

**NATIONAL PARTNERSHIP AGREEMENTS FOR
TEACHER QUALITY
LITERACY AND NUMERACY
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES
CLOSING THE GAP**

**BILATERAL AGREEMENT BETWEEN
THE COMMONWEALTH OF AUSTRALIA AND
THE NORTHERN TERRITORY OF AUSTRALIA**

PURPOSE

1. This Agreement articulates a shared commitment between the Commonwealth of Australia ("the Commonwealth") and the Northern Territory of Australia ("Northern Territory") to achieving high-level outcomes for schooling. It aims to give effect to the priorities agreed by all governments at the Council of Australian Governments (COAG) on 29 November 2008, as well as those expressed in the new National Declaration on Educational Goals for Young Australians launched in December 2008.
2. The purpose of this Agreement is to outline how the Northern Territory, through the National Partnerships for Improving Teacher Quality, Literacy And Numeracy, Low Socio-Economic Status School Communities and Closing the Gap (Enhancing Education), intends to contribute to the achievement of the following outcomes as described in the National Education Agreement (NEA) and the National Indigenous Reform Agreement (NIRA):
 - all children are engaged in, and benefiting from, schooling^{NEA}
 - young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving^{NEA}
 - Australian students excel by international standards^{NEA}
 - schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children^{NEA}
 - young people make a successful transition from school to work and further study^{NEA}
 - halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020^{NIRA}
 - halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade^{NIRA}.

KEY REFORM AREAS AND INDICATIVE ACTIONS

3. The National Partnership reforms outlined in this Agreement complement existing effort within the Northern Territory to deliver improved educational outcomes for all students, particularly for Indigenous students in challenging remote contexts. The Northern Territory Government's effort to reduce educational disadvantage, improve outcomes in literacy and numeracy and enhance the quality of teachers and therefore deliver improved educational services supported by strategic platforms such as Closing the Gap (NT), A Working Future and Territory 2030.
4. The Northern Territory will progress implementation of National Partnership reforms under a single, integrated implementation plan that seeks to display the interconnectivity of many of the initiatives. A series of cross-sectorally agreed reform elements have been developed in which the Northern Territory intends to prioritise effort and investment. Relevant reform elements have been synthesised to meet the varied but related to needs of different groups of students. The implementation plan will be refined from time to time, in consultation with the Commonwealth as reforms are piloted and the impact and relative success of identified strategies is measured.

5. The plan is structured within an agreed cross-sectoral Quality Schooling Strategic Framework that is underpinned by principles of school improvement grounded in whole school approaches to student learning (Hill and Crevola, 1997) and an extensive evidence base.
6. 130 of the Northern Territory's 187 schools are eligible for inclusion in the combined National Partnership reforms. The depth of reform at each site will range from intensive focused support (using a place based approach aligned with the Remote Service Delivery National Partnership and *A Working Future*), through to sustained systemic reform with a layer in between that allows for significant reform in areas of common need.
7. The plan details participating schools and their level of involvement in the various reforms. It is developed based on the principle that reforms are driven by localised need, within agreed systemic frames and that regional/sectoral and systemic reforms will be aligned to support achievement of accelerated improvement at each participating school. Improvement in Literacy and Numeracy outcomes will be a target for all eligible schools and the Northern Territory will implement a number of systemic reforms relating to improving teacher quality and performance. The key design element from the perspective of each participating school will be the school improvement plan. Schools officially commencing in the Smarter Schools reforms in the outer years will have access to regional, sectoral and systemic reforms as soon as they are initiated and often prior to completing their school improvement plans.
8. In developing the school improvement plan, schools and their communities will be supported to access the relevant National Partnership Reform Elements for which they are eligible, as well as other related school improvement support services provided by the sector. Once improvement planning process is complete and a school's participation in funded areas of reform agreed, resourcing and support provided through the Smarter Schools National Partnership Agreements will be made available.
9. Schools will be held accountable for their implementation progress and expenditure through the reporting requirements already established for their school improvement plan which is based around published annual reporting. This will ensure that schools can focus on their improvement milestones and targets and are not overburdened by having to manage a large number of discrete projects.
10. The Commonwealth will assess the Northern Territory's progress against agreed milestones and targets and upon achievement of these generate facilitation and reward payments as outlined in this Agreement.
11. The Northern Territory will seek to collaborate, as appropriate, with relevant jurisdictions to develop reforms, particularly those that address the challenges of educational service delivery in remote contexts.

BUDGET

12. The Commonwealth facilitation payments and the detail of the Northern Territory's co-investment are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Facilitation payments	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)
Low SES	1.052	14.200	19.168	35.062	34.010	20.862	15.896
Australian Government	0.526	7.100	9.584	17.531	17.005	10.431	7.948
State Co-investment	0.526	7.100	9.584	17.531	17.005	10.431	7.948
<i>Co-investment will comprise of contributions from:</i>							
<i>Enhancing IT services in remote areas</i>	0.42	0.80	0.80	0.80	0.80	0.80	0.80
<i>Closing the Gap</i>	6.50	8.15	8.85	9.50	9.50	9.50	9.50
<i>Families as First Teachers</i>	0	3.90	2.60	2.60	2.60	2.60	2.60
<i>EBA Remote Incentives Package</i>	0	3.00	3.00	3.00	3.00	3.00	3.00
<i>Specialist teachers supporting remote secondary</i>	0.94	1.67	1.67	1.67	1.67	1.67	1.67
<i>Systemic Literacy Programs (eg NALP)</i>	0	0	2.67	2.67	2.67	2.67	2.67

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Facilitation payments	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)
Literacy & Numeracy	4.168	4.760	0	0	0	0	0
Australian Government	2.084	2.382	0	0	0	0	0
State Co-investment	2.084	2.382	0	0	0	0	0
<i>Co-investment will comprise of contributions from:</i>							
<i>National Accelerated Literacy Program</i>	1.420	2.670	0	0	0	0	0
<i>Remote Curriculum Assessment and Materials Project</i>	0.450	0.450	0	0	0	0	0
Teacher Quality	0.103	0.237	0.546	0.623	0	0	0
Australian Government	0.073	0.159	0.415	0.501	0	0	0
State Co-investment	0.030	0.078	0.131	0.122	0	0	0
<i>Co-investment will comprise of contributions from:</i>							
<i>Teacher Registration Board</i>	0	0.13	0.13	0.13	0	0	0
<i>School Leadership Conference</i>	0	0.15	0.15	0.15	0	0	0
Total Facilitation	5.323	19.197	19.714	35.685	34.010		

Facilitation Payment Milestones - Low Socio-Economic Status School Communities National Partnership

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
May/June 2009	<ul style="list-style-type: none"> Signing of bilateral agreement and Preliminary Implementation Plan 	\$0.526m
December 2009	<ul style="list-style-type: none"> Northern Territory Implementation Plan finalised and signed 	\$3.550m
April 2010	<ul style="list-style-type: none"> School improvement plans published for <ul style="list-style-type: none"> 12 schools participating in the Remote Whole School Reform (RWSR) group 8 schools participating in the Engaging Urban Students (EUS) group Twenty schools have received funding to support delivery of reform outlined in their school improvement plan Panel contract established which schools can access to identify expert critical friends to assist and embed quality school improvement processes Officer employed to establish Residential Care Workers Program. Very Remote Research project underway Systemic processes to manage National Partnership activity established and coordination team recruited Accredited ESL course developed and being used to support staff in very remote schools 	\$3.550m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
October 2010	<ul style="list-style-type: none"> • School improvement plans published for <ul style="list-style-type: none"> ○ 22 schools participating in RWSR ○ 16 schools participating in EUS ○ 10 schools participating in Engaging Remote Indigenous Students (ERIS) group • Forty schools have received funding to support deliver reform outlined in their school improvement plan. • Three Regional Plans developed that articulate regional and district reform effort and support in the areas of family and community engagement, student attendance and wellbeing, and flexible and innovative remote delivery. • Wrap-around support team established providing specialist support to schools. • Three Business Support Consultants recruited and supporting schools. • Five Regionally Based Mentor Capacity Building Support officers employed. • Virtual Schooling service established and servicing very remote schools. • Contextualised orientation program available to staff in very remote schools • Very Remote Research outcomes available. • Consultation with schools participating in Residential Care Workers project completed and program scope determined. 	\$4.792m
April 2011	<ul style="list-style-type: none"> • School improvement plans published for <ul style="list-style-type: none"> ○ 30 schools participating in ERIS. • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements and progress (as appropriate). • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. • Residential Care Workers program commenced. • Ten Accomplished and Leading Teachers in remote schools • Student and/or community engagement programs operating in 16 EUS schools 	\$4.792m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
October 2011	<ul style="list-style-type: none"> • School improvement plans published for all 113 schools involved in this National Partnership. • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements and progress (as appropriate). • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$8.766m
April 2012	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. • Reform program reassessed to refresh priorities and direction by progress to date as well as outcomes of research and evaluation. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$8.765m
October 2012	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements and progress. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement 	\$8.505m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
	<ul style="list-style-type: none"> • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	
April 2013	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$8.500m
October 2013	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement • All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$5.216m
April 2014	<ul style="list-style-type: none"> • School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. • RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes 	\$5.215m

Due date	Low SES School Communities Facilitation Payment Milestones	Facilitation Payment
	<ul style="list-style-type: none"> ○ Enhanced community and family engagement ○ Student attendance and engagement ● All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	
October 2014	<ul style="list-style-type: none"> ● School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements. ● RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement ● All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$3.974m
April 2015	<ul style="list-style-type: none"> ● School Annual Reports for all National Partnership schools with published school improvement plans explicitly identifying involvement in Smarter Schools, relevant future activity and reporting on achievements ● RWSR, ERIS and EUS schools are accessing direct funding or being provided support to provide access to programs or services that target priority areas such as: <ul style="list-style-type: none"> ○ Improving literacy and numeracy outcomes ○ Enhanced community and family engagement ○ Student attendance and engagement ● All participating schools have access to regional/sectoral and/or system programs and/or services that to support delivery of reforms to enhance <ul style="list-style-type: none"> ○ family and community engagement ○ student attendance and wellbeing ○ flexible and innovative remote delivery. 	\$3.974m

Facilitation Payment Milestones – Literacy and Numeracy National Partnership

Due date	Literacy and Numeracy Facilitation Payment Milestones	Facilitation Payment
May/June 2009	<ul style="list-style-type: none"> • Signing of bilateral agreement and Preliminary Implementation Plan 	\$2.084m
December 2009	<ul style="list-style-type: none"> • Northern Territory Implementation Plan finalised and signed 	\$0.595m
April 2010	<ul style="list-style-type: none"> • School improvement plans published for nineteen schools participating in Maximising Improvement in Literacy and Numeracy (MILaN) • Nineteen schools have received funding to support deliver accelerated improvement in literacy and numeracy outcomes • Evidence Based Framework developed • Literacy and numeracy programs identified as suitable have been assessed against system scalability criteria and endorsed for use in schools • Assessment for Learning Consultant positions established 	\$1.787m

Facilitation Payment Milestones – Teacher Quality National Partnership

Due date	Teacher Quality Facilitation Payment Milestones	Facilitation Payment
May/June 2009	<ul style="list-style-type: none"> • Signing of bilateral agreement and Preliminary Implementation Plan 	\$0.073m
December 2009	<ul style="list-style-type: none"> • Northern Territory Implementation Plan finalised and signed 	\$0.080m
April 2010	<ul style="list-style-type: none"> • Teacher Registration Act Amendment Bill, to support move toward nationally consistent registration practice, tabled • Policy and regulations for new registration procedures developed and testing of data base to support these underway 	\$0.079m
October 2010	<ul style="list-style-type: none"> • First Very Remote Centre of Excellence established 	\$0.208m
April 2011	<ul style="list-style-type: none"> • National standards for teacher accreditation, registration and Accomplished and Leading Teachers implemented in line with national reforms 	\$0.207m
October 2011	<ul style="list-style-type: none"> • Evaluation of pre-service internship and education career pathways programs underway to determine appropriateness and success factors 	\$0.251m
April 2012	<ul style="list-style-type: none"> • Evaluation of pre-service internship and education career pathways programs completed and inform future roll out of initiatives 	\$0.250m

13. The Commonwealth payments relating to Closing the Gap (Enhancing Education) are as follows:

Closing The Gap	2008/09	2009/10	2010/11	2011/12
	(\$mil)	(\$mil)	(\$mil)	(\$mil)
TOTAL	0	15.715	16.290	12.289
Australian Government – <i>Non-Government Schools</i>	0	2.357	2.444	1.843
Australian Government - <i>NT Government</i>	0	13.358	13.846	10.446

Payment Milestones – Closing the Gap

Due date	Closing the Gap Payment Milestones	Payment**
December 2009	<ul style="list-style-type: none"> Northern Territory Implementation Plan finalised and signed 	\$7.858m
April 2010	<ul style="list-style-type: none"> Panel contract established which schools can access to identify expert critical friends to assist with quality school improvement planning processes Trial of inclusive leadership models underway in selected very remote schools Intensive Improvement Team providing support to targeted government schools Six Indigenous Education Coordinators employed Remote Catholic Schools Specialist Support team established Ten Literacy, Numeracy and ESL coaches supporting schools Remote and Indigenous Workforce Development team transitioned to strategically align with new regional service delivery models Guidelines for ongoing remote screening process developed Conductive Hearing Coordination established Integration of remaining Northern Territory Emergency Response deliverables in Closing The Gap reform effort and reporting 	\$7.857m
October 2010	<ul style="list-style-type: none"> Five Indigenous Training Coordinators established Four regionally based ESL coordinators established Plan established to transition from pilot to implementation of VET programs for middle years students in selected remote sites New screening policy and guidelines for recruiting quality teachers to remote schools being implemented Trial of site based education programs for pre-service Indigenous teachers in two very remote sites Student Leadership and Pathways pilot completed Flexible pathways programs for middle years students piloted in 2 remote schools School improvement plans for prescribed schools include Closing the Gap targets Integration of remaining Northern Territory Emergency Response deliverables in Closing The Gap reform effort and reporting 	\$8.145m

Due date	Closing the Gap Payment Milestones	Payment**
April 2011	<ul style="list-style-type: none"> Eight regionally based ESL coordinators established Twenty Literacy, Numeracy and ESL coaches supporting schools School improvement plans for prescribed schools include Closing the Gap targets Reporting indicates progress against Closing the Gap improvement targets Closing the Gap and Northern Territory Emergency Response reform implementation and milestones reviewed and activities adapted, expanded or realigned if appropriate. 	\$8.145m
October 2011	<ul style="list-style-type: none"> Interim Transforming Indigenous Education evaluation report completed School improvement plans for all prescribed schools include Closing the Gap targets Consultation and negotiation underway for embedding Closing the Gap reforms to sustain progress toward improvement targets 	\$6.145m
April 2012	<ul style="list-style-type: none"> Transforming Indigenous Education evaluation used to inform future delivery of Indigenous education services School improvement plans for all prescribed schools include Closing the Gap targets Reporting indicates progress against Closing the Gap improvement targets Negotiated plan and associated resourcing agreed for embedding Closing the Gap reforms to sustain progress toward improvement targets 	\$6.144m

Reward payments

14. The maximum reward available to the Northern Territory, subject to the achievement of the agreed reward milestones is as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)	(\$mil)
Teacher Quality	0	0	0	2.137	2.137	0	0
Literacy and Numeracy	0	0	5.211	5.211	0	0	0
Total Reward Budget¹	0	0	5.211	7.849	2.137	0	0

Reward Payment Milestones – Teacher Quality

Due date	Milestone ^{weighting}	Reward Payment
July 2011	<ul style="list-style-type: none"> 10 Accomplished and Leading Teacher positions established in remote schools ^{15%} Inclusive leadership models established in 20 large very remote schools to provide support for school leaders and enhance community engagement with education ^{25%} Contextually relevant induction programs for remote staff established ^{25%} 	\$2.137m

Due date	Milestone ^{weighting}	Reward Payment
	<ul style="list-style-type: none"> Screening program established to improve selection of remote staff ^{15%} Assistant Teacher Standards trialled, refined and aligned to national teacher standards ^{20%} 	
July 2012	<ul style="list-style-type: none"> Pilot industrial reforms that relate to refined classification structure for principals that provides flexibility for differential remuneration for remote and hard to fill schools, job descriptions that clearly articulate the roles and responsibilities specific to remote teachers and tax related incentives for remote staff to inform broader systemic application ^{40%} 20 Accomplished and Leading Teacher positions established in remote schools ^{15%} Increased number of local Indigenous community members participating in governance training ^{15%} Increased number of Indigenous employees with formal educational qualifications ^{30%} 	\$2.137m

Reward Payment Milestones – Literacy and Numeracy

Due date	Milestone	Reward Payment
Jan 2011	Progress toward negotiated 2010 improvement targets (refer paragraph 24)	Based on extent to which negotiated targets are met
Jan 2012	Progress toward negotiated 2011 improvement targets (refer paragraph 24)	Based on extent to which negotiated targets are met

15. In order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the National Partnerships, the Northern Territory will utilise reward funding for education purposes. Reward distribution will be agreed cross-sectorally.

NON-GOVERNMENT SECTOR PARTICIPATION

- The Smarter Schools National Partnerships Northern Territory Implementation Plan has been developed in close consultation with the Non-Government sectors.
- The Non Government Schools Ministerial Advisory Council (NGS MAC) will provide strategic governance throughout the life of this Agreement. NGS MAC has representation from each non-government sector and Department of Education and Training (DET).
- Each sector will be allocated a nominal proportion of funding based on the Australian Government's allocation methodology. Where the sectors have agreed to work collaboratively on reform elements, each contribute equitably. Where appropriate, Australian Government facilitation payments will be distributed by the Northern Territory Government to the Non-Government sector via grant upon delivery of agreed milestones.
- Each sector will contribute information appropriate to meet the aggregated reporting requirements of this National Partnership and to locally monitor the progress of participating schools toward achieving reform targets.
- A substantial proportion of funding available to the Non-Government schools sector in the Northern Territory is provided by the Commonwealth and is therefore excluded as a source of co-investment but identified as complementary resourcing where appropriate.
- The Northern Territory Government sector recognises the in-kind contribution made by Non-Government sector personnel involved in the collaborative planning and implementation

processes. Furthermore, many of the Northern Territory Government's co-investment initiatives are cross-sectoral in nature, for example the Teacher Registration Board and National Accelerated Literacy Program.

22. Details of the Non-Government sector schools involved in this Agreement are outlined in the Northern Territory Implementation Plan which will be subject to periodic review as agreed by the Commonwealth and the Northern Territory.

INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

23. This section of the Agreement will contribute to the outcomes set out in the National Education Agreement and the National Indigenous Reform Agreement. Progress against these outcomes will be measured using the following performance indicators:

Outcomes	Relevant NT Performance Measures
<p>All children are engaged in, and benefiting from, schooling^{NEA}</p> <p>Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children^{NEA}</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <p>Average attendance rates – Baseline 2009</p> <p>Proportion of students attending over 80% - Baseline 2008</p> <p>Proportion of 'at risk' enrolments – Baseline 2009</p> <p>Average enrolment – Baseline 2008</p> <p>Apparent retention rates - Baseline 2008</p> <p>Level of student, parent & community satisfaction – Baseline 2010</p>
<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving^{NEA}</p> <p>Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade^{NIRA}</p>	<p>NAPLAN gain measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 & 9 as appropriate – and to all test domains :</p> <ul style="list-style-type: none"> - Mean scale score – ALL students - Mean scale score – Indigenous students - Number and % of ALL students at or above National Minimum Standard - Number and % of Indigenous students at or above National Minimum Standard - Number and % of Non-Indigenous students above National Minimum Standard - Participation rates – ALL, Indigenous and Non-Indigenous students <p>Computer-based diagnostic assessment – annual measure – baseline 2011</p> <p>Progress against NT Curriculum Framework/ National achievement standards in Literacy and Numeracy – annual mid-year measure</p>
<p>Young people make a successful transition from school to work and further study^{NEA}</p> <p>Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020^{NIRA}</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <p>Number and Proportion of 14-19 year olds participating in education until Year 12 or equivalent</p> <p>Number and Proportion of NT Certificate of Education and Training and/or VET in Schools certificate completions</p>

24. The following improvement measures and targets will be used to generate reward payment under the Literacy and Numeracy National Partnership:

Negotiated Improvement Measures and Targets
<p>Measures</p> <p>NAPLAN measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 & 9 as appropriate and to all test domains</p> <ul style="list-style-type: none"> • Mean scale score – ALL students • Mean scale score – Indigenous students • Number and % of ALL students at or above National Minimum Standard • Number and % of Indigenous students at or above National Minimum Standard • Number and % of Non-Indigenous students above National Minimum Standard • Participation rates – ALL, Indigenous and Non-Indigenous students <p>Computer-based diagnostic assessment – annual measure – baseline 2011</p> <p>Targets</p> <p>The details of the Northern Territory's 2011 and interim 2012 measures, targets and rewards are at Appendix 1 of this Agreement. The 2012 measures, targets and rewards will be confirmed following the 2011 reward cycle.</p>

25. The Northern Territory milestones to generate reward payment under the Improving Teacher Quality National Partnership are as follows:

Reward Reform	Milestone	Ambition
<ul style="list-style-type: none"> • Improved pay dispersion to reward quality teaching 	<ul style="list-style-type: none"> • 20 Accomplished and Leading Teacher positions established in remote schools 	<ul style="list-style-type: none"> • Establishment of these positions in remote schools will enhance the number of high-performing teachers in remote schools and will offer additional onsite support to early career teachers and teachers new to remote contexts. The number of Teachers of Exemplary Practice in remote schools has historically been negligible
<ul style="list-style-type: none"> • Improved reward structures for teachers and leaders who work in disadvantaged Indigenous rural/remote and hard to staff schools 	<ul style="list-style-type: none"> • Pilot Industrial reforms will result in <ul style="list-style-type: none"> ○ refined classification structure for principals that provide flexibility for differential remuneration for remote and hard to fill schools ○ job descriptions that clearly articulate the roles and responsibilities specific to remote teachers, including community engagement ○ tax related incentives for remote staff, including contracts that enable payment for additional hours worked and improved performance 	<ul style="list-style-type: none"> • These reforms will enable the complex and challenging roles of teachers and school leaders in remote contexts to be formally recognised. The pilot test the potential for these reforms to attract and retain staff, impact on teacher performance and lead to improved outcomes for students
<ul style="list-style-type: none"> • Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous rural/remote and hard to staff schools 	<ul style="list-style-type: none"> • Inclusive leadership models established in 20 large very remote schools to provide support for school leaders and enhance community engagement with education 	<ul style="list-style-type: none"> • The piloting of creative approaches to leadership in remote schools will enable the testing of approaches to support principals effectively engage with parents, students and the community in schooling. These models will be evaluated and inform the evidence-base from which further in-school support models will be created.

Reward Reform	Milestone	Ambition
<ul style="list-style-type: none"> Continual improvement program for all teachers 	<ul style="list-style-type: none"> Contextually relevant induction programs for remote staff established Screening program established to improve selection of remote staff Assistant Teacher Standards trialled, refined and aligned to national teacher standards 	<ul style="list-style-type: none"> Improved screening and induction of teachers applying to work in remote schools will ensure the recruitment of appropriately qualified, quality teachers to work in these highly challenging schools, where teacher turnover is high. Quality induction specific to the needs of remote teachers will assist ensure they are equipped with the necessary toolkit to operate effectively in remote education contexts.
<ul style="list-style-type: none"> Indigenous teachers' and school leaders' engagement with community members 	<ul style="list-style-type: none"> Increased number of local Indigenous community members participating in governance training Increased number of Indigenous employees with formal educational qualifications 	<ul style="list-style-type: none"> Developing innovative ways to engage Indigenous community members in education is essential to ensuring sustainable improvements in education outcomes, particularly in remote schools. Building the capacity of the Indigenous workforce and engaging parents and significant community members in school governance are critical success factors.

MONITORING AND REPORTING ARRANGEMENTS

26. The Northern Territory will provide, in April each year, an annual report to the Commonwealth covering all of the Smarter Schools National Partnerships described in this Agreement. Reporting will specify progress against milestones, timeliness, performance and improvement measures (as appropriate to the individual Agreements). Progress against Closing the Gap measures will be provided quarterly.
27. Evidence of the achievement of April payment milestones will be provided through the annual report and will trigger associated facilitation payment. A separate report detailing achievement of identified October payment milestones will be provided which will trigger the associated facilitation payment.
28. These reforms will be monitored by the COAG Reform Council and any other body the Parties agree to task with assessing the effectiveness of these reforms. Identified performance targets and milestones are subject to review over time as implementation of reform progresses.
29. Summary reports will be published to facilitate the sharing of information regarding successful reform interventions and best practice to the Commonwealth, other States and Territories and schools.
30. Where individual school data is provided, and the National Partnership agreements do not provide for that level of analysis to be published, standard privacy requirements should prevail.
31. Reporting under this National Partnership will comply with the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.
32. As specified in the National Partnership Agreements, the Commonwealth will provide funding to evaluate the progress of reforms through this Agreement. The evaluation will support program management and monitoring and continuous improvement efforts and will inform COAG on the success of the reforms and how best to sustain them.
33. The Northern Territory will share successful reform interventions across jurisdictions and agrees to participate, where appropriate, in the design, development and implementation of reform strategies in multilaterally agreed areas.

34. The Northern Territory agrees that where performance indicators under this Agreement contribute to the objectives and outcomes of National Education Agreement, the COAG Reform Council will assess these performance indicators in the context of its analysis and report on the National Education Agreement and its subsidiary National Partnership agreements.

PUBLICATIONS AND COMMUNICATIONS

35. All publications, promotional and advertising materials, public announcements and activities or any products, processes or inventions developed as a result of the implementation of the Agreement will acknowledge the Agreement as a joint initiative of the Commonwealth and the Northern Territory.

AUDIT ARRANGEMENTS

36. During the term of this Agreement, if there is reasonable cause for concern the Northern Territory will, upon 7 days notice from the Commonwealth during normal business hours or as otherwise agreed, permit and provide persons ("Auditors") nominated by the Northern Territory supervised access to relevant information to verify compliance with the obligations under this Agreement. The Commonwealth is not entitled to use this as a right of access for purposes that are not related to this Agreement.

GOVERNANCE ARRANGEMENTS

37. In accordance with the corresponding National Partnership Agreements the governance arrangements between the Commonwealth and the Northern Territory are as follows:

Term of the Agreement

38. This Agreement continues to be of effect until the earlier of:
- a) Termination of the Agreement in accordance with clause 41; or
 - b) One year after cessation of all National Partnership Agreements.

Dispute resolution

39. Any Party may give notice to other Parties of a dispute under this Agreement.
40. The relevant delegates will attempt to resolve any dispute in the first instance.
41. If a dispute cannot be resolved it may be escalated to COAG for consideration.

Variation of the Agreement

42. This Agreement may be amended at any time by agreement in writing by the Parties and under terms and conditions as agreed by the Parties.
43. A Party to the Agreement may terminate their participation in this Agreement by notifying the other Party in writing. To minimise disruption to participating schools, at least 12 months' notice should be given in these circumstances.
44. The termination of this Agreement, by either Party, will also terminate the Parties' involvement with each other in any agreements directly related to the provisions of this Agreement.

Review of the Agreement

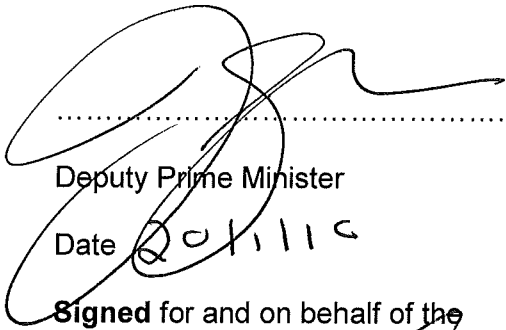
45. The Parties recognise that the ambitious nature of the National Partnership reforms will require this Agreement and the Northern Territory Final Implementation Plan to be reviewed before its expiry. This review will assess progress in achieving the Smarter Schools National Partnerships' objectives and outcomes and consider options for the future of the National Partnerships, including extension of their life or rolling a portion of the National Partnerships' facilitation funding into funding provided under the Specific Purpose Payment under the National Education Agreement. The review will draw on the findings from the independent evaluation of the reforms implemented under this National Partnership.
46. In the event of inconsistency between this Agreement and the Intergovernmental Agreement on Federal Financial Relations, the Intergovernmental Agreement on Federal Financial Relations will take precedence over any clauses contained in this Agreement.

Intellectual Property

- 47. The parties agree that Northern Territory will retain its intellectual property rights (including copyright, trade mark, design, patent, trade, or other proprietary rights, or any to registration of such rights existing in Australia, or elsewhere) in all information and other material provided by the Northern Territory to the Commonwealth under this Agreement.
- 48. The Northern Territory consents to the use within Australia of that information and material by the Commonwealth and the Commonwealth's sharing with, and the use within Australia by, Australian States, Territories and schools as part of the National Partnership program including where it is to facilitate the sharing of information regarding successful school reform interventions and best practice.

The Parties have executed this agreement as follows:

Signed for and on behalf of the Commonwealth of Australia by

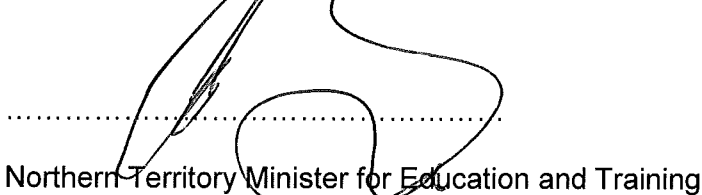


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Deputy Prime Minister

Date 20/11/09

Signed for and on behalf of the Northern Territory of Australia pursuant to a delegation under the *Contracts Act (NT)* by



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Northern Territory Minister for Education and Training

Date 31/12/09