate Financial Statements.*	1 Jan 2013	No impact
AASB 12 *Disclosure of Interests in Other Entities*	Requires the extensive disclosure of information that enables users of financial statements to evaluate the nature of, and risks associated with, interests in other entities and the effects of those interests on its financial position, financial performance and cash flows.	1 Jan 2013	No impact
AASB 13 *Fair Value Measurement,* AASB 2011-8 *Amendments to Australian Accounting Standards arising from AASB 13 [AASB 1, 2, 3, 4, 5, 7, 9, 2009-11, 2010 7, 101, 102, 108, 110, 116, 117, 118, 119, 120, 121, 128, 131, 132, 133, 134, 136, 138, 139, 140, 141, 1004, 1023 & 1038 and Interpretations 2, 4, 12, 13, 14, 17, 19, 131 & 132]*	Replaces the guidance on fair value measurement in existing AASB accounting literature with a single standard. The Standard defines fair value, provides guidance on how to determine fair value and requires disclosures about fair value measurements.	1 Jan 2013	No impact

AASB 2011-7 *Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements standards [AASB 1, 2, 3, 5, 7, 9, 2009-11, 101, 107, 112, 118, 121, 124, 132, 133, 136, 138, 139, 1023 & 1038 and Interpretations 5, 9, 16 & 17]*	Makes consequential amendments to a range of Standards and Interpretations in light of the issuance of AASB 10 *Consolidated Financial Statements* and AASB 12 *Disclosure of Interests in Other Entities.*	1 Jan 2013	No impact
AASB 2011-9 *Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income [AASB 1, 5, 7, 101, 112, 120, 121, 132, 133, 134, 1039 & 1049]*	Requires entities to group items presented in other comprehensive income on the basis of whether they are potentially reclassifiable to profit or loss subsequently.	1 July 2012	No impact

c) Department and Territory Items

The financial statements of the department include income, expenses, assets, liabilities and equity over which the department has control (department items). Certain items, while managed by the department, are controlled and recorded by the Territory rather than the department (Territory items). Territory items are recognised and recorded in the Central Holding Authority as discussed below.

Central Holding Authority

The Central Holding Authority is the parent body that represents the NT Government's ownership interest in government controlled entities.

The Central Holding Authority also records all Territory items, such as income, expenses, assets and liabilities controlled by the Government and managed by departments on behalf of the government. The main Territory item is Territory income, which includes taxation and royalty revenue, Commonwealth general purpose funding (such as GST revenue), fines, and statutory fees and charges.

The Central Holding Authority also holds certain Territory assets not assigned to departments as well as certain Territory liabilities that are not practical or effective to assign to individual departments such as unfunded superannuation and long service leave.

The Central Holding Authority recognises and records all Territory items, and as such, these items are not included in the department's financial statements. However, as the department is accountable for certain Territory items managed on behalf of government, these items have been separately disclosed in Note 21 – Schedule of Territory Items.

d) Comparatives

Where necessary, comparative information for the 2010–11 financial year has been reclassified to provide consistency with current year disclosures.

e) Presentation and Rounding of Amounts

Amounts in the financial statements and notes to the financial statements are presented in Australian dollars and have been rounded to the nearest thousand dollars, with amounts of $500 or less being rounded down to zero.

f) Changes in Accounting Policies

There have been no changes to accounting policies adopted in 2011–12 as a result of management decisions.

g) Accounting Judgments and Estimates

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

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

Judgments and estimates that have significant effects on the financial statements are disclosed in the relevant notes to the financial statements. Notes that include significant judgments and estimates are:

- Employee Benefits – Note 2(r) and Note 13: Non-current liabilities in respect of employee benefits are measured as the present value of estimated future cash outflows based on the appropriate Government bond rate, estimates of future salary and wage levels and employee periods of service.
- Contingent Liabilities – Note 18: The present value of material quantifiable contingent liabilities are calculated using a discount rate based on the published 10-year Government bond rate.
- Allowance for Impairment Losses – Note 2(o), 9: Receivables and 16: Financial Instruments.
- Depreciation and Amortisation – Note 2(k), Note 10: Property, Plant and Equipment and Note 11.

h) Goods and Services Tax

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

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

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

i) Income Recognition

Income encompasses both revenue and gains.

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

Grants and Other Contributions

Grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the department obtains control over the assets comprising the contributions. Control is normally obtained upon receipt.

Contributions are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

Appropriation

Output appropriation is the operating payment to each department for the outputs they provide and is calculated as the net cost of department outputs after taking into account funding from department income. It does not include any allowance for major non-cash costs such as depreciation.

Commonwealth appropriation follows from the Intergovernmental Agreement on Federal Financial Relations, resulting in Special Purpose Payments (SPPs) and National Partnership (NP) payments being made by the Commonwealth Treasury to state treasuries, in a manner similar to arrangements for GST payments. These payments are received by Treasury on behalf of the Central Holding Authority and then on passed to the relevant agencies as Commonwealth appropriation.

Revenue in respect of appropriations is recognised in the period in which the department gains control of the funds.

Sale of Goods

Revenue from the sale of goods is recognised (net of returns, discounts and allowances) when:

- the significant risks and rewards of ownership of the goods have transferred to the buyer;
- the department retains neither continuing managerial involvement to the degree usually associated with ownership nor effective control over the goods sold;
- the amount of revenue can be reliably measured;
- it is probable that the economic benefits associated with the transaction will flow to the department; and
- the costs incurred or to be incurred in respect of the transaction can be measured reliably.

Rendering of Services

Revenue from rendering services is recognised by reference to the stage of completion of the contract. The revenue is recognised when:

- the amount of revenue, stage of completion and transaction costs incurred can be reliably measured; and
- it is probable that the economic benefits associated with the transaction will flow to the entity.

Interest Revenue

Interest revenue is recognised as it accrues, taking into account the effective yield on the financial asset.

Goods and Services Received Free of Charge

Goods and services received free of charge are recognised as revenue when a fair value can be reliably determined and the resource would have been purchased if it had not been donated. Use of the resource is recognised as an expense.

Contributions of Assets

Contributions of assets and contributions to assist in the acquisition of assets, being non reciprocal transfers, are recognised, unless otherwise determined by government, as gains when the department obtains control of the asset or contribution. Contributions are recognised at the fair value received or receivable.

j) Repairs and Maintenance Expense

Funding is received for repairs and maintenance works associated with department assets as part of output revenue. Costs associated with repairs and maintenance works on department assets are expensed as incurred.

k) Depreciation and Amortisation Expense

Items of property, plant and equipment, including buildings but excluding land, have limited useful lives and are depreciated or amortised using the straight-line method over their estimated useful lives.

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

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

	2012	2011
Buildings		
Public buildings	50 years	50 years
Sheds/demountables	10–20 years	10–20 years
Plant and Equipment	3–10 years	4–10 years
Computer hardware	3–6 years	4 years
Transport equipment	5 years	5 years
Heritage and Cultural Assets	100 years	100 years

Assets are depreciated or amortised from the date of acquisition or from the time an asset is completed and held ready for use.

l) Cash and Deposits

For the purposes of the Balance Sheet and the Cash Flow Statement, cash includes cash on hand, cash at bank and cash equivalents. Cash equivalents are highly liquid short-term investments that are readily convertible to cash.

m) Receivables

Receivables include accounts receivable and other receivables and are recognised at fair value less any allowance for impairment losses.

The allowance for impairment losses represents the amount of receivables the department estimates are likely to be uncollectible and are considered doubtful. Analyses of the age of the receivables that are past due as at the reporting date are disclosed in an aging schedule under credit risk in Note 16 Financial Instruments. Reconciliation of changes in the allowance accounts is also presented.

Accounts receivable are generally settled within 30 days.

n) Property, Plant and Equipment

Acquisitions

All items of property, plant and equipment with a cost, or other value, equal to or greater than $10 000 are recognised in the year of acquisition and depreciated as outlined below. Items of property, plant and equipment below the $10 000 threshold are expensed in the year of acquisition.

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

Complex Assets

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

Subsequent Additional Costs

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

Construction (Work in Progress)

As part of the financial management framework, the Department of Construction and Infrastructure (DCI) is responsible for managing general government capital works projects on a whole of Government basis. Therefore appropriation for the department's capital works is provided directly to DCI and the cost of construction work in progress is recognised as an asset of that department. Once completed, capital works assets are transferred to the department.

o) Revaluations and Impairment

Revaluation of Assets

Subsequent to initial recognition, assets belonging to the following classes of non-current assets are revalued with sufficient regularity to ensure that the carrying amount of these assets does not differ materially from their fair value at reporting date:

- land; and
- buildings.

Fair value is the amount for which an asset could be exchanged, or liability settled, between knowledgeable, willing parties in an arm's length transaction.

Plant and equipment are stated at historical cost less depreciation, which is deemed to equate to fair value.

Impairment of Assets

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

Non-current physical and intangible department assets are assessed for indicators of impairment on an annual basis. If an indicator of impairment exists, the department determines the asset's recoverable amount. The asset's recoverable amount is determined as the higher of the asset's depreciated replacement cost and fair value less costs to sell. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

Impairment losses are recognised in the Comprehensive Operating Statement. They are disclosed as an expense unless the asset is carried at a revalued amount. Where the asset is measured at a revalued amount, the impairment loss is offset against the asset revaluation surplus for that class of asset to the extent that an available balance exists in the asset revaluation surplus.

In certain situations, an impairment loss may subsequently be reversed. Where an impairment loss is subsequently reversed, the carrying amount of the asset is increased to the revised estimate of its recoverable amount. A reversal of an impairment loss is recognised in the Comprehensive

Operating Statement as income, unless the asset is carried at a revalued amount, in which case the impairment reversal results in an increase in the asset revaluation surplus. Note 14 provides additional information in relation to the asset revaluation surplus.

p) Leased Assets

Leases under which the department assumes substantially all the risks and rewards of ownership of an asset are classified as finance leases. Other leases are classified as operating leases.

Finance Leases

Finance leases are capitalised. A leased asset and a lease liability equal to the present value of the minimum lease payments are recognised at the inception of the lease.

Lease payments are allocated between the principal component of the lease liability and the interest expense.

Operating Leases

Operating lease payments made at regular intervals throughout the term are expensed when the payments are due, except where an alternative basis is more representative of the pattern of benefits to be derived from the leased property. Lease incentives under an operating lease of a building or office space is recognised as an integral part of the consideration for the use of the leased asset. Lease incentives are to be recognised as a deduction of the lease expenses over the term of the lease.

q) Payables

Liabilities for accounts payable and other amounts payable are carried at cost, which is the fair value of the consideration to be paid in the future for goods and services received, whether or not billed to the department. Accounts payable are normally settled within 30 days.

r) Employee Benefits

Provision is made for employee benefits accumulated as a result of employees rendering services up to the reporting date. These benefits include wages and salaries and recreation leave. Liabilities arising in respect of wages and salaries, recreation leave and other employee benefit liabilities that fall due within twelve months of reporting date are classified as current liabilities and are measured at amounts expected to be paid. Non-current employee benefit liabilities that fall due after twelve months of the reporting date are measured at present value, calculated using the Government long-term bond rate.

No provision is made for sick leave, which is non-vesting, as the anticipated pattern of future sick leave to be taken is less than the entitlement accruing in each reporting period.

Employee benefit expenses are recognised on a net basis in respect of the following categories:

- wages and salaries, non-monetary benefits, recreation leave, sick leave and other leave entitlements; and
- other types of employee benefits.

As part of the Financial Management Framework, the Central Holding Authority assumes the long service leave liabilities of government agencies, including the department and as such no long service leave liability is recognised in the financial statements.

Special Remote Study Leave

According to the *Public Sector Employment and Management Determination 2 of 2003*, employees who have undertaken periods of service in designated remote localities since 1 January 1990 are eligible to accumulate credit points towards Special Remote Study Leave at the rates specified in the determination. Employees can accumulate a maximum of 40 credit points and must have accumulated a minimum of 20 credit points before applying for leave under this provision. The leave cannot be cashed out and ceases with the departure of the employee from the Northern Territory Public Sector.

Twenty credit points is the equivalent of taking leave on full pay for one school semester, or on half pay for two school semesters. Forty credit points is the equivalent of taking leave on full pay for two school semesters.

The agency recognised a liability for employees who have accumulated points since 1 January 2005 (excludes points for leave already taken) and has been measured at and restricted to the following:

(i) Liability calculated for those employees who have 20 or 40 study leave points, or employees who will accrue enough points based on their locality at 30 June 2012 to reach 20 or 40 points by 30 June 2013;

(ii) No recognition for probability and actuarial estimates of staff availing the benefit, mortality, employee turnover, disability, retirement etc; and

(iii) Non-inclusion of data from prior years.

Current liability represents the value of leave for employees who have reached entitlement (i.e. 20 or 40 points), whereas non-current liability encompasses the value of study leave accrued for employees who have not yet reached entitlement at 30 June 2012.

s) Superannuation

Employees' superannuation entitlements are provided through the:

- Northern Territory Government and Public Authorities Superannuation Scheme (NTGPASS);
- Commonwealth Superannuation Scheme (CSS); or
- Non-government employee-nominated schemes for those employees commencing on or after 10 August 1999.

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

t) Contributions by and Distributions to Government

The department may receive contributions from government where the government is acting as owner of the department. Conversely, the department may make distributions to government. In accordance with the *Financial Management Act* and Treasurer's Directions, certain types of contributions and distributions, including those relating to administrative restructures, have been designated as contributions by, and distributions to, government. These designated contributions and distributions are treated by the department as adjustments to equity.

The Statement of Changes in Equity provides additional information in relation to contributions by, and distributions to, government.

u) Commitments

Disclosures in relation to capital and other commitments, including lease commitments are shown at Note 17 and are consistent with the requirements contained in AASB 101, AASB 116 and AASB 117.

Commitments are those contracted as at 30 June where the amount of the future commitment can be reliably measured.

3. COMREHENSIVE OPERATING STATEMENT BY OUTPUT GROUP

	Note	Government Education 2012 $000	Government Education 2011 $000	Non-Government Education 2012 $000	Non-Government Education 2011 $000	Training VET Services 2012 $000	Training VET Services 2011 $000	Total 2012 $000	Total 2011 $000
INCOME									
Grants and subsidies revenue									
Current		18 206	17 976	206	78	-	1 902	18 412	19 956
Capital			-	-	-	-	228	-	228
Appropriation									
Output		495 265	458 912	46 807	62 601	-	70 432	542 072	591 945
Commonwealth		138 369	140 973	93 858	112 847	-	19 180	232 227	273 000
Sales of goods and services		401	306	65	16	-	331	466	653
Interest revenue		316	2 202	-	-	-	-	316	2 202
Goods and services received free of charge[1]	4	10 426	11 852	3 206	1 291	-	450	13 632	13 593
Assets Acquired for Nil Costs		-	15	-	2	-	-	-	17
Other income		1 757	671	342	432	-	124	2 099	1 227
TOTAL INCOME		**664 740**	**632 907**	**144 484**	**177 267**	**-**	**92 647**	**809 224**	**902 821**
EXPENSES									
Employee expenses		424 027	394 275	8 500	5 274	-	6 335	432 527	405 884
Administrative expenses									
Purchases of goods and services	6	52 031	56 162	7 003	7 453	-	2 403	59 034	66 018
Repairs and maintenance		31 302	34 191	15	10	-	328	31 317	34 529
Property Management		1 613	1 235	101	41	-	520	1 714	1 796
Depreciation and amortisation	10,11	29 022	25 610	2	537	-	1 309	29 024	27 456
Services Received Free of Charge[1]		10 426	11 852	3 206	1 291	-	450	13 632	13 593
Other administrative expense		(233)	511	(76)	36	-	26	(309)	573
Grants and subsidies expenses									
Current		135 188	130 138	117 819	138 028	-	77 519	253 007	345 685
Capital		2 592	898	1 316	24 637	-	4 506	3 908	30 041
TOTAL EXPENSES		**685 968**	**654 872**	**137 886**	**177 307**	**-**	**93 396**	**823 854**	**925 575**
NET SURPLUS/(DEFICIT)		**(21 228)**	**(21 965)**	**6 598**	**(40)**	**-**	**(749)**	**(14 630)**	**(22 754)**
OTHER COMPREHENSIVE INCOME									
Asset Revaluation Reserve		10 615	(48 751)					10 615	(48 751)
TOTAL OTHER COMPREHENSIVE INCOME		**10 615**	**(48 751)**	**-**	**-**	**-**	**-**	**10 615**	**(48 751)**
COMREHENSIVE RESULT		**(31 843)**	**26 786**	**6 598**	**(40)**	**-**	**(749)**	**(25 245)**	**25 997**

1 Includes DBE service charges.
This Comprehensive Operating Statement by output group is to be read in conjunction with the notes to the financial statements.
The Training function transferred to the Department of Business and Employment effective 1 July 2011.

		2012 $000	2011 $000
4.	**GOODS AND SERVICES RECEIVED FREE OF CHARGE**		
	Corporate and information services	13 632	13 593
		13 632	**13 593**
5.	**EMPLOYEE EXPENSES**		
	Salaries and related expenses	370 698	345 209
	Payroll tax	22 287	22 900
	Fringe benefits tax	3 700	3 658
	Superannuation expenses	32 097	30 048
	Workers compensation	3 745	4 069
		432 527	**405 884**
6.	**PURCHASES OF GOODS AND SERVICES**		
	The net surplus/(deficit) has been arrived at after charging the following expenses:		
	Goods and services expenses:		
	Consultants (1)	2 744	3 171
	Advertising (2)	70	16
	Marketing and promotion (3)	778	1 121
	Document production	1 086	810
	Legal expenses (4)	104	99
	Recruitment (5)	2 530	2 574
	Training and study	2 672	2 960
	Official duty fares	3 538	3 287
	Travelling allowance	1 407	1 437
	Information technology charges, hardware & software expenses	23 946	30 998
	Motor vehicle expenses	8 097	7 210
	Relocation Expenses	2 181	2 147
	Other goods and services	9 881	10 188
		59 034	**66 018**

(1) Includes marketing, promotion and IT consultants.

(2) Does not include recruitment, advertising or marketing and promotion advertising.

(3) Includes advertising for marketing and promotion but excludes marketing and promotion consultants' expenses, which are incorporated in the consultants' category.

(4) Includes legal fees, claim and settlement costs.

(5) Includes recruitment-related advertising costs.

		2012 $000	2011 $000
7.	**DEPRECIATION AND AMORTISATION**		
	Buildings	27 657	25 870
	Plant and equipment	1 098	1 514
	Computer hardware	257	50
	Transport equipment	10	22
	Computer software	1	-
	Cultural assets	1	-
		29 024	**27 456**
8.	**CASH AND DEPOSITS**		
	Cash on hand	10	10
	Cash at bank	63 309	50 225
		63 319	**50 235**
9.	**RECEIVABLES**		
	Current		
	Accounts receivable	1 677	2 094
	Less: Allowance for impairment losses	(183)	(498)
		1 494	**1 596**
	Interest receivables	316	502
	GST receivables	5 408	6 669
	Other receivables	6	563
		5 730	**7 734**
	Total Receivables	**7 224**	**9 330**

		2012 $000	2011 $000
10.	**PROPERTY, PLANT AND EQUIPMENT**		
	Land		
	At fair value	64 658	65 620
	Buildings		
	At fair value	1 557 013	1 465 719
	Less: Accumulated depreciation	(622 330)	(627 080)
		934 683	838 639
	Plant and Equipment		
	At fair value	9 013	10 732
	Less: Accumulated depreciation	(6 121)	(5 820)
		2 892	4 912
	Computer Software		
	At fair value	40	-
	Less: Accumulated depreciation	(1)	-
		39	-
	Computer Hardware		
	At fair value	1 316	221
	Less: Accumulated depreciation	(330)	(80)
		986	141
	Transport Equipment		
	At cost	112	112
	Less: Accumulated depreciation	(112)	(102)
		-	10
	Leased Plant and Equipment		
	At capitalised cost	101	101
	Less: Accumulated depreciation	(101)	(101)
		-	-
	Total Property, Plant and Equipment	**1 003 258**	**909 322**

Property, Plant and Equipment Valuations

The latest revaluations as at 30 June 2011 were independently conducted. The valuer was the Australian Valuation Office. The revaluation was based on either market value or fair value which was assessed with reference to the asset's replacement cost less accumulated depreciation where there was no established, identifiable market for the asset.

Impairment of Property, Plant and Equipment

Property, plant and equipment assets were assessed for impairment as at 30 June 2012.
No impairment adjustments were required as a result of this review.

10. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

2012 Property, Plant and Equipment Reconciliations

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of 2011–12 is set out below:

	Land $000	Buildings $000	Plant and Equipment $000	Computer Software $000	Computer Hardware $000	Transport Equipment $000	Total $000
Carrying Amount as at 1 July 2011	**65 620**	**838 639**	**4 912**	**-**	**141**	**10**	**909 322**
Additions	-	-	301	40	1 102	-	1 443
Disposals	-	-	-	-	-	-	-
Depreciation	-	(27 657)	(1 098)	(1)	(257)	(10)	(29 023)
Additions/(Disposals) from administrative restructuring	(980)	(39 208)	-	-	-	-	(40 188)
Additions/(Disposals) from asset transfers	18	162 909	(1 223)	-	-	-	161 704
Carrying Amount as at 30 June 2012	**64 658**	**934 683**	**2 892**	**39**	**986**	**-**	**1 003 258**

2011 Property, Plant and Equipment Reconciliations

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of 2010–11 is set out below:

	Land $000	Buildings $000	Plant and Equipment $000	Computer Software $000	Computer Hardware $000	Transport Equipment $000	Total $000
Carrying Amount as at 1 July 2010	**42 517**	**705 990**	**6 359**	**-**	**191**	**32**	**755 089**
Additions	-	-	-	-	-	-	-
Depreciation	-	(25 870)	(1 514)	-	(50)	(22)	(27 456)
Additions/(Disposals) from asset transfers	(25)	132 896	67	-	-	-	132 938
Revaluation increments/(decrements)	23 128	25 623	-	-	-	-	48 751
Carrying Amount as at 30 June 2011	**65 620**	**838 639**	**4 912**	**-**	**141**	**10**	**909 322**

		2012 $000	2011 $000
11.	**HERITAGE AND CULTURAL ASSETS**		
	Carrying amount		
	At valuation	12	22
	Less: Accumulated depreciation	(10)	(11)
	Written down value – 30 June	**2**	**11**
	Reconciliation of movements		
	Carrying amount at 1 July	11	11
	Depreciation	(1)	-
	Additions/(Disposals) from asset transfers	(8)	-
	Carrying amount as at 30 June	**2**	**11**
12.	**PAYABLES**		
	Accounts payable	2 530	5 478
	Accrued expenses	11 236	8 161
	Other payables	450	-
		14 216	**13 639**
13.	**PROVISIONS**		
	Current		
	Employee benefits		
	Recreation leave	27 936	25 474
	Special remote study leave	4 189	5 466
	Leave loading	3 628	3 100
	Recreation leave fares	929	947
	Other current provisions		
	Employer super contribution	2 456	2 792
	Fringe benefits tax	937	1 287
	Payroll tax	2 984	2 956
		43 059	**42 022**
	Non-Current		
	Employee benefits		
	Recreation leave	6 612	5 877
	Special remote study leave	1 555	1 885
		8 167	**7 762**
	Total Provisions	**51 226**	**49 784**

The department employed 4 647 employees as at 30 June 2012
(4 430 employees as at 30 June 2011).

	2012 $000	2011 $000

14. RESERVES

Asset Revaluation Surplus

(i) Nature and purpose of the asset revaluation surplus

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

(ii) Movements in the asset revaluation surplus

	2012 $000	2011 $000
Balance as at 1 July	97 416	48 665
Increment/(Decrement) – land		23 128
Increment/(Decrement) – buildings	(10 615)	25 623
Balance as at 30 June	**86 801**	**97 416**

15. NOTES TO THE CASH FLOW STATEMENT

Reconciliation of Cash

The total of department ‘Cash and deposits’ of $63.319 million recorded in the Balance Sheet is consistent with that recorded as ‘Cash’ in the Cash Flow Statement.

Reconciliation of Net Surplus/(Deficit) to Net Cash from Operating Activities

	2012 $000	2011 $000
Net Surplus/(Deficit)	**(14 630)**	**(22 754)**
Non-cash items:		
Depreciation and amortisation	29 024	27 456
Assets acquired for nil consideration		(17)
R&M - Minor new works non cash	1 011	650
Changes in assets and liabilities:		
Decrease/(Increase) in receivables	2 105	(5 529)
Decrease/(Increase) in prepayments	(247)	(557)
(Decrease)/Increase in payables	577	3 169
(Decrease)/Increase in provision for employee benefits	2 100	2 474
(Decrease)/Increase in other provisions	(657)	1 022
Net Cash from Operating Activities	**19 283**	**5 914**

	2012 $000	2011 $000
16. FINANCIAL INSTRUMENTS		
A financial instrument is a contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity. Financial instruments held by the department include cash and deposits, receivables, payables and finance leases. The department has limited exposure to financial risks as discussed below.		
a) Categorisation of Financial Instruments		
The carrying amounts of the department's financial assets and liabilities by category are disclosed in the table below.		
Financial Assets		
Cash and deposits	63 319	50 235
Receivables		
GST receivable	5 408	6 669
Accounts receivable	1 494	1 596
Other receivables	6	563
Interest receivable	316	502
Total financial assets	**70 543**	**59 565**
Financial Liabilities		
Payables	14 216	13 639
Deposits held	5	7
Total financial liabilities	**14 221**	**13 646**

b) Credit Risk

The department has limited credit risk exposure (risk of default). In respect of any dealings with organisations external to government, the department has adopted a policy of only dealing with credit worthy organisations and obtaining sufficient collateral or other security where appropriate, as a means of mitigating the risk of financial loss from defaults.

The carrying amount of financial assets recorded in the financial statements, net of any allowances for losses, represents the department's maximum exposure to credit risk without taking account of the value of any collateral or other security obtained.

Receivables

Receivable balances are monitored on an ongoing basis to ensure that exposure to bad debts is not significant. A reconciliation and aging analysis of receivables is presented below.

	Aging of Receivables $000	Aging of Impaired Receivables $000	Net Receivables $000
2011–12			
Not overdue	396	-	396
Overdue for less than 30 days	441	-	441
Overdue for 30 to 60 days	107	-	107
Overdue for more than 60 days	733	183	550
Total	**1 677**	**183**	**1 494**
Reconciliation of the Allowance for Impairment Losses (a)			
Opening		498	
Written off during the year		-	
Recovered during the year		-	
Increase/(Decrease) in allowance recognised in profit or loss		(315)	
Total		**183**	
2010–11			
Not overdue	1 234	-	1 234
Overdue for less than 30 days	154	2	152
Overdue for 30 to 60 days	3	-	3
Overdue for more than 60 days	703	496	207
Total	**2 094**	**498**	**1 596**
Reconciliation of the Allowance for Impairment Losses (a)			
Opening		119	
Written off during the year		-	
Recovered during the year		-	
Increase/(Decrease) in allowance recognised in profit or loss		379	
Total		**498**	

c) Market Risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. It comprises interest rate risk, price risk and currency risk.

(i) Interest Rate Risk

The department is not exposed to interest rate risk as financial assets and financial liabilities are non-interesting bearing. The department currently has no finance lease arrangements.

(e) Net Fair Value

The fair value of financial instruments is estimated using various methods. These methods are classified into the following levels:

Level 1 – derived from quoted prices in active markets for identical assets or liabilities.

Level 2 – derived from inputs other than quoted prices that are observable directly or indirectly.

Level 3 – derived from inputs not based on observable market data.

	Total Carrying Amount $000	Net Fair Value Level 1 $000	Net Fair Value Level 2 $000	Net Fair Value Level 3 $000	Net Fair Value Total $000
2012					
Financial Assets					
Cash and deposits	63 319	63 319			63 319
Receivables	7 224	7 224			7 224
Total Financial Assets	**70 543**	**70 543**	**-**	**-**	**70 543**
Financial Liabilities					
Payables	14 216	14 216			14 216
Deposits held	5	5			5
Total Financial Liabilities	**14 221**	**14 221**	**-**	**-**	**14 221**
2011					
Financial Assets					
Cash and deposits	50 235	50 235			50 235
Receivables	9 330	9 330			9 330
Total Financial Assets	**59 565**	**59 565**	**-**	**-**	**59 565**
Financial Liabilities					
Payables	13 639	13 639			13 639
Deposits held	7	7			7
Total Financial Liabilities	**13 646**	**13 646**	**-**	**-**	**13 646**

	2012 $000	2011 $000
17. COMMITMENTS		
(i) Capital Expenditure Commitments		
Capital expenditure commitments primarily related to the construction of buildings. Capital expenditure commitments contracted for at balance date but not recognised as liabilities are payable as follows:		
Within one year	5 047	15 797
Later than one year and not later than five years	12 000	5 922
Later than five years	-	-
	17 047	21 719
(ii) Other Expenditure Commitments		
Other non-cancellable expenditure commitments not recognised as liabilities are payable as follows:		
Within one year	47 253	115 039
Later than one year and not later than five years	70 520	46 276
Later than five years	11 618	15 468
	129 391	176 783
(iii) Operating Lease Commitments		
The department leases property under non-cancellable operating leases. Leases generally provide the department with a right of renewal at which time all lease terms are renegotiated. The department also leases items of plant and equipment under non-cancellable operating leases. Future operating lease commitments not recognised as liabilities are payable as follows:		
Within one year	5 906	3 851
Later than one year and not later than five years	3 960	3 220
Later than five years	-	46
	9 866	7 117

18. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

a) Contingent Liabilities

The department had no contingent liabilities as at 30 June 2012 or 30 June 2011.

b) Contingent Assets

The department had no contingent assets as at 30 June 2012 or 30 June 2011.

19. EVENTS SUBSEQUENT TO BALANCE DATE

No events have arisen between the end of the financial year and the date of this report that require adjustment to, or disclosure in these financial statements.

20. WRITE-OFFS, POSTPONEMENTS, WAIVERS, GIFTS AND EX GRATIA PAYMENTS

	Department 2012 $000	Department No. of Trans.	Department 2011 $000	Department No. of Trans.	Territory Items 2012 $000	Territory Items No. of Trans.	Territory Items 2011 $000	Territory Items No. of Trans.
Write-offs, Postponements and Waivers Under the *Financial Management Act*	**10**	**17**						
Represented by:								
Amounts written off, postponed and waived by Delegates								
Irrecoverable amounts payable to the Territory or an agency written off	10	17						
Losses or deficiencies of money written off								
Public property written off		2						
Waiver or postponement of right to receive or recover money or property								
Total Written Off, Postponed and Waived by Delegates	**10**	**19**						
Amounts written off, postponed and waived by the Treasurer								
Irrecoverable amounts payable to the Territory or an agency written off								
Losses or deficiencies of money written off								
Public property written off								
Waiver or postponement of right to receive or recover money or property								
Total Written Off, Postponed and Waived by the Treasurer								
Write-offs, Postponements and Waivers Authorised Under Other Legislation [(a)]								
Gifts Under the *Financial Management Act*								
Ex Gratia Payments Under the *Financial Management Act*								

21. SCHEDULE OF TERRITORY ITEMS

The following Territory items are managed by the department on behalf of the NT Government and are recorded in the Central Holding Authority (refer Note 2(c)).

	2012 $000	2011 $000
TERRITORY INCOME AND EXPENSES		
Income		
Taxation revenue		
Grants and subsidies revenue		
Capital	2 189	640
Fees from regulatory services	395	504
Total Income	**2 584**	**1 144**
Expenses		
Central Holding Authority income transferred	2 584	1 144
Doubtful debts		
Bad debts		
Other administrative expenses		
Total Expenses	**2 584**	**1 144**
Territory Income less Expenses	**-**	**-**

APPENDICES

Appendix 1: All staff by classification

	Headcount 2010–11	FTE 2010–11	Headcount 2011–12	FTE 2011–12
Administrative Officer 1	12	4.44	8	2.66
Administrative Officer 2	373	308.36	460	365.85
Administrative Officer 3	201	172.49	203	174.60
Administrative Officer 4	370	323.06	388	335.85
Administrative Officer 5	130	118.1	139	124.99
Administrative Officer 6	128	115.24	121	106.65
Administrative Officer 7	65	59.4	73	65.98
Administrative Officer 8	3			
NTPS Trainee and Apprenticeship			2	1.85
NTPS Adult Apprenticeship AQ3S Level A	4	3	9	9.00
NTPS Adult Apprenticeship AQ3S Level B	1	1		
NTPS Adult Apprenticeship AQ3S Level C	1	1	1	1.00
NTPS Apprenticeship AQF3 Level A	11	10.55	6	5.80
NTPS Apprenticeship AQF3 Level B	1	1		
NTPS Apprenticeship AQF4 Level A			2	0.80
NTPS Apprenticeship AQF4 Level C	1	1		
Assistant Teacher	273	163.45	267	163.38
Classroom Teacher	2317	2007.23	2356	2044.04
Executive Contract Principal 1A	3	2.5	1	1.00
Executive Contract Principal 2	1	0.5	4	3.45
Executive Contract Principal 3	5	5	4	4.00
Executive Contract Principal Level 2	59	59	63	62.47
Executive Contract Principal Level 3	24	23	24	23.50
Executive Contract Principal Level 4	9	9	11	11.00
Executive Contract Principal Level 5	3	3	3	3.00
Executive Officer 1C	24	23	18	17.10
Executive Officer 2C	18	17.7	21	21.00
Executive Officer 3C	8	7	9	8.50
Executive Officer 4C	3	3	4	4.00
Executive Officer 5C			1	1.00
Executive Officer 6C	1	1	1	1.00
Graduate Trainee	5	5	2	1.84
Indigenous Cadet Support	12	0	11	0.00
Indigenous Trainee Teacher 1	5	4.88	10	10.00
Indigenous Trainee Teacher 2	6	4.95	5	4.00
Indigenous Trainee Teacher 3	2	2	7	5.98
Professional 2	1	1	4	4.00
Professional 3	39	35.5	46	42.44
Physical 2	69	41.91	71	50.33

	Headcount 2010–11	FTE 2010–11	Headcount 2011–12	FTE 2011–12
Physical 3	33	26.78	31	25.27
Physical 4	28	26	28	22.70
Principal Level 1	6	5.5	6	5.10
Principal Level 2			1	1.00
Senior Administrative Officer 1	62	57.61	62	59.56
Senior Administrative Officer 2	22	22	39	36.00
School College Administrator 2	8	6.1	8	6.80
School College Administrator 5	3	2.5	3	2.00
Senior College Teacher	40	34.75	36	32.00
Senior Professor Officer 1	7	7	15	14.29
Senior Professor Officer 2	1	1		
Senior Teacher 1	433	392.53	457	421.19
Senior Teacher 2	70	67.41	69	63.59
Senior Teacher 3	112	107.82	113	108.60
Senior Teacher 4	62	60.63	61	59.28
Senior Teacher 5	2	2	3	3.00
Senior Teacher 6	2	2	2	2.00
Specialist Teacher 2			23	21.70
Specialist Teacher 3			13	13.00
Technical 2	2	1.45	2	2.00
Technical 3	2	2	2	2.00
Teaching Principal 1	51	47.5	56	50.46
Teaching Principal 2	15	14	15	13.50
Total	**5149**	**4424.84**	**5400**	**4647.10**

Source: Personnel Information Payroll System (PIPS) Pay 26, 2009–10 and 2010–11 financial years

NB: In 2011–12 several classification codes were replaced with new classification codes and several others were created

Appendix 2: Compliance with the *Carers Recognition Act*

The *Carers Recognition Act* and the Northern Territory Carers Charter 2006 requires services to consider the needs and roles of carers in the services they provide.

All Northern Territory Government agencies and all non-government organisations funded by the NT Government to provide relevant services have responsibilities under the Act.

In accordance with correspondence received from the Department of Health and Community Services dated 17 November 2006, the following information is provided.

The department recognises that carers are an integral part of the community, and is committed to abiding by the Northern Territory Carers Charter. The department involves carers in the same way as parents and guardians in providing services to students with special needs.

Carers receive communications from schools such as newsletters and, where appropriate, are consulted in developing and implementing students' individual education plans. Carers are considered in school processes, such as school-level strategic planning, in the same way as parents, guardians and other members of the community.

Appendix 3: How to contact us

Divisions	Postal Address	Phone	Fax
Chief Executive Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5857	08 8999 3537
Office of the CE Level 10, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5623	08 8999 3537
Ministerial Liaison and Executive Services Unit Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5762	
Internal Communications, Media and Marketing Level 11, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8901 4916	08 8901 4917
Legal Level 11, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5850	08 8999 5709
Freedom of Information and Privacy Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	0457 514 988	
Corporate Services Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5859	08 8999 3537
Human Resource Services Level 10, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5618	08 8999 5843
Finance Level 12, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 89014 949	08 8901 4976
Information Services Level 12, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5737	08 8999 5693
Planning and Infrastructure Level 12, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8901 4933	08 8999 3559
Policy, Planning and Performance Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5712	08 8999 5788
Strategic Policy and Performance Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5763	08 8999 5788
Strategic Policy & Projects Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5729	08 8999 5788
Planning, Research and Non-Government Schools Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8901 4944	08 8999 5788

Divisions	Postal Address	Phone	Fax
Performance and Data Management Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5743	08 8999 5788
Transforming Indigenous Education Policy, Research and Projects Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5971	08 8999 5788
Legislation Level 10, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5811	08 8999 5843
Early Childhood and Regulations Level 13, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8901 4906	08 8999 5677
Audit Level 10, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8901 4994	08 8999 5711
School Operations and Support Services Level 13, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 3593	08 8999 5640
School Operations Performance and Review Level 10, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8901 1385	08 8999 5640
Participation and Pathways Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9206	08 8999 4270
Pathways Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9355	08 8999 4270
Online Vocational Education Nightcliff Middle School NIGHTCLIFF NT 0810	GPO Box 4821 DARWIN NT 0801	08 8963 5529	08 8999 5788
VET in Schools Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9352	08 8999 4270
Industry Engagement and Employment Pathways Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9354	08 8999 4270
Enrolment, Attendance and Participation Harbour View 4 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9374	08 8999 3710
Engagement Programs Harbour View 4 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9355	08 8999 3710
Education Services Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9299	08 8999 4111

Divisions	Postal Address	Phone	Fax
ICT for Learning Nightcliff Middle School NIGHTCLIFF NT 0810	GPO Box 4821 DARWIN NT 0801	08 8963 5502	08 8999 5788
NT Music School Nightcliff Middle School NIGHTCLIFF NT 0810	GPO Box 4821 DARWIN NT 0801	08 8985 0872	08 8948 1778
Student Services Level 11, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9301	08 8999 4222
Curriculum, Senior Years Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9201	08 8999 4363
Curriculum Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8944 9202	08 8999 4363
Public School Education & Training Operations Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5785	08 8999 3537
Central Australia Regions Alice Springs Plaza 1 ALICE SPRINGS NT 0831		08 8951 1601	08 8951 1699
Darwin and Katherine Regions Level 13, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5630	08 8922 8820
Arnhem, Palmerston and Rural Regions Level 13, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5609	08 8999 3537
The Centre for School Leadership, Learning and Development Casuarina Campus CASUARINA NT 0810	GPO Box 4821 DARWIN NT 0801	08 8946 7333	08 8946 7177
Teach Remote Harbour View 3 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 3533	08 8999 5788
NT Board of Studies Harbour View 1 DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8946 6060	
NT Indigenous Education Council Level 14, Mitchell Centre DARWIN NT 0801	GPO Box 4821 DARWIN NT 0801	08 8999 5612	08 8999 5645

Schools with Homeland Learning Centres	Barkly College
	Gapuwiyak School
	Lasseter Group School/Imanpa School
	Maningrida School
	Milingimbi School
	Arlparra High School
	Shepherdson College
	West Arnhem College/Gunbalanya School
	Yirrkala Homelands School
Schools with Special Centres	Centralian Senior College
	Katherine High School
	Nhulunbuy High School
	Nhulunbuy Primary School
	Palmerston Senior College
	Ross Park Primary School
	Taminmin College
	Woodroffe Primary School
Schools with Special Programs	Gillen Primary School (Hearing Impaired)
	Malak Primary School(Autism Spectrum Disorder)
	Maningrida School(Hearing Impaired)
	Moil Primary School(Gifted)
	Parap Primary School(Gifted)
Schools with an intensive English Unit	Anula Primary School
	Darwin High School
	Ludmilla Primary School
	Moil Primary School
	Sanderson Middle School
Schools with Clontarf Academies	Barkly College/Tennant Creek High School
	Casuarina Middle School
	Centralian Senior College
	Dripstone Middle School
	Katherine High School
	Palmerston Senior College
	Sanderson Middle School
	West Arnhem College/Gunbalanya School
	West Arnhem College/Jabiru Area School
	Yirrkala College/Yirrkala School
Schools with Girls Program	Centralian Middle School
	Centralian Senior College
	Katherine High School
	Palmerston Senior College
	West Arnhem College/Gunbalanya School
	West Arnhem College/Jabiru Area School

For more information, go to www.schools.nt.edu.au

Appendix 4: Acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACIKE	Australian Centre for Indigenous Knowledges and Education
ACSA	Australian Curriculum Studies Association
AITSL	Australian Institute for Teaching and School Leadership
ANTSEL	Association of Northern Territory School Educational Leaders
ARC	Australian Research Council
ARIA	Accessibility/Remoteness Index of Australia
ASQA	Australian Skills Quality Authority
ATAR	Australian Tertiary Admission Rank
AQF	Australian Qualification Framework
AVETMISS	Australian Vocational Education Training Management Information Statistical Standard
BIITE	Batchelor Institute of Indigenous Tertiary Education
BER	Building the Education Revolution
CDU	Charles Darwin University
COAG	Council of Australian Governments
CSLLD	Centre for School Leadership Leading and Development
DBE	Department of Business and Employment
DEEWR	Department of Education, Employment and Workplace Relations
DET	Department of Education and Training
ELICOS	English Language Intensive Courses for Overseas Students
ESL	English as a Second Language
HALT	Highly Accomplished and Lead Teachers
HLC	Homeland Learning Centre
ICT	Information communication technology
IRSD	Index of Relative Socio-economic Disadvantage
LBOTE	Language background other than English
LDC	Long day care
NAPLAN	National Assessment Program Literacy and Numeracy
NARIS	National Alliance for Remote Indigenous Schools
NGSMAC	Non-Government Schools Ministerial Advisory Council
NMS	National Minimum Standard
NTCE	Northern Territory Certificate of Education
NTCET	Northern Territory Certificate of Education and Training
NTG	Northern Territory Government
NTIEC	Northern Territory Indigenous Education Council
NQF	National Quality Framework
OSHC	Outside school hours care
PSL	Preparation for School Leadership
RAP	Reconciliation Action Plan
RTO	Registered Training Organisation
RTS	Remote Teaching Service

SEIFA	Socio-Economic Indexes for Areas
SLC	Science and Language Centres for 21st Century Secondary Schools
SSBF	Strong Start, Bright Future
TEQSA	Tertiary Education Quality and Standards Agency
TFA	Teach for Australia
VETis	Vocational Education and Training in Schools
VET	Vocational education and training
WHS	Work Health and Safety