

National School Reform Agreement

Northern Territory Bilateral Agreement: 2022 Progress Report

National School Reform Agreement – Bilateral Agreement Report – NT – 2022

Executive Summary

The Northern Territory (NT) remains committed to improving educational outcomes of students and young people across the NT, by empowering confident and engaged learners through a student-centred approach, where foundations and connection to learning are established locally, informed by evidence, built in partnership with community and aligned to local values, contexts, and strengths. This is supported through the Education NT Strategy 2021–2025 and NT Education Engagement Strategy 2022-2031.

In 2022, the Northern Territory Government, Catholic and Independent School sectors have successfully completed the 2022 activities under the Bilateral Agreement, with the exception of one activity related to the evaluation of the school improvement framework. The scope for the evaluation has been completed including program logic and areas of focus.

In 2022 all eligible NT schools participated in NAPLAN online with 44 of 188 schools utilising the low and no bandwidth solution. In addition, the department continues to work with industry, training providers and schools (government and non-government) to ensure that VET programs delivered to secondary students are appropriate and relevant. In the 2022 school year, 1079 students from remote and very remote schools were enrolled in accredited training.

In addressing the actions to support teaching, school leadership and school improvement, highlights for 2022 include the implementation of the Regional Strategic Improvement Agendas to highlight the key improvement activities for each of the six regions. These plans highlight the type of support required for individual schools and groups of schools aligned to their needs and improvement trajectory. In addition, a Strategic Partnership Model was developed to ensure that each of the departments' service provision divisions can strategically prioritise targeted support for schools and regions.

Progress Against Each Reform Direction

Reform Direction A - Support students, student learning and achievement

Implementation of NAPLAN Online

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-------------|----------------|---|
| Cohort of government and non-government schools implement NAPLAN Online | All sectors | May 2019 | N/A - Completed in 2019 |
| Improved data processes in place to increase integrity of NAPLAN assessment data across both government and non-government sectors. | All sectors | September 2019 | N/A - Completed in 2019 |
| All eligible government and non-government schools implement NAPLAN Online, noting that, at the date of signing this agreement, no tested no/low bandwidth solution has been delivered which may affect the Northern Territory's ability to implement in those affected schools. | All sectors | May 2020 | <p>Completed for 2022</p> <p>Government</p> <p>All eligible NT schools participated in NAPLAN online in 2022. Testing took place from 10 to 20 May 2022. Of the 188 schools, 44 schools used the national low and no bandwidth solution.</p> |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-------------|-----------|---|
| | | | <p>AISNT</p> <p>All Independent schools have implemented NAPLAN Online.</p> <p>Nhulunbuy Christian College commenced at high bandwidth in 2022 with Gawa Christian School remaining as a low bandwidth. All other Christian schools were on high bandwidth solution.</p> <p>CENT</p> <p>From 2021 all CENT schools have been utilising the high bandwidth solution for students participating in NAPLAN Online.</p> |
| Growth data available for first cohort of matched students who have NAPLAN Online in 2020 and 2022 based pedagogy, quality teaching and leadership innovation | All sectors | Sept 2022 | <p>Ongoing</p> <p>All sectors</p> <p>In 2020, there was an Australian wide decision not to undertake NAPLAN testing due to COVID-19. As a</p> |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|------------|-------------|--|
| | | | <p>result, growth data cannot be calculated for the 2020 to 2022 cohort.</p> <p>Note: NAPLAN was not conducted (nationally) in 2020 due to COVID-19. The department intends to produce matched growth data for 2021 and 2023, once available, however this will be based on advice from ACARA, noting the reforms to NAPLAN which commenced in 2023.</p> |
| <p>Invest in pathways for remote and very remote students to provide opportunities and deliver workplace-specific skills and knowledge that is tailored to employment opportunities within communities</p> | | | |
| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
| <p>Mobile and embedded trainers working with approximately 15 very remote schools in 2018</p> | <p>NTG</p> | <p>2018</p> | <p>N/A - Completed in 2018</p> |

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| Up to 225 students are engaged in accredited training | NTG | 2018 | N/A - Completed in 2018 |
| Up to 250 students annually, and their communities, engaged in accredited training | NTG | 2019-2022 | <p>Action completed</p> <p>The department continues to work with industry, training providers and schools (government and non-government) to ensure that VET programs delivered to secondary students result in appropriate and relevant employment pathways which are aimed at improving the number of qualification completions.</p> <p>In the 2022 school year, 1079 students from remote and very remote schools were enrolled in accredited training. In addition, from 2019 to 2021, a total of 2948 students from remote and very remote schools were enrolled in national accredited VET programs.</p> <p>Nationally accredited training programs included Certificate I and II in Conservation and Ecosystem Management, and Certificate I in Maritime Operations (Grade 2 Coxswains). These courses encourage students to actively participate in community-based activities as well as expose them to local employment</p> |

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| | | | opportunities with Parks Australia, fisheries and/or their local ranger group. |
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Reform Direction B – Support teaching, school leadership and school improvement

Continued implementation of Nationally Consistent Collection of Data (NCCD) with a focus on moderation and quality control measures

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-------------|-----------|---|
| Participation in two cross-sector moderation activities per annum | All sectors | 2019-2023 | <p>2022 activities completed</p> <p>NTG</p> <p>In 2022, 1 face-to-face and 3 online moderation sessions were run, with 60 government and 13 non-government attendees.</p> <p>AISNT</p> <p>AISNT schools participated in two moderation sessions with the AISNT Teaching and Learning Coordinator.</p> |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|---------------------------|------------------|--|
| | | | <p>Information regarding cross sector moderation activities from the NT Department of Education is circulated by AISNT to all schools. AISNT does not collect participation data for these activities.</p> <p>CENT</p> <p>Catholic Education NT conducts internal NCCD Data mock audits with all schools annually and participates in NCCD cross sector moderation activities as scheduled.</p> |
| <p>Inclusion Support Coordinators in place and teachers trained to use the Learning with Diversity Integrated System</p> | <p>Catholic Education</p> | <p>2019-2023</p> | <p>2022 activities completed</p> <p>CENT</p> <p>Inclusion Support Coordinators (ISC's) remain in place in all schools. All schools now additionally have an allocation for Inclusion Support Practitioners to support the work of ISC's. These staff are upskilled twice yearly at mandatory Inclusion Support Forums. Catholic Education Officers schedule regular visits to all schools</p> |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-----------|-----------|---|
| | | | to upskill new and existing staff in the use of the Learning with Diversity Integrated System. |
| Project governance structure established through the network leaders within Education NT Strategy (coaches work under network leaders to work intensively with focus schools) | NTG | 2018 | N/A - Completed in 2018 |
| Identify focus schools based on school improvement data | NTG | 2018 | N/A - Completed in 2018 |
| Deliver intensive support to focus schools in 5-week sprints | NTG | 2018-2023 | <p>2022 activities completed</p> <p>NTG</p> <p>The department implemented Regional Strategic Improvement Agendas to highlight the key improvement activities for each of the six regions. These plans highlight the type of support required for individual schools and groups of schools aligned to their needs and improvement trajectory.</p> |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-----------|-------------|--|
| Evaluate at end of each 5-week sprint – refine strategies where necessary | NTG | 2018-2023 | <p>2022 activities completed</p> <p>NTG</p> <p>Implementation of differentiated support strategies for individual schools has been occurring in line with the Regional Strategic Improvement Agendas. These plans are consistently reviewed and adapted to meet the needs of schools.</p> |
| Strengthen local governance arrangements in remote and very remote school communities, ensuring decisions are community-led | | | |
| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
| Develop Local Decision Making assessment continuum reflective of the Northern Territory Government Influence Model. | NTG | By Dec 2018 | N/A - Completed in 2018 |

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| Northern Territory Council of Government School Organisations Incorporated (NT COGSO) to develop governance training protocols and schedule of visits and workshops in remote and very remote communities. | NTG | By Dec 2020 | N/A - Completed in 2019 |
| Ongoing engagement with local communities to enhance school engagement and local governance across 50 per cent of remote and very remote government schools. | NTG | By Dec 2020 | N/A - Completed in 2020 |
| Assist schools to improve governance and financial management practices | | | |
| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
| Provide leadership and school board professional development with an emphasis on roles and responsibilities and how to work effectively together | Independent Schools | 2018-2023 | N/A - Completed in 2020 |
| Provide assistance and training for Independent schools to improve financial management | Independent Schools | 2018-2023 | N/A - Completed in 2021 |

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| Assist schools to improve governance practices | | | |
|---|--------------------|---------------|---|
| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
| School leader and teacher recruitment and appointment processes reviewed and updated | Catholic Education | 2018 | N/A - Completed in 2018 |
| Review of operations, personnel and structures to ensure support for schools is in line with best practice | Catholic Education | 2018 | N/A - Completed in 2018 |
| Review and refocus the CENT School Improvement and Renewal Framework to ensure an ongoing, rigorous approach to school self-assessment and review | Catholic Education | 2019 | N/A - Completed in 2019 |
| School Improvement Assessment, External Validation and Registration Renewal processes completed for all schools | Catholic Education | 2019-2023 | N/A - Completed in 2021 |

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| Professional development programs and appraisal processes implemented for middle and senior school and system leaders. | Catholic Education | 2019-2023 | N/A - Completed in 2021 |
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Reform Direction C – Enhancing the national evidence base

Implement a system wide, data driven, coherent school and system improvement framework. The reforms will drive evidence-based strategies that will deliver differentiated support for Territory schools and ensure a focus on continuous school improvement

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|------------------|---------------|---|
| Establish a School and System Improvement delivery unit to develop and implement a school and system improvement framework | NTG | Oct 2018 | N/A - Completed in 2018 |
| Develop standardised metrics for schools and system performance and improvement | NTG | 2019 | N/A - Completed in 2019 |
| Develop resources identifying evidence-based school improvement strategies | NTG | By Dec 2020 | N/A - Completed in 2020 |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-----------|--------|--|
| Evaluate the school improvement framework | NTG | 2021 | <p>NTG</p> <p>The evaluation had been delayed. It is anticipated the evaluation will be completed in March 2024. A scope for this evaluation is now completed, including program logic and areas of focus alongside school leaders, system leaders and external evidence partners.</p> <p>A review of system-level improvement strategies' will be explored as part of the AERO Middle Performing School project. This project will explore how schools respond to key system-level school improvement strategies with the objective of understanding how some schools make use of these strategies and see improvement, while others remain middle performing.</p> |