



Northern
Territory
Government

DEPARTMENT OF
EMPLOYMENT, EDUCATION AND TRAINING

Annual Report

2006/2007



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Northern Territory Department of Employment, Education and Training

GPO 4821, Darwin NT 0801

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DEPARTMENT OF
EMPLOYMENT, EDUCATION AND TRAINING

Executive

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The Hon Paul Henderson MLA
Minister for Employment, Education and Training
Parliament House
DARWIN NT 0800

Dear Minister

I am pleased to present this report on the Northern Territory Department of Employment, Education and Training's activities from 1 July 2006 to 30 June 2007 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:

- 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;
- Agency 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*;
- No indication of fraud, malpractice, major breach of legislation or delegation, major error in or omission from the accounts and records exists;
- 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;
- The financial statements in this annual report have been prepared from proper accounts and records and are in accordance with the Treasurer's Directions; and
- All Employment Instructions issued by the Commissioner for Public Employment have been satisfied.

The department continues to work towards compliance with the *Information Act* as detailed in Appendix five of this report.

Yours sincerely

A handwritten signature in blue ink that reads "Margaret Banks".

MARGARET BANKS
CHIEF EXECUTIVE
26 September 2007

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CHIEF EXECUTIVE'S FOREWORD

As I foreshadowed in last year's report, this has been a year of considerable action for our department. We have achieved pleasing progress on a number of initiatives and positioned ourselves for future success.

Our achievements this year include:



- building better schools**
- » The implementation of the Middle Years and Senior Years of schooling has progressed with Year 10 students joining Year 11 and 12 students in our senior schools in 2007. Work continued to prepare students, teachers and other staff and school facilities for Year 7 students to join Year 8 and 9 students in middle schools in 2008.
 - » The Chief Executive's Student Forum, a group of 16 students in Years 10 and 11, allowed me to hear first-hand about some of the priority issues for this group. The students have presented Executive with insightful and well thought out ideas and feedback.
 - » The challenge of improving the delivery of quality education services to remote schools continues to be a focus for the department. Structures including regional directors, general managers and group schools with additional principals and assistant principals are critical to building the infrastructure to deliver in the bush. The restructure to distance education continues to be rolled out and further emphasis has been placed on recruiting, induction and support for Indigenous staff.
 - » The development of a new Accountability and Performance Improvement Framework was announced in April 2007. The framework introduces a system of accountability for the whole of the department, including schools, and allows us to monitor and improve the quality of the services we provide.
 - » Jobs Plan 3 was developed in early 2007, in consultation with industry, unions, governments and the community. Launched in May, Jobs Plan 3 will continue the momentum of previous Job Plans to assist employment growth in the Territory and develop a highly skilled and flexible workforce.
 - » Our department is now responsible for electrical safety, which is appropriate given our role in ensuring safe NT workplaces and work practices.

Our ability to achieve our goals for Territorians has been assisted by work we have done behind the scenes. For example, we made internal structural changes to consolidate the corporate functions and allow those who are charged with delivering employment, education and training services to focus more fully on their core responsibilities.

We have strengthened our focus on leadership. At the 2007 Principals' Conference and a range of other forums, I have shared key messages about leadership, including the importance of knowing yourself, leadership for improvement and achievement, and the vital role of evidence.

FOREWORD CONTINUED

Our work in 2006-07 has also taken place at a national level. I was honoured to chair the Australian Education Systems Officials Committee (AESOC) this year and to host a meeting of the committee in Darwin in May. This forum is directly responsible to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), which in 2007 is being chaired by the Minister for Employment, Education and Training, Paul Henderson. In April the Minister hosted a MCEETYA meeting in Darwin, with our department's support.

We have provided input into issues such as national testing, a national school starting age, consistency in school curricula, performance-based pay for teachers, school non-attendance and greater autonomy for principals. I believe we have made an impressive contribution to the national agenda by our participation and leadership in key initiatives.

This is our first year of reporting against the DEET Plan. You will also notice throughout this report that we have highlighted projects and activities that come under the Building Better Schools (BBS) plan. For example, the implementation of Middle Years is a major BBS initiative.

Another first is that this report will not be printed in the traditional way. Instead, it will be available online and on CD, reducing printing and production costs as well as saving paper. This is one example of the many ways we are streamlining and focusing our efforts.

I am proud to present this report on our department's activities and performance for 2006-07.



MARGARET BANKS
CHIEF EXECUTIVE

26 September 2007

WHO WE ARE AND WHAT WE DO

The role of the Department of Employment, Education and Training is to develop employment and training initiatives that will enhance the social and economic prosperity of the Northern Territory, develop Territory students through preschool, primary, secondary and vocational education and training programs, and manage work health programs to ensure that people in the Territory have a safe working environment.

OUR FUNCTIONAL RESPONSIBILITIES ARE:

- » Identifying potential employment opportunities and developing employment initiatives
- » Ensuring safe workplaces and practices through a proactive education, prevention and compliance framework
- » Providing all students with equity of access to quality education across early childhood to adult education
- » Delivering high quality education services through Government schools to maximise student learning
- » Supporting and facilitating the development of quality educational programs in non-government schools through registration and financial assistance
- » Providing an Australian standard Vocational Education and Training (VET) system that allows Territorians to gain and retain employment and build lifelong skills.

THE DEET PLAN

The DEET Plan articulates what we, as a team, are working towards. It includes key strategies and their timeframes. The strategies lay the foundations for the business plans for our divisions, branches and schools across all regions. Business and school plans in turn detail the comprehensive actions to achieve our outcomes.

Interwoven into the DEET Plan is 'Our People, Our Plan', communicating how the department equips and supports staff in enabling us to do our job.

THE DEET PLAN FRAMEWORK -

OUR VALUES

- » Respect
 - » Inclusiveness
 - » Innovation
 - » Professionalism
 - » Integrity
-

OUR PURPOSE

- » Student excellence in literacy, numeracy and all learning
- » Strong community commitment to school attendance and completion
- » Strong industry and community commitment to training and skilling Territorians
- » Employment-ready Territorians
- » Safe NT workplaces and work practices.

ACHIEVING OUR PURPOSE – ACROSS ALL REGIONS WE WILL:

- » Deliver high quality teaching and education services to maximise student learning and wellbeing
- » Provide all NT students with equity of access to quality education from early childhood through to higher education and training
- » Provide an Australian standard Vocational Education and Training (VET) system that allows Territorians to gain and retain employment and build lifelong capacity
- » Ensure safe workplaces and practices through a proactive education, prevention and compliance framework
- » Build stronger working partnerships with students, parents, the community, industry and other agencies to progress DEET and whole of government priorities.

MEASURING OUR PROGRESS

- » NT students meet or exceed Australian standards in literacy, numeracy and all learning
- » Increased student attendance, completion and achievement rates
- » Increased uptake and completion of apprenticeships and traineeships
- » Work skills of Territorians match workforce needs
- » Reduction and elimination of work-related injuries, occupational diseases and fatalities
- » Increased number of productive partnerships that progress DEET and Government priorities.

KEY STRATEGIES

- » Middle Years implementation (2006 onwards)
- » Indigenous Education Strategic Plan (2006 – 2009)
- » NT VET Plan (2006 – 2008)
- » Jobs Plan 3
- » Work Place Safety Plan (2006)
- » Early Years Framework (2005 – 2008)
- » Central Australia Strategic Plan (2005 – 2008)
- » Building Better Schools (2005 - 2009)

OUR GOVERNMENT'S FOCUS

- » Backing Business
- » Local Jobs and Better Skills
- » A Safer Community
- » Better Schools
- » Building a Healthier Community
- » Lifestyles and Environment

The DEET Plan, along with the NT Government's Budget Paper No. 3, is the framework for reporting our performance in this report.

HIGHLIGHTS



The new **Business Intelligence Centre** was launched in January 2007, providing one-stop online access to data such as student demographics, enrolment, attendance and school MAP results. Quick access to this information will help decision making and reporting by schools and the department.

A record 933 Year 12 students in Government and non-Government schools achieved their **NT Certificates of Education** (NTCE) in 2006. Among them were a record 30 Indigenous students who achieved their NTCE in remote communities, including two from Ramingining in northeast Arnhem Land – the first students to achieve the NTCE in this community.

The third annual **Workforce NT Report** was released, bringing together new research and industry intelligence to complement and add to the information in previous reports.

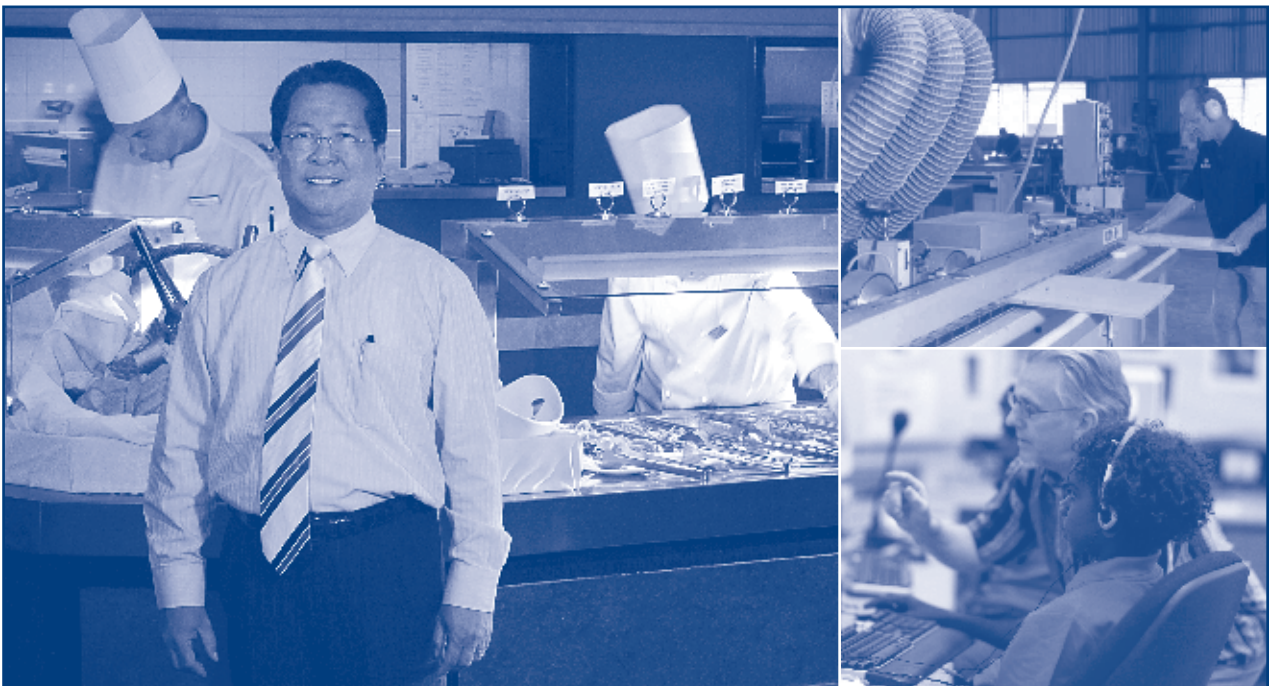
This year NT WorkSafe officers have continued to use a range of strategies to achieve workplace compliance with safety standards. Programs targeting compliance with the National Standard for Construction Work have contributed to a **53 per cent reduction** in claims from the construction industry and the total number of workers compensation claims over all industries decreased by 12.7 per cent in 2006-07.



In 2007 core teaching and administration staff in NT Government schools were allocated using the new **Student Based Staffing Model**. The new model will be fully implemented by 2010 and provides a better way of staffing schools to meet the needs of students by providing:

- » Equity for all students,
- » Flexibility in school staffing arrangements, and
- » The systems to accurately cost education policies and initiatives.

HIGHLIGHTS



LOOKING AHEAD

The department is developing an **Accountability and Performance Improvement Framework** (APIF) as part of its reform agenda to improve employment, education and training outcomes in the Northern Territory. This will align the Northern Territory with other Australian jurisdictions that have undertaken similar initiatives.

The department is working with remote communities to develop **local school and community partnership agreements**. By July 2008, remote learning partnership agreements will be in place between 15 townships and the NT Government with the aim of achieving quantum improvements in education, employment and training outcomes. A community engagement team is visiting the first five communities – Yirrkala, Yuendumu, Borroloola, Ramingining and Maningrida – with the aim of signing these first five agreements by September 2007.

The **School to Work Transition Strategic Plan 2007–2009** is designed to further increase the number of young people who complete secondary school and make a successful transition from school to study, further training or work. It was developed in consultation with schools, students, parents, industry, business, careers advisers, registered training organisations, governments and unions. The priority areas are:

- » Engaging industry, employers and the community
- » Preparing students for work, further education or training
- » Building school capacity and culture
- » Pathways to work.

The department is developing a three-year **Higher Education Sector Development Plan**. It will establish a framework for higher education policy and approvals in line with the recommendations of the Australian Universities Quality Agency (AUQA) audit in 2005. Eight of the 13 audit report recommendations and affirmations have been addressed. The plan will address a number of the remaining recommendations and affirmations.

Jobs Plan 3 – Jobs for the Future was released in May 2007 as part of the Northern Territory Government Budget 2007-08. Initiatives under the two-year plan will further assist in developing a highly skilled labour force that meets the needs of industry and helps Territorians gain employment. The main aims of Jobs Plan 3 are to:

- » Ensure that the target 10 000 apprentice and trainee commencements over four years is achieved
- » Implement the School to Work Transition Strategic Plan 2007 – 2009
- » Create public and private sector partnerships to ensure a supply of suitably skilled workers for business and industry
- » Assist Indigenous Territorians, particularly those in regional and remote areas, to enter employment
- » Increase knowledge, among government, industry and the community, on the NT labour market and workforce issues.

In 2007-08 the department will implement the **National Occupational Health and Safety Strategy** and injury and fatality reduction targets in the Territory, as well as undertaking extensive legislative reform in the areas of Occupational Health and Safety, rehabilitation and workers' compensation.

MAJOR CAPITAL WORKS

- » Desert People's Centre – Administration Building – central administration building incorporating reception, offices, administration and service facilities for the Batchelor Institute of Indigenous Tertiary Education and the Centre for Appropriate Technology (\$2.8 million).
 - » A contract was awarded in March 2007 and the project is on track to be completed by December 2007.
- » Desert People's Centre – learning themes buildings – Stage A construct two learning themes buildings and an ablutions block (\$2.7 million Block 3 and \$3.1 million Block 6).
 - » A contract for Block 3 Wellbeing and Human Services was awarded in March 2007 and the project is on track to be completed by March 2008. Tender target for the Education Block 6 is October 2007 for completion in July 2008.
- » Remote schools program – Mapurru Homeland Centre – new classroom, ablutions facilities and teacher accommodation (\$1.0 million).
 - » Construction commenced in March 2006 and was completed in February 2007.
- » Remote schools program – Donyddji Homeland Centre – new classroom, ablutions facilities and teacher accommodation (\$0.75 million).
 - » Construction commenced in March 2006 and was completed in February 2007.
- » Mamaruni School (Minjilang, Croker Island) – construct new school following extensive damage to existing school buildings caused by Cyclone Ingrid (\$2.0 million).
 - » This project was completed in May 2006 at a cost of \$2.275 million.
- » Our Lady of the Sacred Heart Thamarrurr Catholic School, Wadeye – new science block and new block of secondary classrooms (\$2.2 million).
 - » Original budget allocation of \$2.242 million was written back at the end of 2005-06 and new program funding of \$4.5 million was provided in 2006-07 for the provision of a specialist secondary facility adjacent to the primary school including specialist space with modern secondary-style classrooms to accommodate 150 students. The program was increased to \$5.3 million to provide for headworks. Construction was completed in March 2007 with landscaping and final adjustments completed in July 2007.
- » Parap Primary School – Stage 2b – construct eight new classrooms, redevelop and enclose assembly area, new canteen and landscaping (\$3.17 million).
 - » Stage 2b was completed in December 2006.

- » Darwin High School – redevelopment Stage 1b – upgrade Block A following relocation of science laboratories, remove demountables and relocate Special Intensive English Unit (\$2.0 million).
 - » Construction commenced in July 2006 and was completed in January 2007.
- » Darwin High School - Stage 1a - redevelopment / upgrade, including new science and home economics buildings.
 - » Construction of Stage 1a commenced in April 2005 and was completed in July 2006 at a cost of \$8.4 million.
- » Parap Primary School – Stage 2a – construct new classrooms and upgrade existing primary school facilities (\$1.708 million).
 - » Construction of Stage 2a commenced in May 2005 and was completed in December 2005 at a cost of \$2.608 million.
- » Alawa Primary School – Stage 1 – redevelop one classroom block to current design parameters (\$1.85 million).
 - » Construction of Stage 1 commenced in June 2005 and was completed in July 2006 at a cost of \$2.13 million.
- » Palmerston – new senior secondary facility, with design and scope of works subject to stakeholder and community consultation (\$10.0 million).
 - » This project included provision of a new modular style classroom at Durack Primary School at a cost of \$0.339 million completed in July 2006 and two new modular classrooms at Woodroffe Primary School at a cost of \$0.557 million – completed in June in 2006. The balance revoted and construction of a new senior wing at Palmerton High School was approved on the 2006-07 program with total funding of \$11 million for Palmerton High School infrastructure to support middle years schooling. The facility for senior years is currently under construction and due to be completed by 19 January 2008.

POPULATION, PIE CHARTS AND STATISTICS

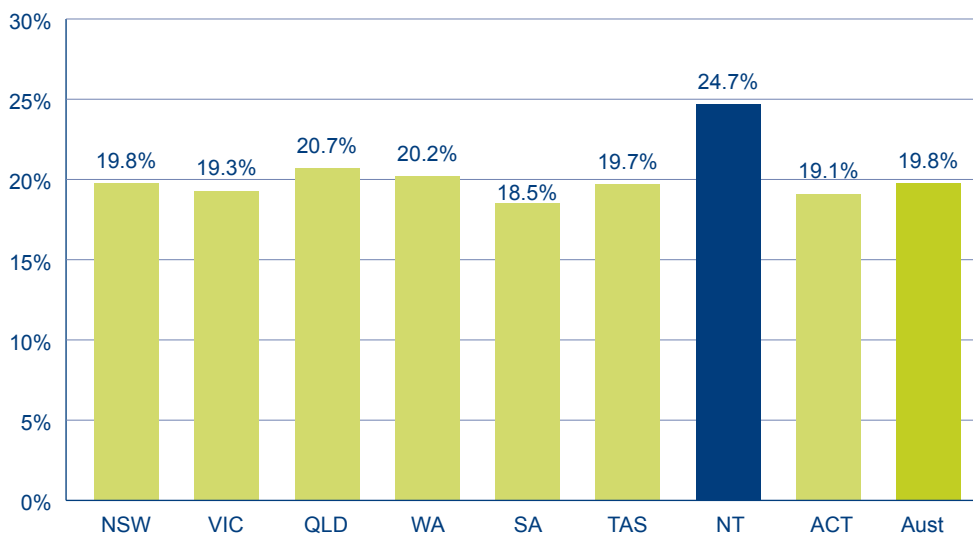
According to the 2006 Census conducted by the Australian Bureau of Statistics, the Northern Territory has a population of 192 899 people and its population is diverse and dispersed.

The average cost of delivering educational services to Territory students is much greater than in any other state or territory because of diseconomies of scale and isolation.

A YOUNG POPULATION

The Northern Territory has the youngest population of all states and territories with 24.7 per cent under the age of 15 years. This compares with the national average of 19.8 per cent.

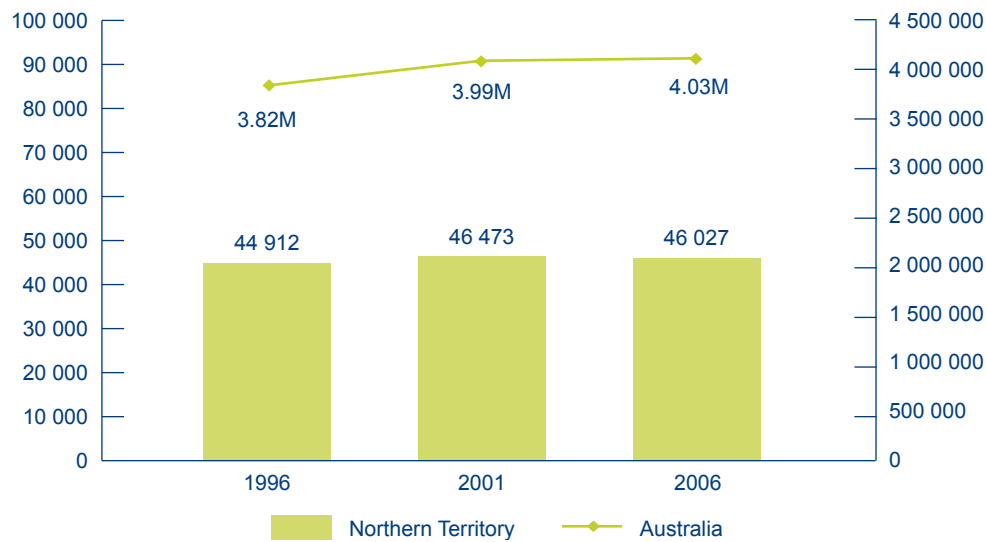
Figure 1: Percentage of population in each state/territory under the age of 15 years, Census 2006



Source: Data sourced from ABS 2068.0

Since 2001, the Australian population of 5 to 19-year-olds increased by 1.0 per cent (39 943) and the Northern Territory population of 5 to 19-year-olds decreased by 1.0 per cent (446). However the Northern Territory population of 5 to 19-year-olds has increased by 2.5 per cent (1 115), since 1996.

Figure 2: School-aged (5 to 19 years) population Northern Territory and Australia, 1996, 2001, 2006

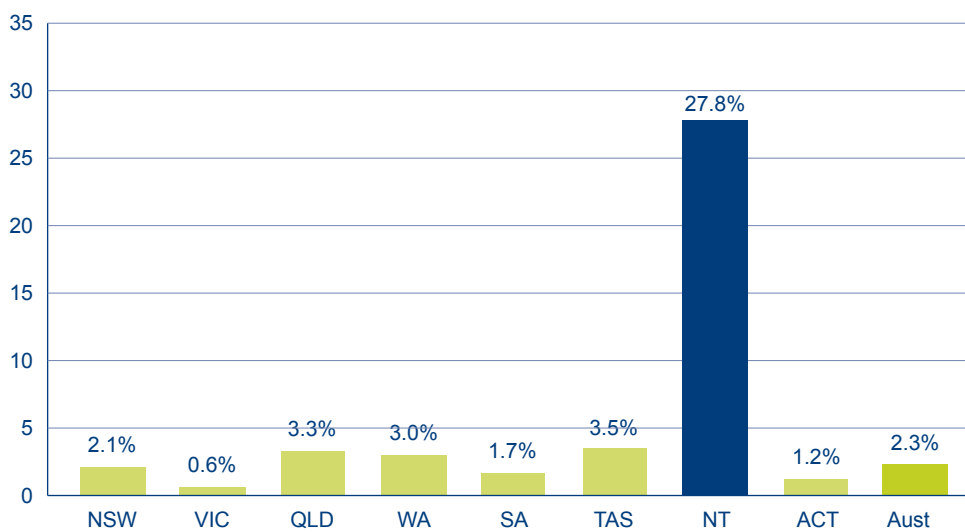


Source: Data sourced from ABS 2068.0

A DIVERSE POPULATION

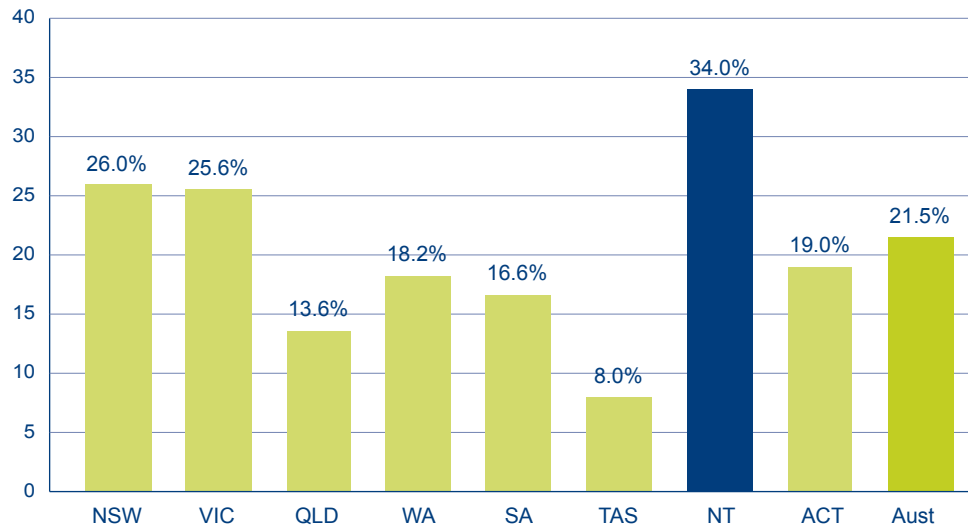
Based on the Census, in 2006, 53 662 Indigenous people lived in the Northern Territory, representing 27.8 per cent of the total population. This compares with the national average of 2.3 per cent.

Figure 3: Indigenous population as percentage in each state/territory, Census 2006



Source: Data sourced from ABS 2068.0

Figure 4: Language background other than English as percentage in each state/territory, Census 2006



Source: Data sourced from ABS 2068.0

Of the Northern Territory population, 8.6 per cent chose not to identify their Indigenous status and have been included in the non-Indigenous category.

Based on the 2006 Census, 65 613 people living in the Northern Territory had a language background other than English, representing 34.0 per cent of the total population. This compares with the national average of 21.5 per cent.

Australian Indigenous languages were spoken by 15.1 per cent of people living in the Northern Territory, compared to a national average of 0.3 per cent.

A DISPERSED POPULATION

The Australian Bureau of Statistics distributed the 2001 national Census of population across five classes of remoteness, as shown in Figure 5. These classes of remoteness provide a measurement of whether geographic distances impose restrictions on the accessibility to the widest range of goods, services and opportunities for social interaction.

This classification shows that the entire Northern Territory population is dispersed across the three most remote categories, with 45.9 per cent of the population living in remote or very remote categories.

Figure 5: Percentage of population by remoteness classification, 2001 Census

Jurisdiction	Major Cities of Australia	Inner Regional Australia	Outer Regional Australia	Remote Australia	Very Remote Australia
NSW	71.4%	20.5%	7.4%	0.6%	0.1%
VIC	73.4%	21.2%	5.3%	0.1%	0.0%
QLD	52.3%	25.8%	17.7%	2.6%	1.5%
SA	71.8%	12.4%	11.8%	3.0%	1.0%
WA	70.6%	12.2%	9.8%	4.7%	2.7%
TAS	0.0%	63.6%	34.1%	1.8%	0.6%
NT	0.0%	0.0%	54.0%	21.1%	24.8%
ACT	99.8%	0.2%	0.0%	0.0%	0.0%

←
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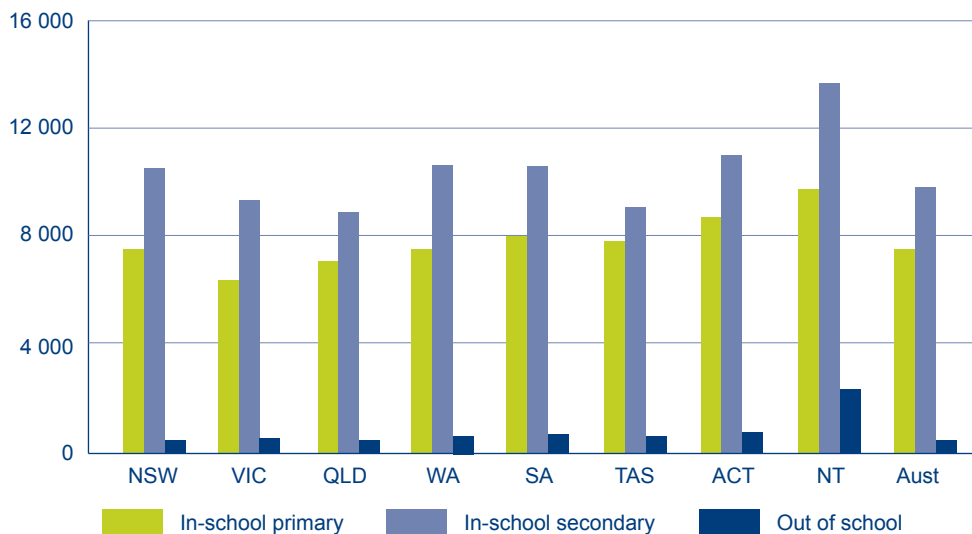
Least remote
Most remote

Source: Data sourced from ABS 1379.0.55.001; 2006 data expected for release mid 2007

THE COST OF EDUCATING OUR STUDENTS

Figure 6 shows the cost of primary and secondary education and indicates the relative cost of all education provision. Providing educational services in the Northern Territory is resource intensive, resulting in a higher cost of service delivery than in any other state or territory in Australia.

Figure 6: Real government recurrent expenditure per student, NT Government schools, 2004-05 (\$ per full-time equivalent student excluding user cost of capital)



Source: Table 3A.8, Report on Government Services 2007

NUMBER OF SCHOOLS BY SECTOR

	2002	2003	2004	2005	2006
Government	150	151	151	152	151 ¹
Non-government	33	33	35	36	35 ²
Total	183	184	186	188	186

Source: DEET Performance and Measurement

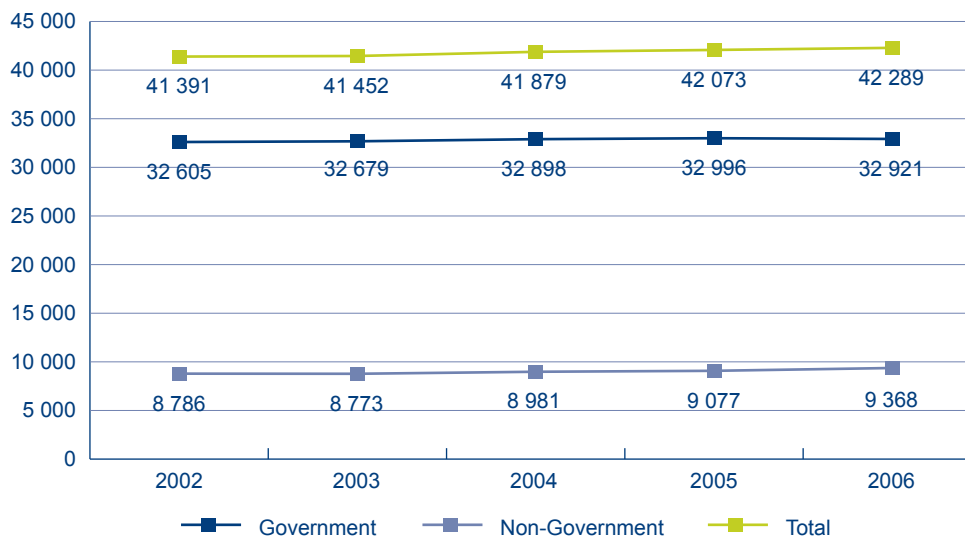
¹ The school at the Irrkerlantye Learning Centre closed in 2006.

² The total number of non-government schools reported for 2006 has decreased from 2005 as the Wudikapildiyerr School has been reclassified as a homeland learning centre.

Of the 151 Government schools, 65 very small schools are organisationally grouped together to form six group schools.

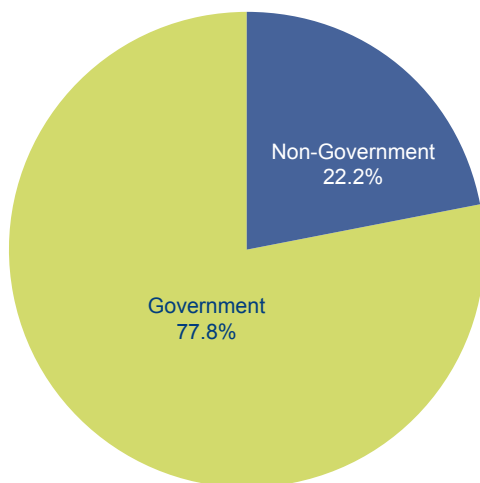
In addition to the 186 schools reported above, education services are also delivered to approximately 50 homeland learning centres (HLCs). HLCs are administered by a designated central or hub school and are small remote sites where education services are delivered to small groups of students who are not attending the central or hub school in their area. HLCs are visited on a regular basis by teachers from the hub or central school who are assisted in the delivery of programs by community members, all of whom have a range of experience and qualifications. The number of HLCs fluctuates throughout the school year due to seasonal changes and the mobility of students in remote areas. HLCs offer a variety of programs depending on their location and student group. Some focus on preschool and primary programs while others, such as Yirrkalá, also offer secondary education in partnership with the Distance Learning Service.

ENROLMENTS BY SECTOR 2002–06



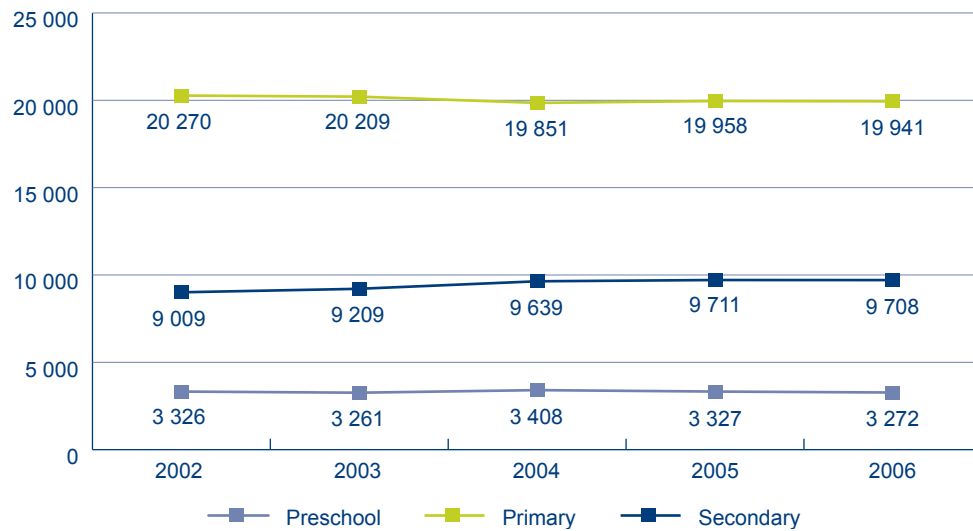
Source: DEET Performance and Measurement

2006



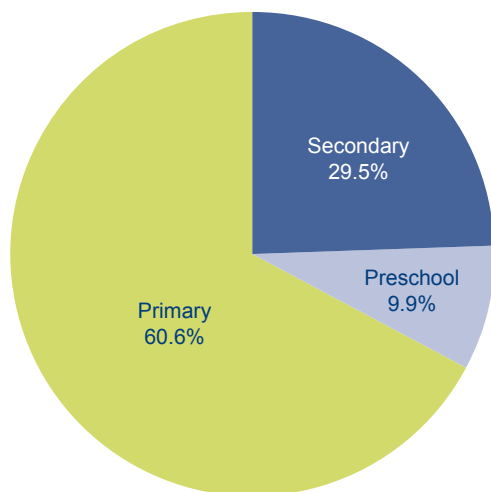
Source: DEET Performance and Measurement

ENROLMENTS BY PRESCHOOL, PRIMARY AND SECONDARY (NT GOVERNMENT SCHOOLS 2002–06)



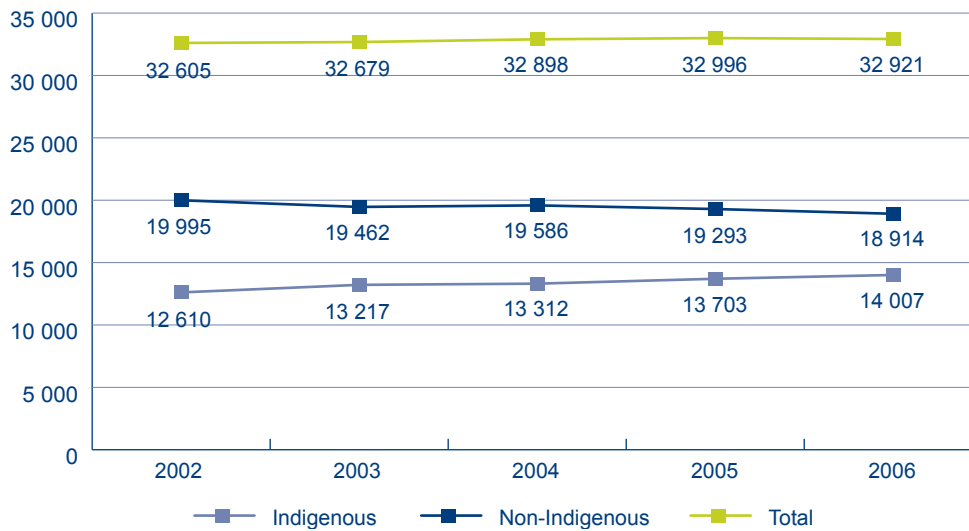
Source: DEET Performance and Measurement

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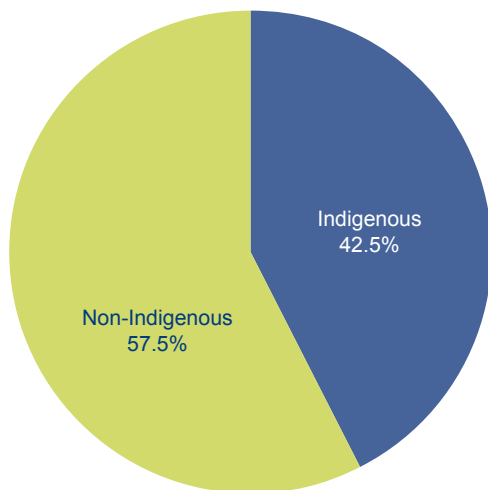
Source: DEET Performance and Measurement

ENROLMENTS BY INDIGENOUS STATUS (NT GOVERNMENT SCHOOLS 2002–06)



Source: DEET Performance and Measurement

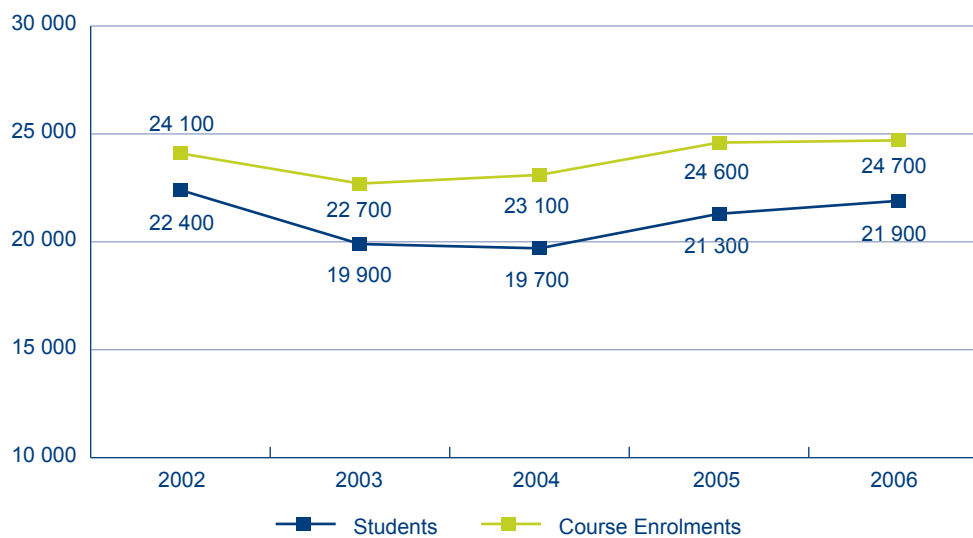
2006



Source: DEET Performance and Measurement

NUMBER OF VET STUDENTS 2002–06

Figure 7



Source: DEET Employment and Training Division, using NCVER publication scope not ANR scope

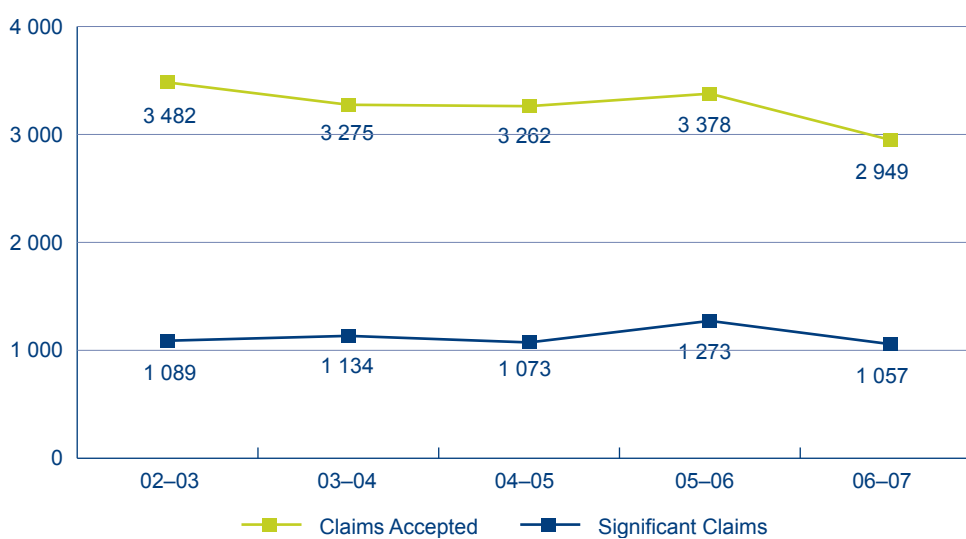
The number of VET students and enrolments continues to rise from last year. Course enrolments are at record levels, and student numbers are close to the highest recorded in 2002.

Both VET students and course enrolments have grown by an average of 3% per annum since 2003.

WORK HEALTH INJURIES 2002-03 TO 2006-07

Figure 8 shows that claims accepted have decreased by 12.7 per cent in 2006-07. On the basis of claims experienced from 2002 to 2006, the Northern Territory will meet the injury reduction targets outlined in the National OHS strategy. The decrease in claims is partly attributed to targeted compliance campaigns and proactive workplace visits by NT WorkSafe.

Figure 8

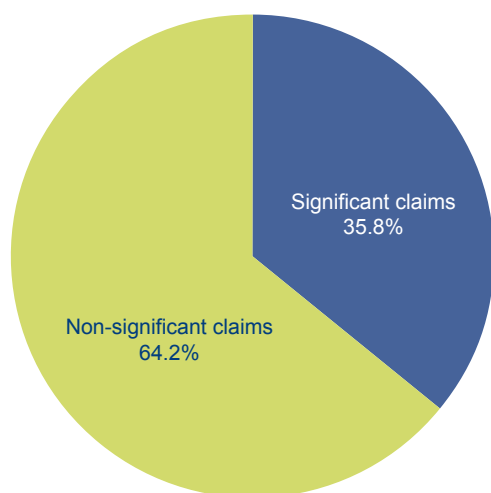


Source: DEET NT WorkSafe

Note: The number of claims accepted includes those that are deferred. Some deferred claims will subsequently be rejected. Significant claims are those in which workers have five or more days off work as a result of a work-related injury

CLAIMS BY SIGNIFICANCE 2006-07

Significant claims are those in which workers have five more days off work as a result of a work-related injury.



Source: DEET NT WorkSafe

OUTPUTS AND PERFORMANCE

OBJECTIVE

Develop employment and training initiatives to enhance the social and economic prosperity of the Northern Territory, develop Territory students through preschool, primary, secondary and vocational education and training (VET) programs, and manage work health programs to ensure that people in the Territory have a safe working environment

Outcomes

Maximising employment and training opportunities for Territorians and improving work safety practices

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

Quality choice of education alternatives for Territory students

Maximising training opportunities for Territorians

Output Groups



Employment

Government Education

Non-Government Education

Training

Outputs



Employment Initiatives

Preschool Education

Primary Education

Training

Regulation of Occupational Health and Safety

Primary Education

Secondary Education

Secondary Education

International Education

Tertiary Education

PERFORMANCE REPORTING

This section outlines the department's performance against planned outcomes. It also includes performance measures to demonstrate efficiency and effectiveness in achieving the outcomes.

It follows the outcomes structure outlined in the 2006-07 Budget Paper No. 3 and milestones against the DEET Plan.

Information about the department's achievements against the *Building Safer Communities Framework – a framework for crime prevention and community safety*, *Framework for Addressing Alcohol Issues in the Northern Territory* and the *Carers Recognition Act* is in the appendices.

EMPLOYMENT

OUTCOME

Maximising employment and training opportunities for Territorians and improving work safety practices.

EMPLOYMENT

The department provides the capability to forecast and determine employment opportunities and to resource training programs to ensure a skilled workforce. It also administers and enforces the *Work Health Act* and the *Dangerous Goods Act*.

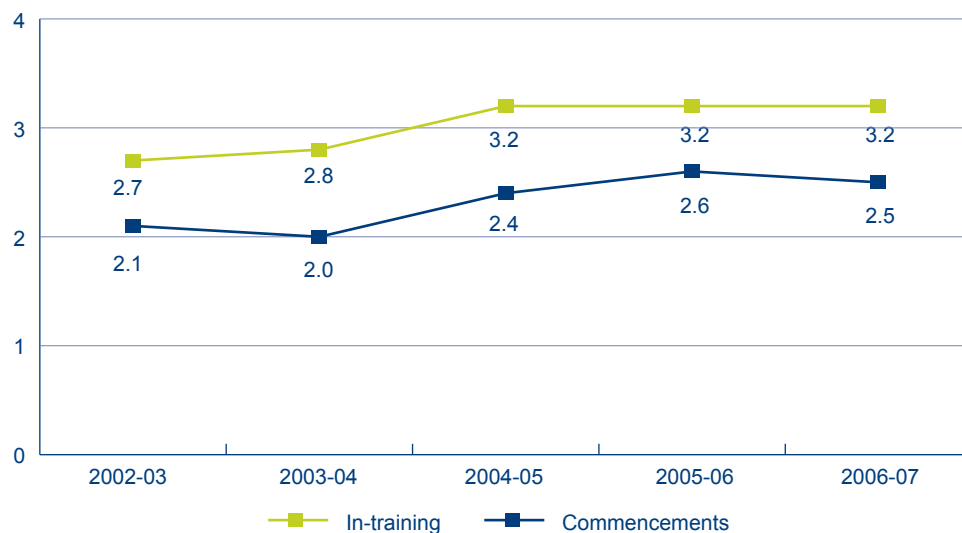
EMPLOYMENT INITIATIVES

The department is responsible for developing and implementing the Northern Territory Government's employment strategy, including labour market analysis and training initiatives.

Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Employment training programs developed and introduced	8	8	8	9
Apprenticeship and traineeship commencements	2 400	2 600	2 550	2 500 *
Quality				
Apprenticeship and traineeship completions	48%	49%	50%	50%
Client satisfaction with services provided	n.a.	84%	80%	100%
Timeliness				
Agreed timeframes met for submission of employment initiatives and advice	100%	100%	100%	100%
Cost				
Average cost per commencement	\$5 004	\$7 709	\$7 564	\$7 961

* Note: the 2006-07 actual figure will continue to increase due to a time lag in processing training contracts.

Figure 9: Apprentice and trainee numbers ('000), 2002-03 to 2006-07



Source: DEET Employment and Training Division using AVETMISS data

The number of commencements in 2006-07 will increase due to unreported activity in the final quarter of the financial year.

Apprenticeship and traineeship numbers in training have been stable since 2004-05 and trending upwards since 2002-03. Commencements have grown by 25 per cent since 2003-04.

2006-07 ACHIEVEMENTS

Work skills of Territorians match workforce needs

The **Workforce NT Report 2006** was released in May 2007. The report website has received more than 5900 hits and 400 copies have been distributed across the Northern Territory and interstate. The report is available on the department's website and provides an industry perspective on economic and workforce issues that will assist in matching the skills of Territorians with workforce needs.

The **Northern Territory Occupation Shortage List 2007** was released in March 2007 and is available on the department's website. The list is reviewed annually to capture emerging occupation shortages being experienced by industry, businesses and government. This resource informs decisions about funding, incentive programs and other employment and training strategies.

Increased number of productive partnerships that progress DEET and Government priorities

Indigenous economic development is a priority for the Northern Territory and Australian Governments. DEET is working with the Department of Business, Economic and Regional Development, Northern Territory Treasury, Australian Bureau of Statistics and Department of Employment and Workplace Relations (DEWR) to produce an **information plan for measuring Indigenous economic development**.

REGULATION OF OCCUPATIONAL HEALTH AND SAFETY

The department provides advice on occupational health and safety policy, identifies priorities and needs, encourages employers and workers in safe work practices and enforces compliance with occupational health and safety standards.

Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Occupational health and safety training sessions provided to industry groups	43	26	50	12
Completed occupational health and safety visits, assessments and enforcements	4 374	5 494	4 400	5 555
Quality				
Industry groups and participants attending training sessions relative to the number of prospective attendees	n.a.	n.a.	n.a.	n.a.
Reduction in reported workplace injuries per year	4%	NIL	4%	12.7%
Timeliness				
Training programs provided within specified timelines	n.a.	n.a.	80%	n.a.
Cost				
Average cost per visit, assessment, enforcement and training ¹	\$2 463	\$677	\$952	\$778

Reported workplace injuries decreased by 12.7 per cent over the 2005-06 figure of 3 378. Claims accepted for 2006-07 totalled 2 949.

Figure 10: Injury incidence

	2002-03	2003-04	2004-05	2005-06	2006-07
Fatalities	7	4	6	4	3
Total Claims Accepted	3 482	3 275	3 262	3 378	2 949

Source: DEET NT WorkSafe

The total number of claims accepted decreased by 12.7 per cent in 2006-07. The largest decrease was in the construction industry, where claims reduced by 53 per cent.

Figure 11: Claims by industry group

	2002-03	2003-04	2004-05	2005-06	2006-07
Accommodation, personal and other services	678	658	623	623	604
Agriculture, fishing	229	236	251	243	241
Communications	1	2	2	6	11
Community services	282	263	241	244	226
Construction	408	254	387	538	251
Electricity, gas	39	45	38	48	44
Finance, property and business services	267	325	377	409	393
Manufacturing	270	226	219	193	185
Mining	149	190	127	100	100
Public administration	376	368	353	321	262
Transport and storage	231	223	194	218	212
Wholesale and retail trade	552	485	450	435	420
Total	3 482	3 275	3 262	3 378	2 949

Source: DEET NT WorkSafe

In 2006-07, the industry sector with the highest number of claims accepted in the Northern Territory was Accommodation, Personal and Other Services, with 604 claims representing 20.5 per cent of all claims accepted. This compares with 18.4 per cent in 2005-06.

In 2005-06, 15.9 per cent of claims came from the construction industry. NT WorkSafe continued a prevention program in the construction industry, which reduced the percentage this year to 8.5 per cent overall. Construction industry claims decreased by 53 per cent.

Figure 12: Claims by occupation

	2002-03	2003-04	2004-05	2005-06	2006-07
Clerical	139	150	108	109	106
Professionals	304	305	279	310	248
Managers	90	68	66	89	58
Salespersons	496	473	470	463	400
Paraprofessionals	463	447	444	401	419
Plant and machinery operators	531	500	518	622	488
Tradespeople	813	768	755	793	661
Labourers	646	564	622	591	569
Total	3 482	3 275	3 262	3 378	2 949

Source: DEET NT WorkSafe

In 2006-07, claims in all occupational groups except for paraprofessionals were, reduced with tradespeople and plant machinery operators recording significant reductions. NT WorkSafe targeted the construction industry and plant operators through the forklift compliance campaign.

Figure 13: Claims by type of incident

	2002-03	2003-04	2004-05	2005-06	2006-07
Falls, trips and slips	653	613	606	606	598
Hit object with body	401	387	383	435	351
Hit by moving object	846	761	777	825	718
Sound and pressure	14	13	13	9	17
Body stressing	1 005	992	967	1 016	875
Heat, radiation and electricity	118	90	96	94	79
Chemicals and other substances	98	119	83	96	91
Biological factors	66	57	64	41	26
Mental stress	108	85	82	108	68
Other	173	158	191	148	126
Total	3 482	3 275	3 262	3 378	2 949

Source: DEET NT WorkSafe

In 2006-07, the Northern Territory's largest cause of injury was body stressing, with 875 claims representing 29.7 per cent of all claims accepted. This compares with 30.1 per cent in 2005-06. Body stressing includes lifting injuries and overuse syndrome. Claims from mental stress reduced by 37 per cent.

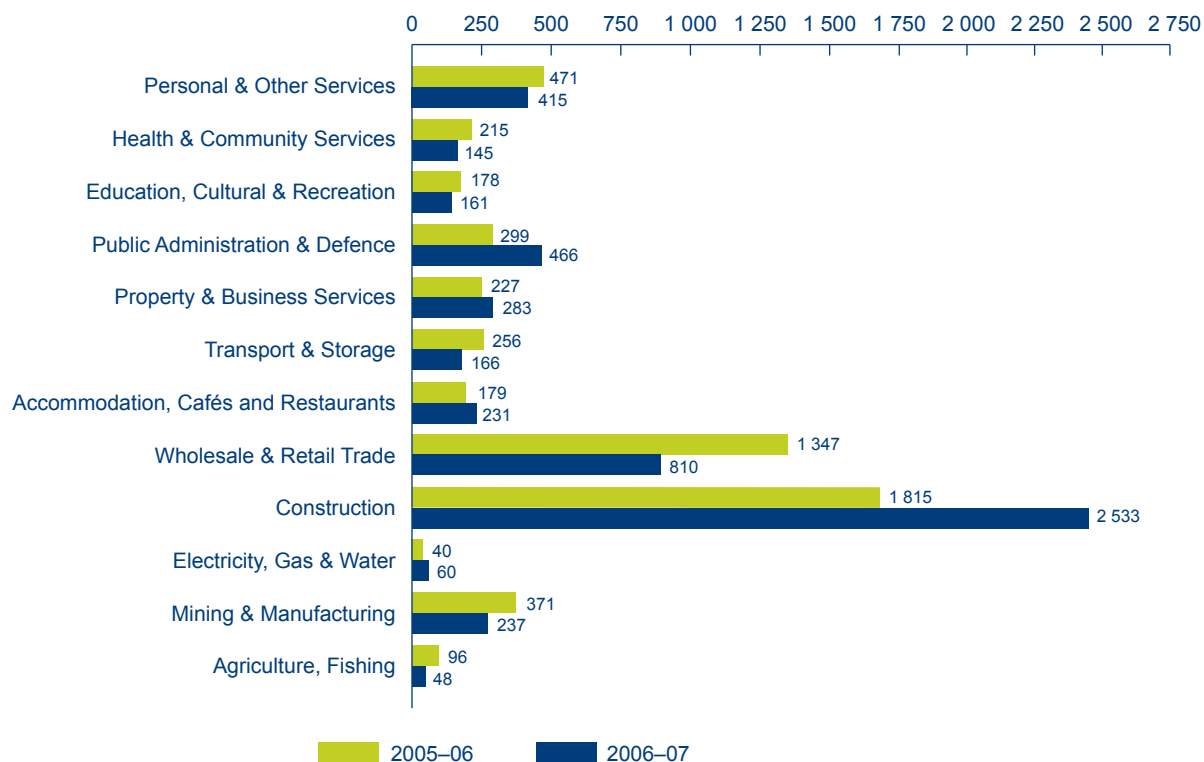
Figure 14: Claims by injury type

	2002- 03	2003-04	2004-05	2005-06	2006-07
Amputation	13	14	10	10	13
Burns	104	114	93	80	79
Contusion	365	376	391	337	273
Disease - muscular	128	160	131	280	214
Disease - others	232	188	214	253	160
Disease - skin	76	54	63	58	62
Foreign body	162	109	130	169	100
Fractures and dislocations	303	296	300	378	370
Internal injury	0	2	6	5	9
Lacerations	553	479	473	459	415
Other Injuries	140	124	116	82	85
Sprains and strains	1 372	1 316	1 278	1 211	1120
Superficial injuries	34	43	57	28	34
Unknown injury and/or disease	N/A	N/A	N/A	28*	15
Total	3 482	3 275	3 262	3 378	2 949

Source: DEET NT WorkSafe

*Note: Some injury types have been classified differently following the introduction of Type of Occurrence Classification System 3rd Edition (TOOCS.3) coding in 2005-06.

In 2006-07, the Northern Territory's largest injury type was sprains and strains, with 1 120 claims representing 38 per cent of all claims accepted. This compares with 35.8 per cent of the claims accepted in 2005-06.

Figure 15: Number of workplace inspections by industry

Source: DEET NT WorkSafe

Workplace inspections for the construction industry increased from 1 815 in 2005-06 to 2 533 in 2006-07.

For 2006-07, NT WorkSafe issued:

- » two advisory notes
- » 30 improvement notices giving businesses seven or more days to rectify an identified problem (all businesses complied)
- » 173 infringement notices, up from 47 in 2005-06
- » 66 prohibition notices in life threatening or other potentially serious injury situations.

NT WorkSafe officers used a range of strategies to achieve compliance, such as increasing the emphasis on cooperative agreements with contractors and issuing notices and worksite closures.

Figure 16: Workers' compensation insurance business transacted in the NT (\$'000)

	2002- 03	2003-04	2004-05	2005-06	2006-07
Net earned premiums	66 165	70 704	74 518	78 139	78 953
Less: Claims incurred	64 596	64 630	70 785	48 529	62 434
Underwriting profit (loss)	1 569	6 074	3 733	29 610	16 519
Less: Commission	2 458	2 720	2 702	2 874	2 753
Less: Other expenses	7 436	8 584	9 561	9 600	10 363
Add: Investment outcome	7 548	11 535	14 584	15 480	18 305
Profit or (Loss)	(777)	6 305	6 054	32 616	21 708

Source: DEET NT WorkSafe

Figure 16 represents an aggregation of figures provided by approved insurers. It excludes self-insurers and most of the public sector.

The four approved workers' compensation insurers, underwriting the Northern Territory's workers' compensation scheme, reported a combined profit of \$21.7 million this year. This was a significant fall from the previous year's profit of \$32.6 million, however it should be noted that the insurers increased their reserve funding during the year in order to be able to meet the cost of having to compensate for the employer's compulsory contribution to superannuation for the injury years 1991 - 2005, which was a matter appealed to the High Court in May 2006. During the year the average premium charged by the insurers fell from 2.7 per cent (2005-06) to 2.4 per cent (2006-07).

2006-07 ACHIEVEMENTS

Reduction and elimination of work-related injuries, occupational diseases and fatalities

The department has actively participated in developing **new National Standards and Codes of Practice** for safety induction on construction sites, manual handling and the National Standard for Licensing Persons Performing High Risk Work.

The number of **visits to construction workplaces** has increased fourfold, from 672 visits in 2003-04, 1 460 visits in 2004-05 and 1 815 visits in 2005-06 to 2533 in 2006-07. Thirty improvement notices were issued, giving businesses seven or more days to rectify an identified problem, and all businesses complied. A total of 173 infringement notices, (up from 47 in 2005-06) and 66 prohibition notices were issued in life threatening or other potentially serious injury situations.

The department has completed **eight investigation reports** and is pursuing prosecution for breaches against work health legislation in relation to three of the investigations. NT WorkSafe has laid charges against seven companies and is awaiting advice from the Department of Justice on whether prosecution is warranted on three completed investigation reports.

A **compliance campaign** on gas, electrical inspections, testing and tagging equipment and installations and amusement devices was conducted in Alice Springs, Tennant Creek, Katherine and Darwin. A proactive compliance campaign has also occurred at Mindil Beach and Katherine markets. Further visits are proposed for Palmerston and Alice Springs.

The department undertook a rigorous transport, storage, use, sale and **licensing regime** for the Territory Day fireworks project across the NT including fireworks testing, product withdrawal and, wholesale and retail licensing.

Increased number of productive partnerships that progress DEET and Government priorities

The department initiated **information sessions** in relation to gas installations in new multi-storey and high-rise buildings. All Darwin-based plumbers, gas fitters, materials suppliers and building designers were invited. These sessions generated significant interest and awareness.

The Office of the Federal Safety Commissioner briefed various government departments and contractors on the **Australian Government's Contractor Safety Accreditation Scheme**. A separate session for NT WorkSafe officers was also held to provide an overview of the contractor accreditation scheme and audit processes. The information sessions in Darwin were the best attended in Australia, with more than 40 people present.

The department identified a range of safety concerns about the use of **Elevating Work Platforms** (EWPs) in the NT, especially in the horticultural industry. Measures to improve the safe use of EWPs have been implemented and information sessions are planned for August and September 2007.

The department introduced an award for innovation in safety as part of **National Safe Work Australia** week, along with advertising and a display in the Darwin mall that offered free inspection, testing and tagging of electrical equipment.

A **forklift campaign** was conducted, with 107 workplaces visited and 190 vehicles inspected throughout the Territory to raise awareness of the requirements and improve compliance. A total of 16 prohibition notices and 33 improvement notices were issued.

GOVERNMENT EDUCATION

OUTCOME

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

GOVERNMENT EDUCATION

The department provides and delivers quality educational programs to preschool, primary, secondary and vocational education and training students in Government schools. Funding is also provided for Charles Darwin University and Batchelor Institute of Indigenous Tertiary Education.

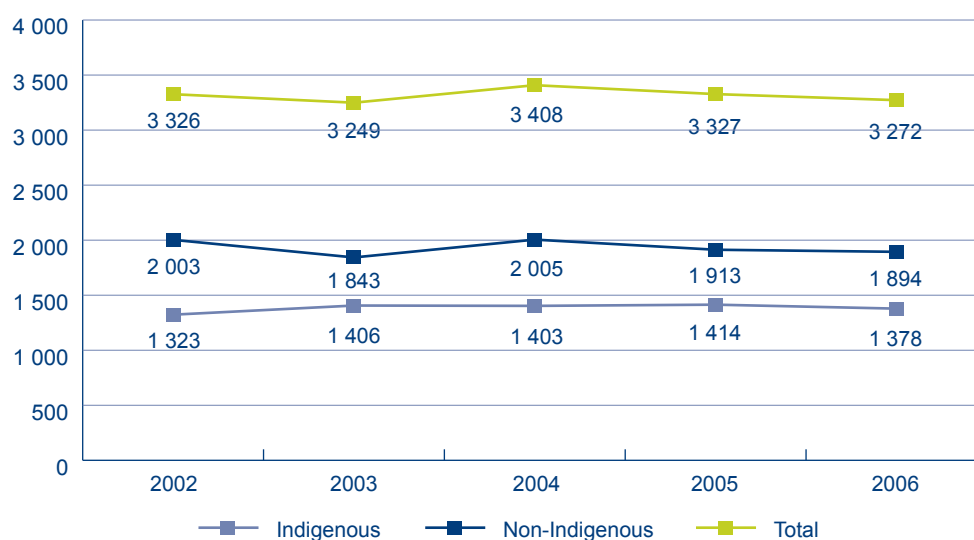
PRESCHOOL EDUCATION

The department provides 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.

Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Total preschool student enrolments ¹	3 408	3 327	3400	3272
Indigenous preschool student enrolments ¹	1 403	1 414	1455	1378
Timeliness				
Preschool education delivered during four terms	100%	100%	100%	100%
Cost				
Average cost per student	\$5 981	\$6 316	\$6 115	\$6 681

¹Age grade August census

In 2006, preschool students represent 9.9 per cent of the total actual enrolments.

Figure 17 **Preschool enrolments by Indigenous status (Government schools)**

Source: DEET Performance and Measurement

Figure 17 shows preschool enrolments by Indigenous status in Government schools from 2002 to 2006. In 2006, Indigenous students represented 42.1 per cent of enrolments in Government preschools. Although preschool enrolments have been steadily growing, with a 2.3 per cent increase in total enrolments since 2002, preschool enrolments in 2006 decreased by 2.5 per cent from 2005.

PRIMARY EDUCATION

The department provides comprehensive education programs for students in Government primary schools from Transition to Year 7.

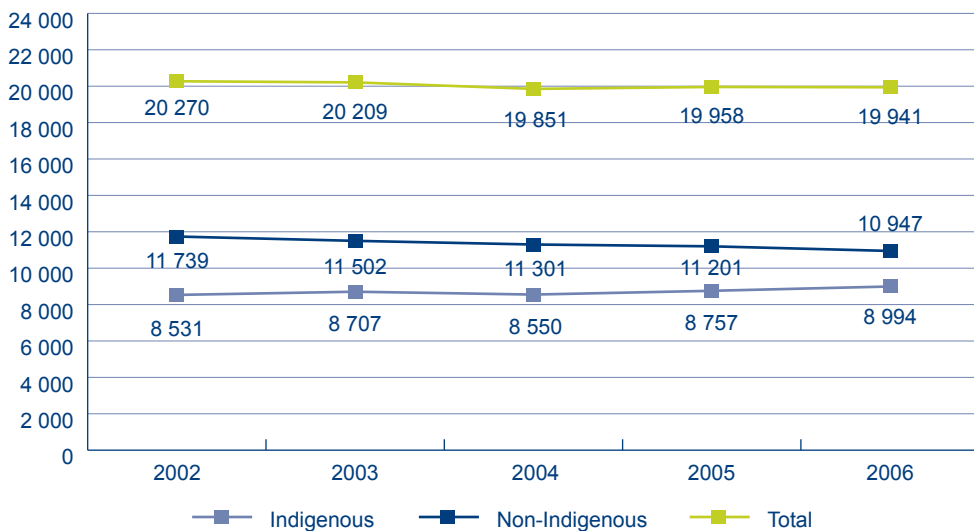
Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Total primary school student enrolments ¹	19 851	19 958	20 110	19 941
Indigenous primary student enrolments ¹	8 550	8 757	8 900	8 994
Schools providing primary education ²	138	139	138	138
Quality ³				
Non-Indigenous students achieving national reading benchmark:				
- Year 3	87%	84%	87%	85%
- Year 5	91%	89%	91%	91%
- Year 7	89%	88%	90%	90%
Indigenous students achieving national reading benchmark:				
- Year 3	40%	39%	45%	40%
- Year 5	45%	39%	48%	38%
- Year 7	38%	36%	44%	37%
Non-Indigenous students achieving national numeracy benchmark:				
- Year 3	97%	95%	96%	96%
- Year 5	89%	86%	89%	89%
- Year 7	84%	84%	85%	85%
Indigenous students achieving national numeracy benchmark:				
- Year 3	64%	66%	67%	62%
- Year 5	38%	35%	43%	32%
- Year 7	27%	24%	33%	29%
Timeliness				
Primary education delivered during four terms	100%	100%	100%	100%
Cost				
Average cost per student	\$12 557	\$13 777	\$13 107	\$13 876

Source: DEET Performance and Measurement

¹Age grade August Census

² This figure includes secondary schools in the southern region that offer Year 7 education

³ Revised classifications are consistent with performance reporting requirements to the Australian Government Department of Education, Science and Training

Figure 18 Primary enrolments by Indigenous status (Government schools)

Source: DEET Performance and Measurement

Figure 18 shows primary enrolments by Indigenous status in Government schools from 2002 to 2006. In 2006, Indigenous students represented 45.1 per cent of primary students in Government schools. Since 2005, the total primary cohort has stabilised, however the number of Indigenous students has increased by 5.4 per cent. This reflects improvements in DEET's data collection systems.

LITERACY AND NUMERACY PERFORMANCE FOR PRIMARY SCHOOL STUDENTS

Each year students in Years 3, 5 and 7 (ages 8, 10 and 12 in remote schools where combined year level classes may occur) are assessed under the Multilevel Assessment Program (MAP). Student attainment in numeracy, reading, writing and spelling is measured and reported against national standards that reflect the minimum achievement level required for a child to progress through school.

Student achievement is presented as the percentage of students that participated in the test who achieved the national benchmark. Not all students who are enrolled participate in the test.

Any analysis of the comparative performance of students in Year 3, Year 5 or Year 7 should be treated with caution because it cannot be assumed that the same students are sitting the test. Factors such as interstate migration, movement between Government and non-Government sectors and delayed progression of students through year levels make it difficult to compare cohorts from different times.

WHAT THE 2006 RESULTS SHOW

Figures 19 to 27 show the achievement figures for all Government schools in the Northern Territory for Years 3, 5 and 7 in reading, numeracy and writing.

Reading and numeracy results for non Indigenous students show improvement across the board and are consistent or better than the 2005 Australian capital city averages shown in the *National Report on Schooling*.

It should be noted that the analysis of writing results over time should be done with caution. It appears that writing results have significantly decreased from 2005 to 2006 for both Indigenous and non Indigenous students and fall below 2005 Australian averages. However in contrast to reading and numeracy results which are generated electronically and aligned from year to year, writing is marked on a narrow scale with no opportunity to directly compare items and responses from year to year. In addition, the marking of the single piece of writing will never have the statistical validity of a multiple choice, right / wrong test. The Northern Territory is keenly awaiting the introduction of the national literacy and numeracy testing to ensure greater consistency and hence greater comparability with the national averages.

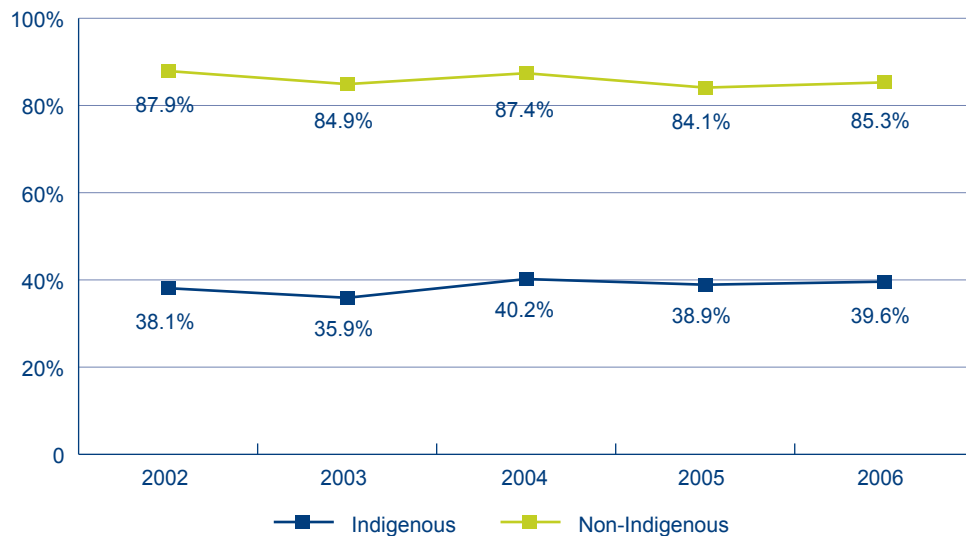
The data indicates that Indigenous students continue to achieve well below their non Indigenous peers. A variety of factors contribute to this disparity including the remoteness of their schooling, i.e. geolocation (which is explained later in this section), socio economic status, the level of English usage at home and in the community, health status, school attendance and mobility.

In direct response to 2006 literacy results, an explicit focus on professional development relating to writing has been initiated for both the First Steps and Accelerated Literacy programs. In addition, the department continues to expand its roll out of the Australian Government and Northern Territory Government funded Accelerated Literacy program, and is on track to meet the nationally agreed target of 10 000 students, 700 teachers and 100 schools by the end of 2008.

In direct response to 2006 numeracy results:

- » The Count Me In Too project has been expanded to include training of more teachers, particularly from remote and regional schools. Currently 86 schools are implementing the Number component and 51 schools are implementing the Measurement component.
- » The QuickSmart® pilot has also been expanded this year to involve 21 schools, including an increased number of remote and regional schools. Anticipated improvements at the school and system level should become evident in 2007 systemic testing results.

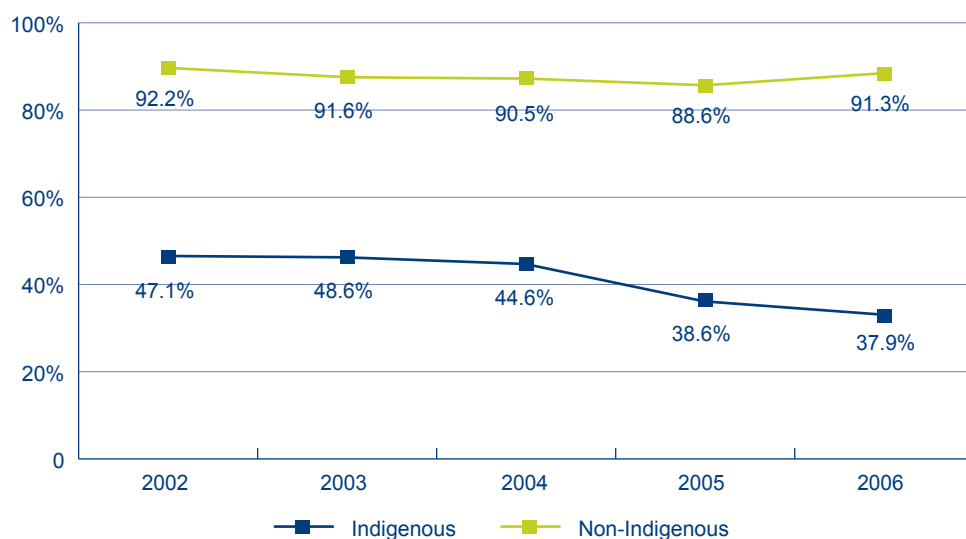
Figure 19: Year 3 reading achievement



Source: DEET Performance and Measurement

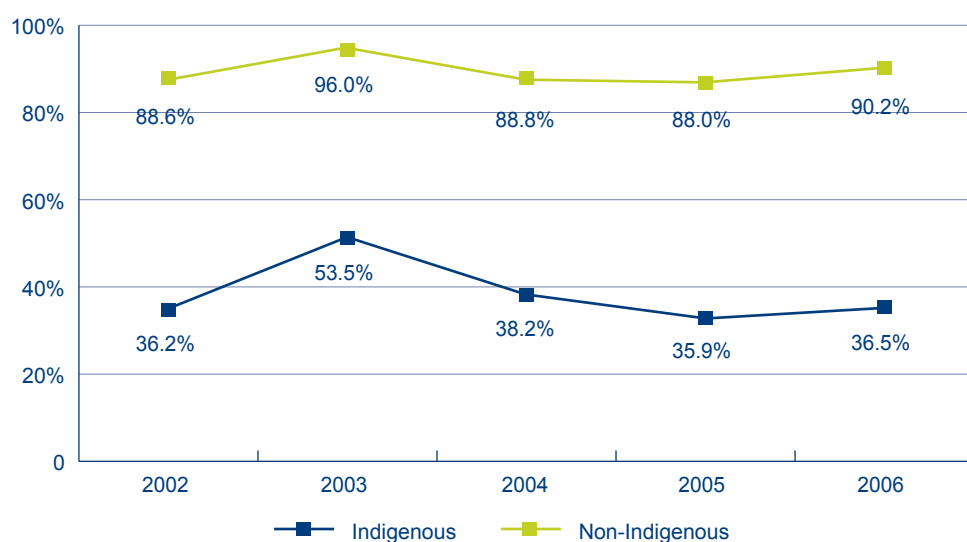
Figure 19 shows the percentage of participating Year 3 students achieving the national reading benchmark in NT Government schools from 2002 to 2006.

Figure 20: Year 5 reading achievement



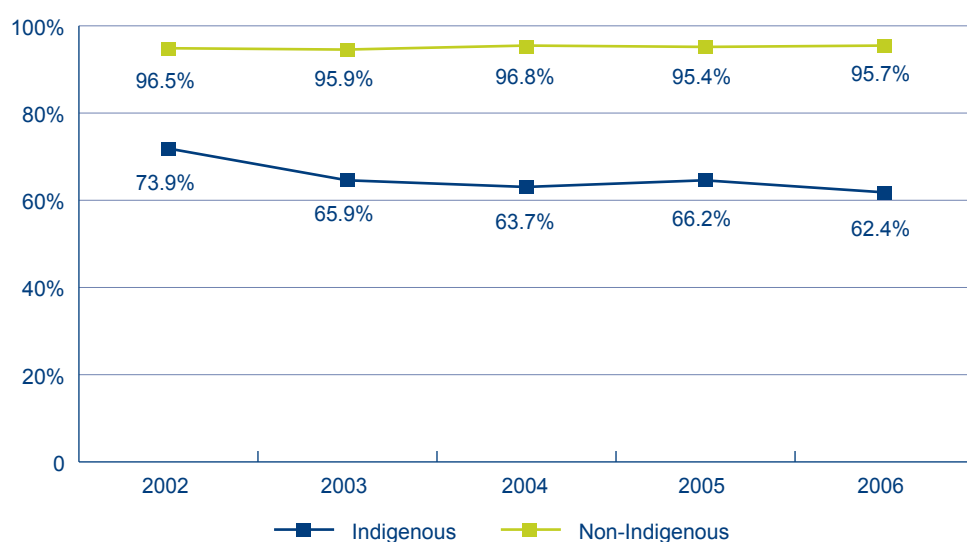
Source: DEET Performance and Measurement

Figure 20 shows the percentage of participating Year 5 students achieving the national reading benchmark in NT Government schools from 2002 to 2006.

Figure 21: Year 7 reading achievement

Source: DEET Performance and Measurement

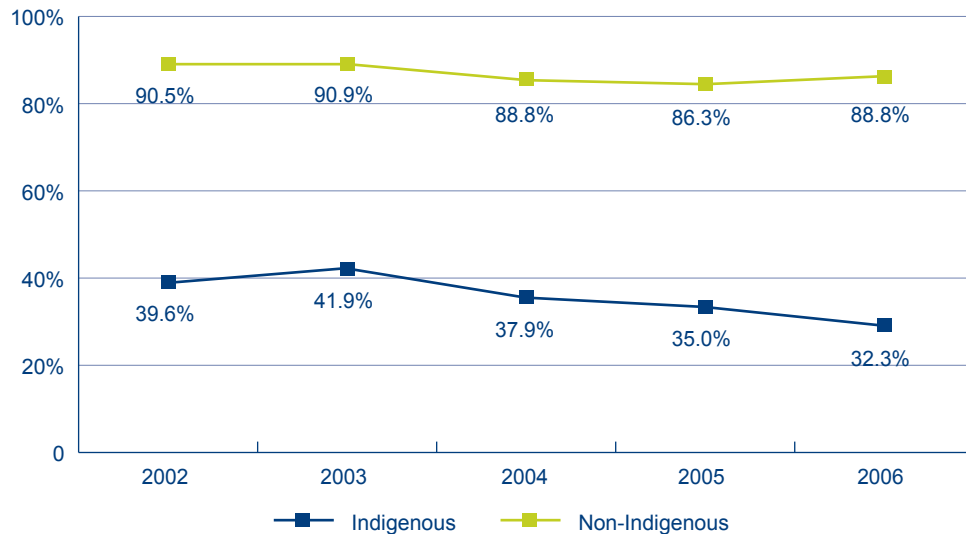
Figure 21 shows the percentage of participating Year 7 students achieving the national reading benchmark in NT Government schools from 2002 to 2006.

Figure 22: Year 3 numeracy achievement

Source: DEET Performance and Measurement

Figure 22 shows the percentage of participating Year 3 students achieving the national numeracy benchmark in NT Government schools from 2002 to 2006.

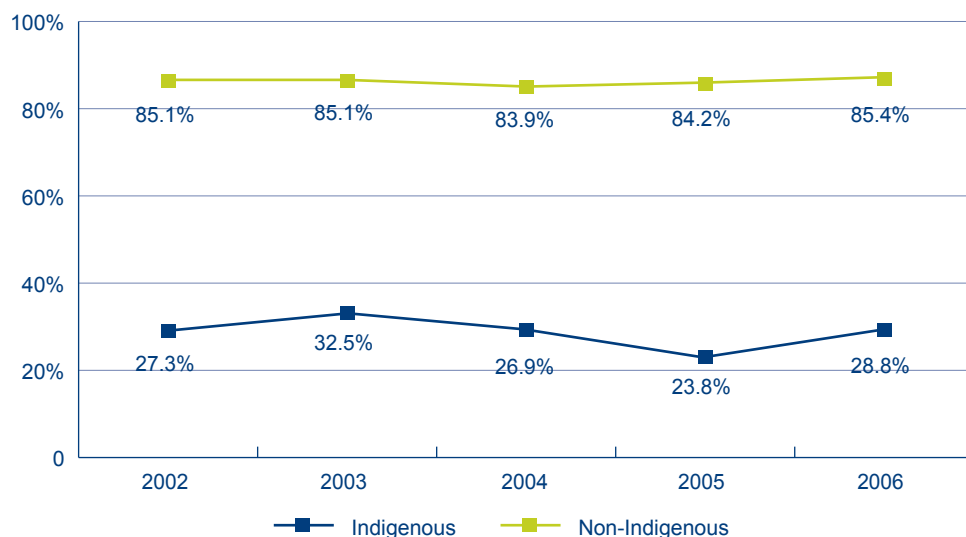
Figure 23: Year 5 numeracy achievement



Source: DEET Performance and Measurement

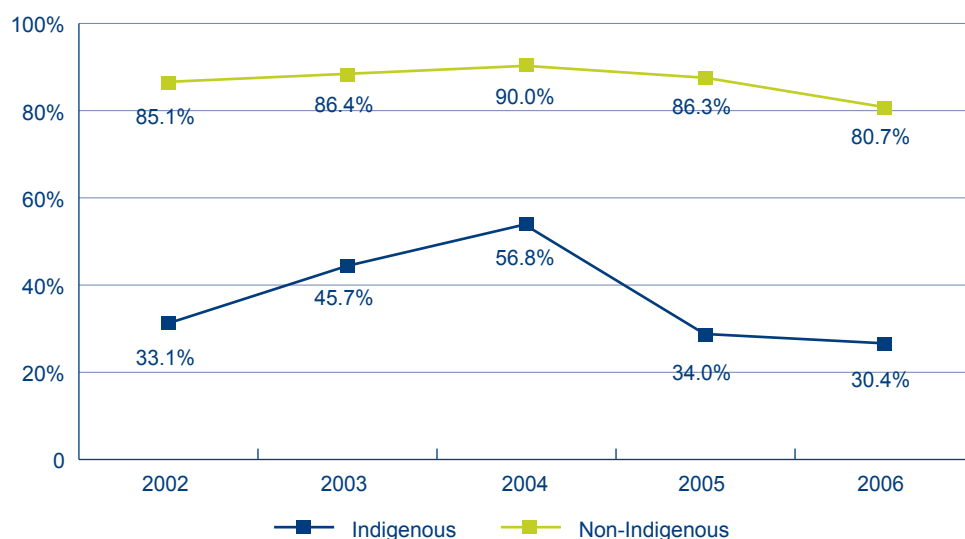
Figure 23 shows the percentage of participating Year 5 students achieving the national numeracy benchmark in NT Government schools from 2002 to 2006.

Figure 24: Year 7 Numeracy achievement



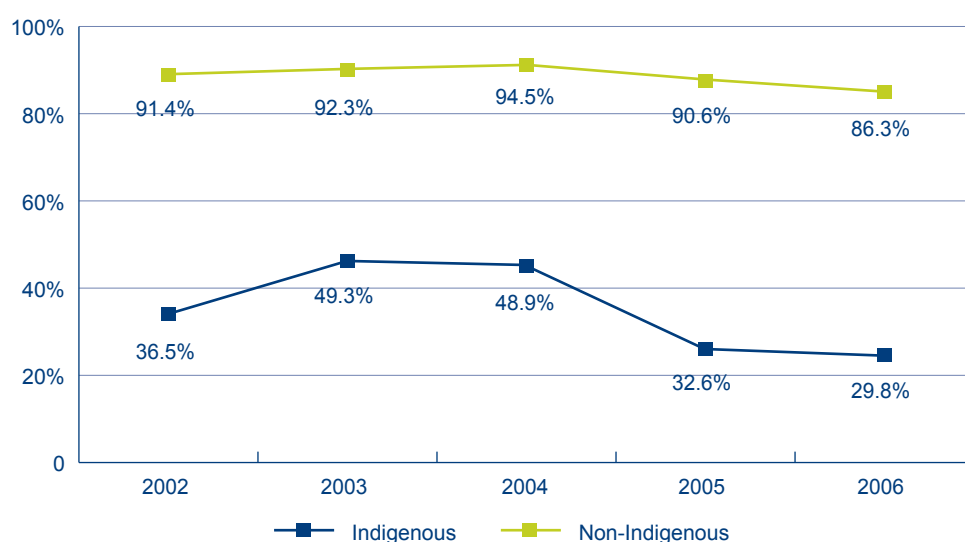
Source: DEET Performance and Measurement

Figure 24 shows the percentage of participating Year 7 students achieving the national numeracy benchmark in NT Government schools from 2002 to 2006.

Figure 25: Year 3 writing achievement

Source: DEET Performance and Measurement

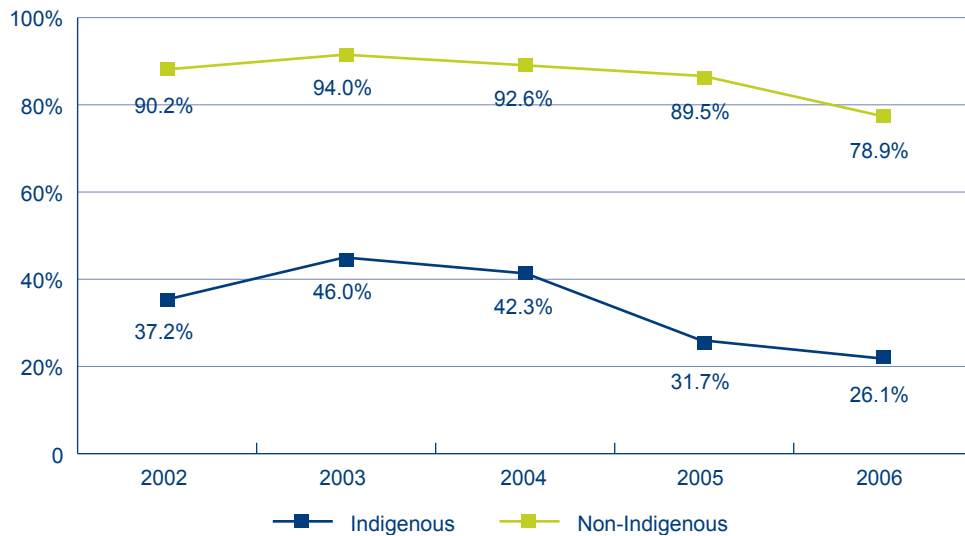
Figure 25 shows the percentage of participating Year 3 students achieving the national writing benchmark in NT Government schools from 2002 to 2006.

Figure 26: Year 5 writing achievement

Source: DEET Performance and Measurement

Figure 26 shows the percentage of participating Year 5 students achieving the national writing benchmark in NT Government schools from 2002 to 2006.

Figure 27: Year 7 writing achievement



Source: DEET Performance and Measurement

Figure 27 shows the percentage of participating Year 7 students achieving the national writing benchmark in NT Government schools from 2002 to 2006.

NORTHERN TERRITORY CONTEXT

The introduction of a common geographical classification allows for a richer analysis of literacy and numeracy data across jurisdictions. Geolocations are based on a nationally developed index of remoteness. The Northern Territory is mapped as follows:

- » Metropolitan: No region in the NT
- » Provincial: Darwin, Palmerston, Darwin Rural up to and including Bees Creek
- » Remote: Alice Springs, Katherine, Darwin Rural further than Bees Creek
- » Very remote: All other areas of the NT

The data presented here represents achievements for Government and non-Government sectors. It includes a graphical indication of 95% confidence limits, showing the range of values between which there is a 95% probability of the actual achievement rate existing.

HOW THE NT COMPARES WITH NATIONAL AVERAGES

Years 3, 5 and 7 student achievement levels in reading, writing and numeracy in provincial and remote areas of the Northern Territory are not significantly different from the Australian averages. In some cases, they outperform the national results for these geolocations.

Achievement levels for students in Years 3, 5 and 7 in very remote areas of the Territory are consistently lower than the Australian averages for this geolocation. The apparent relationship between remoteness and student performance, as shown by these graphs, is most significant in the very remote geolocation.

A key challenge for the Northern Territory is that 52 per cent of our schools fall into the very remote category. The department is conducting further work to understand the determinants and, in particular, the cost drivers and investment needed to bridge the gap.

Figures 28 to 30 show the percentage of all students by geolocation achieving the benchmark.

Figure 28: Year 3 reading

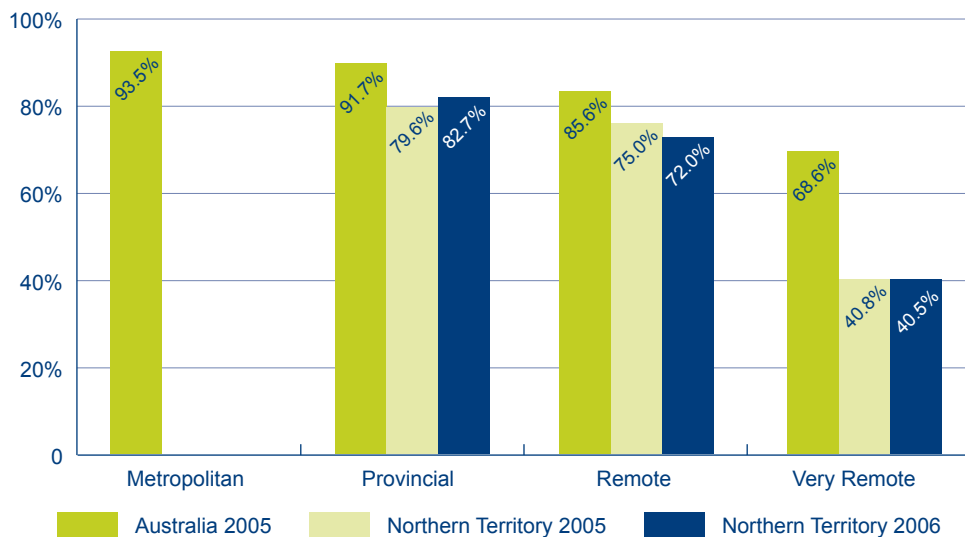


Figure 29: Year 5 reading

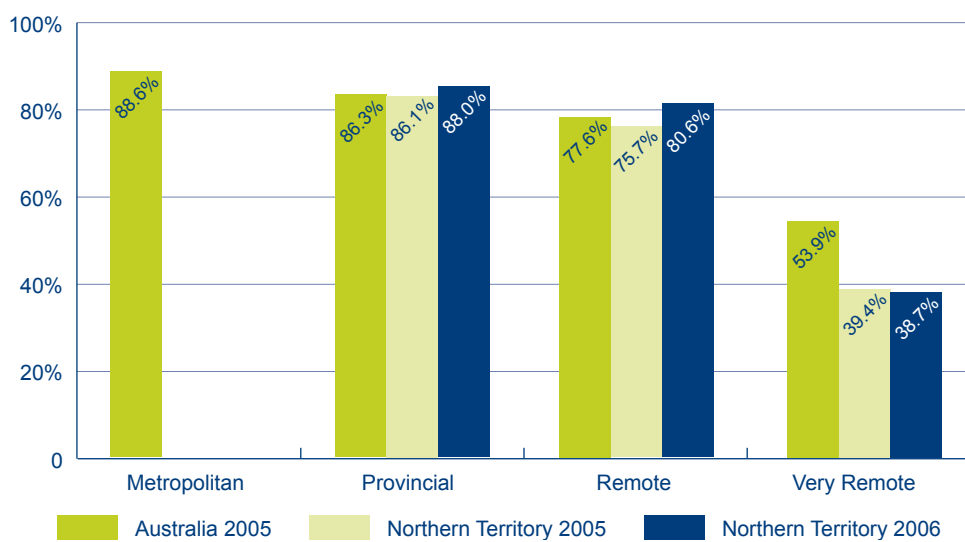
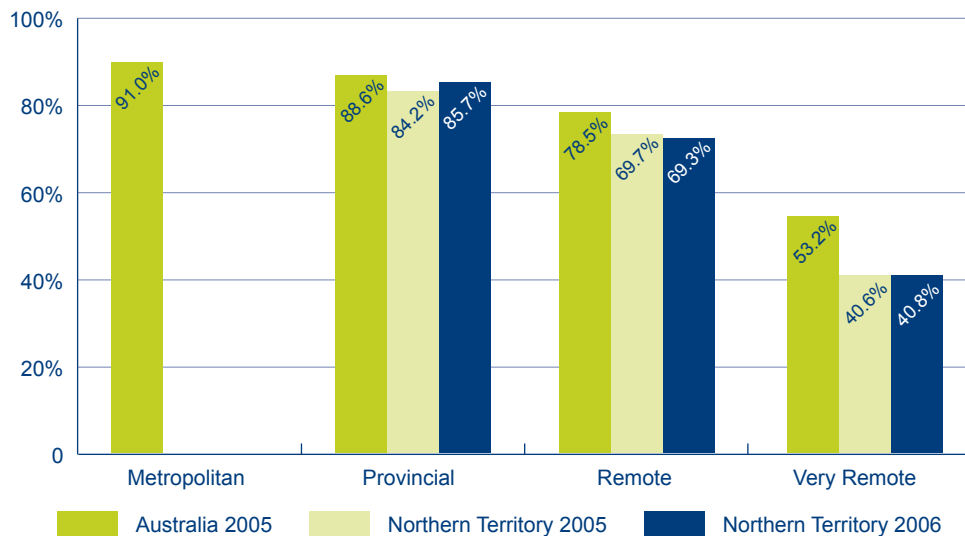


Figure 30: Year 7 reading



Source: DEET Performance and Measurement

Figures 31 to 33 show the percentage of all students by geolocation achieving the benchmark.

Figure 31: Year 3 numeracy

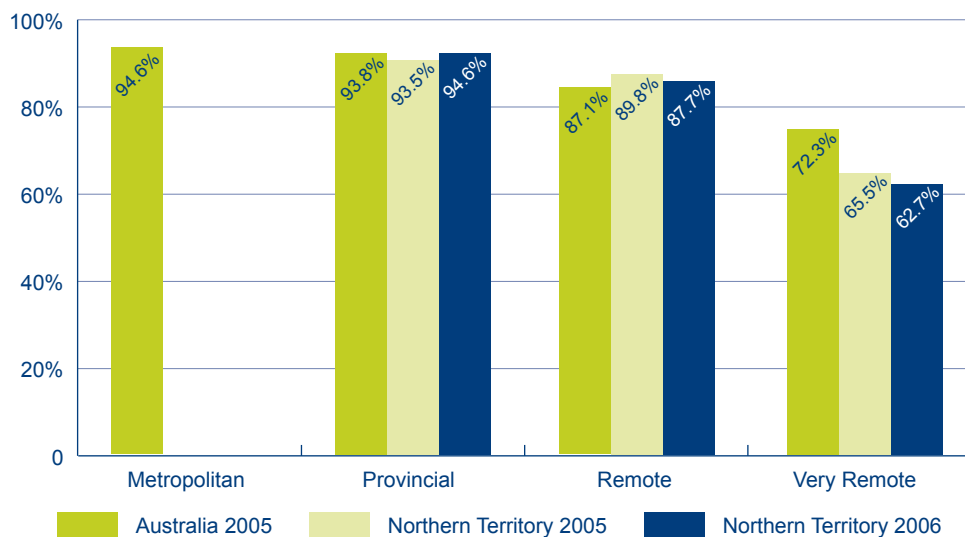
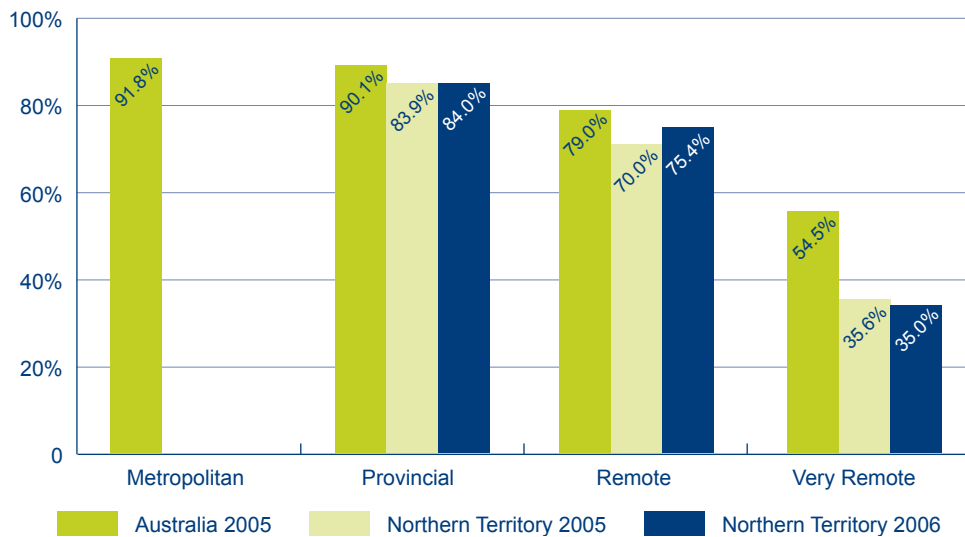
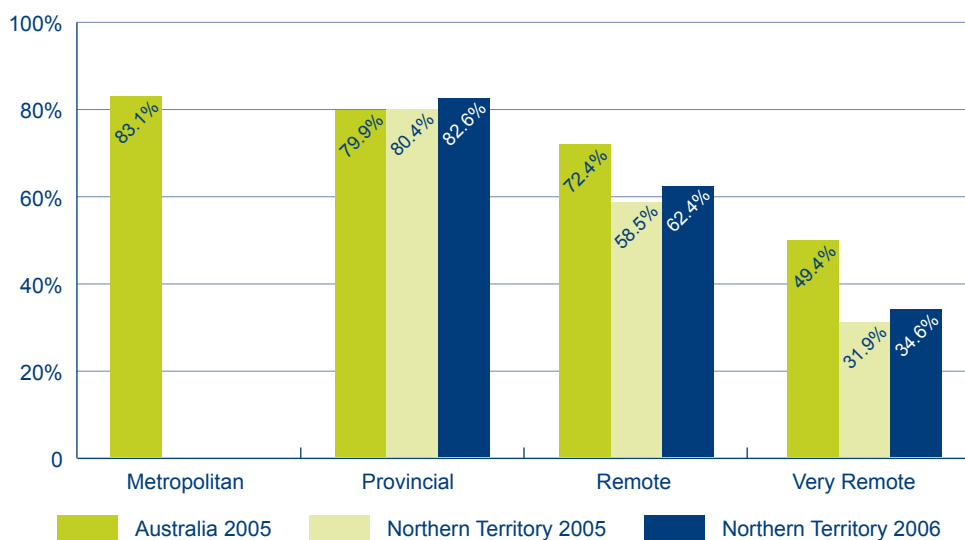


Figure 32: Year 5 numeracy**Figure 33: Year 7 numeracy**

Source: DEET Performance and Measurement

Figures 34 to 36 show the percentage of all students by geolocation achieving the benchmark.

Figure 34: Year 3 writing

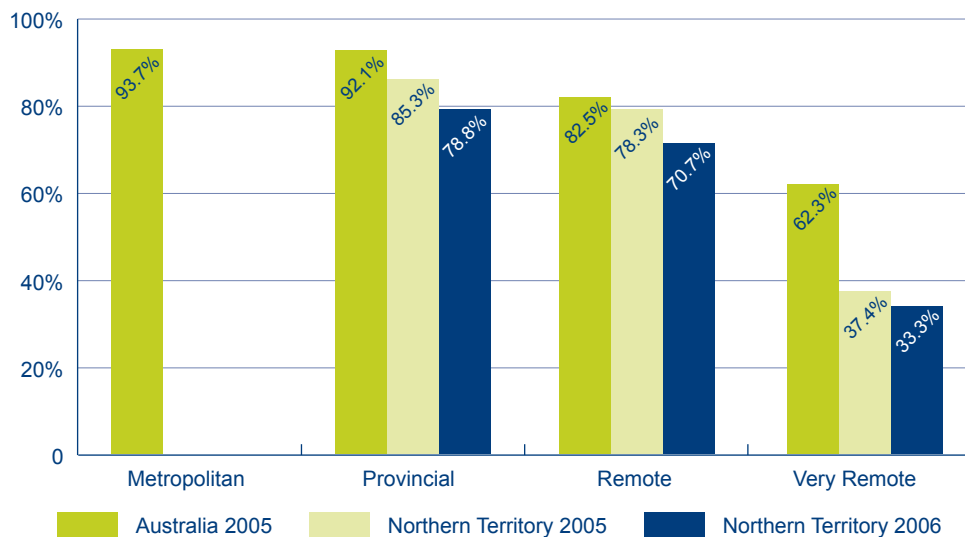


Figure 35: Year 5 writing

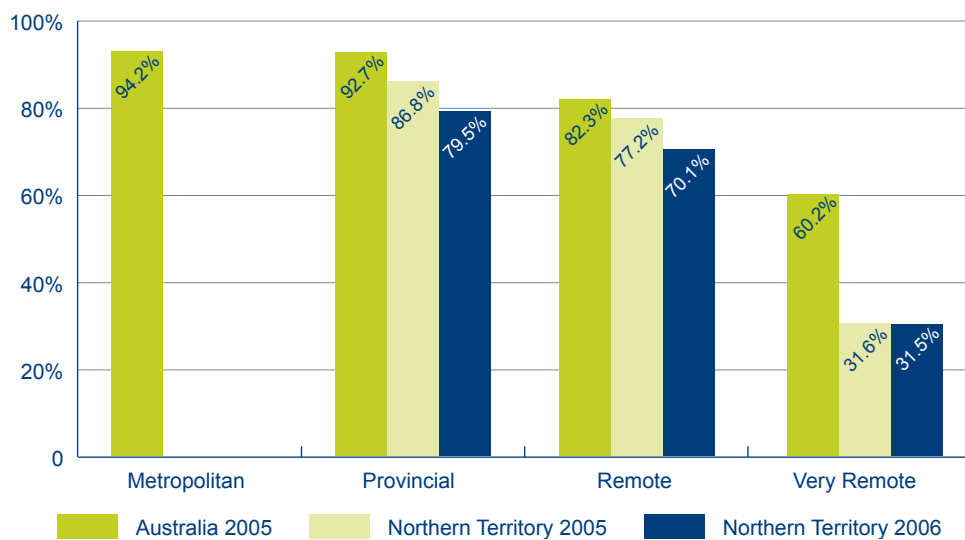
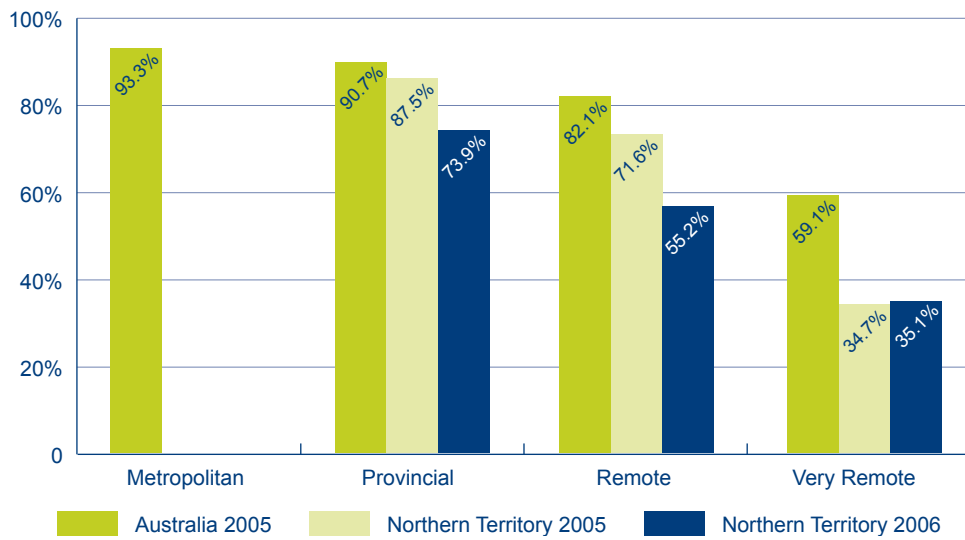


Figure 36: Year 7 writing

Source: DEET Performance and Measurement

SECONDARY EDUCATION

The department provides full-time or part-time secondary schooling in Government schools for children from Year 8 to Year 12. This includes quality education to promote and enhance the intellectual, personal and social development of students. It also provides vocational education and training (VET).

Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimates	2006-07 Actual
Quantity				
Total secondary student enrolments ¹	9 639	9 711	9 850	9 708
Indigenous secondary student enrolments ¹	3 359	3 532	3 600	3 635
Schools providing secondary education or secondary-aged programs	66	69	66	68
Students enrolled in one or more VET subjects	1 531	1 479	1 850	1 467 ²
VET modules undertaken	16 827	13 692	17 600	17 892 ²
Quality ³				
Apparent retention rate from Year 8 to Year 12	67%	67%	70%	74%
Apparent retention rate from Year 10 to Year 12	100%	84%	95%	88%
Students who qualified for the Northern Territory Certificate of Education	666	674	710	724
Timeliness				
Secondary education delivered during designated four terms	100%	100%	100%	100%
Cost				
Average cost per student	\$14 304	\$16 075	\$15 820	\$16 263

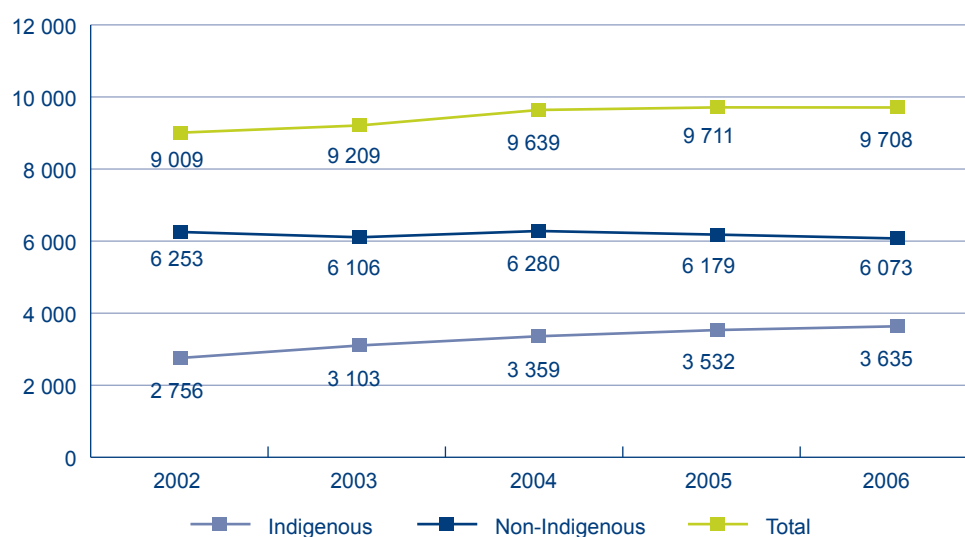
¹ Age grade August census

² Sourced from SSABSA. Figures generated are for when data was entered onto the system. It is possible that the VET was completed during the 05/06 financial year, but not entered until 06/07.

³ The high 2004 Apparent Retention Rate for Year 10 to Year 12 was the result of enrolments reported in previous collection years as Ungraded being assigned to Year Levels by schools in 2004.

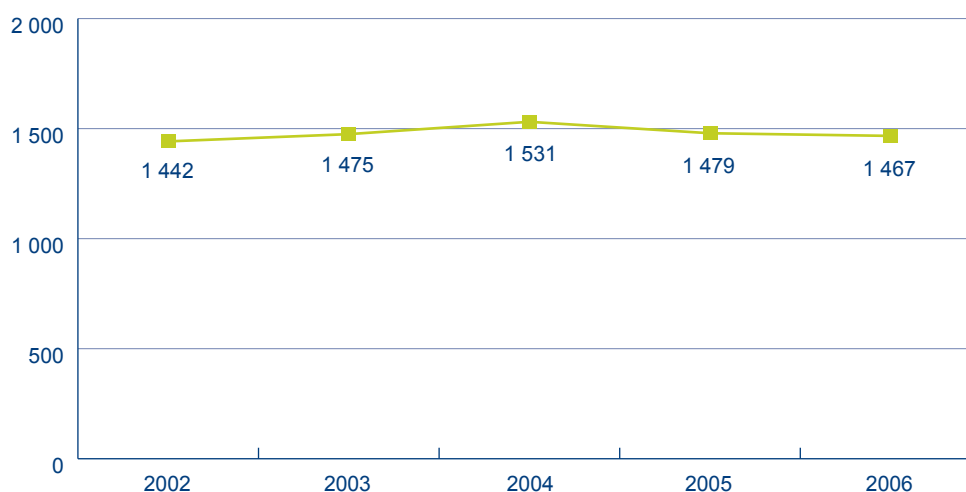
Notes: retention rates do not include ungraded students and special needs students that have not been assigned to a grade.

In 2006, the total secondary student cohort size showed no significant variation. The Indigenous secondary cohort size increased by 2.9 per cent since the previous year.

Figure 37: Secondary enrolments by Indigenous status (Government schools)

Source: DEET Performance and Measurement

Figure 37 shows secondary enrolments by Indigenous status in Government schools from 2002 to 2006. In 2006 the total secondary student cohort has increased by 7.8 per cent since 2002. In 2006, the Indigenous students represented 37.4 per cent of the total secondary cohort, an increase of 6.9 per cent since 2002.

Figure 38 Secondary school students (Government schools) enrolled in VET

Source: DEET Teaching, Learning and Standards

Figure 38 shows secondary school students enrolled in VET in Government schools from 2002 to 2006.

In 2006, the number of Government school students enrolled in VET subjects was 1 467, a slight reduction from 2005, but still an increase on 2002 figures.

APPARENT RETENTION RATE

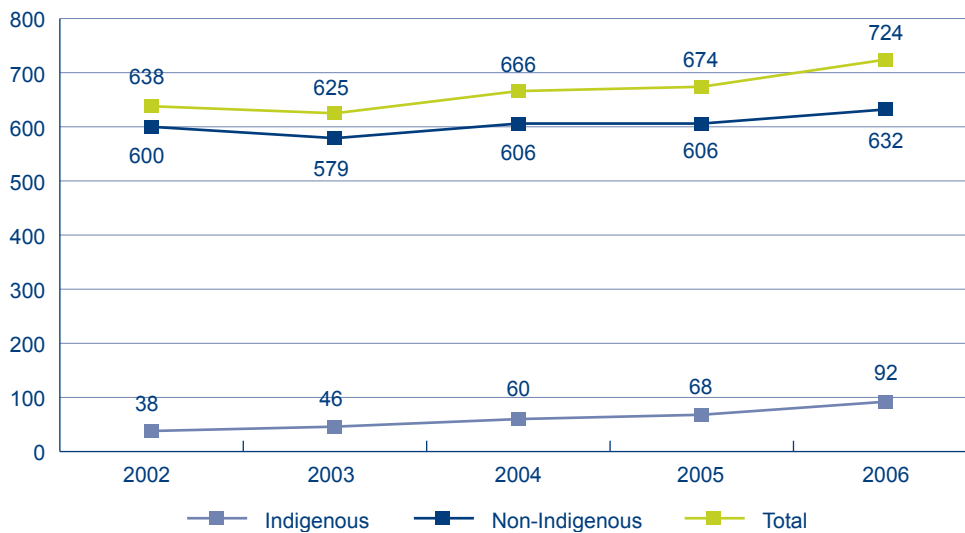
The 2005 apparent retention rate compares Year 12 enrolments at August 2006 with the Year 8 enrolments at August 2002 and Year 10 enrolments at August 2004. It attempts to describe the retention of students through secondary schooling and is based on the assumption that the Year 8 students of 2002 and Year 10 students of 2004 will be the Year 12 students of 2006. It is a limited measure that does not consider the following:

- » Movement of students into and out of the Northern Territory
- » Movement of students between Government and non-Government sectors
- » Part-time students
- » Students completing their NT Certificates of Education over three years
- » VET and other training.

The apparent retention rate of Year 8 to Year 12 Indigenous students in Government schools rose from 30.8 per cent in 2005 to 43.4 per cent in 2006.

The apparent retention rate of Year 10 to Year 12 Indigenous students in Government schools rose from 60.2 per cent in 2005 to 64.6 per cent in 2006.

Work is continuing to improve the ability to track individual students using their unique identifier (UPN), through initiatives such as the Centris Student Tracker. This will allow measurement of real student retention.

Figure 39: Northern Territory Certificate of Education

Source: DEET Teaching, Learning and Standards

Figure 39 shows that 724 students in Government schools received the Northern Territory Certificate of Education (NTCE) in 2006, an increase of 86 since 2002. Of the 724, 92 were Indigenous students, an increase of 54 since 2002. This continues the positive trend that has seen the percentage of Indigenous NTCE recipients increase from 6 per cent to 12.5 per cent over the past five years.

INTERNATIONAL EDUCATION

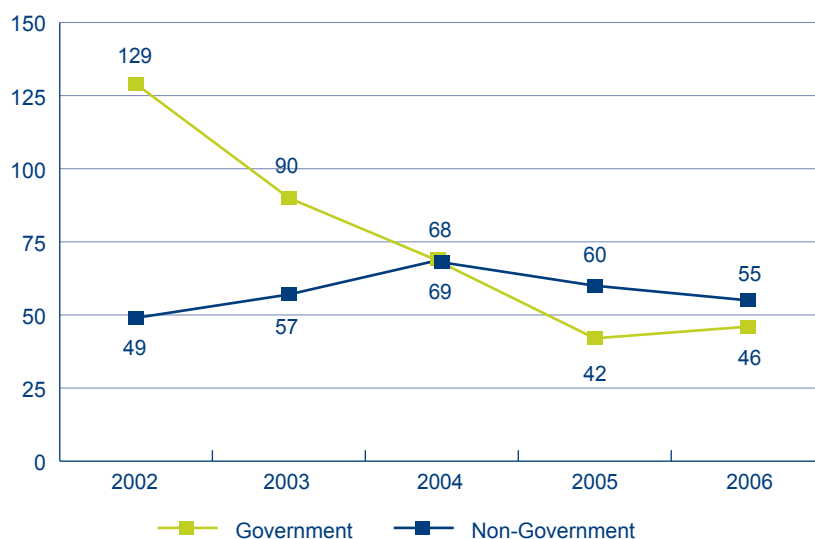
The department provides policy advice on international education, facilitates teacher and student exchanges, manages the fee-paying overseas students program and hosts and organises study tour groups.

Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Fee-paying overseas students	68	42	45	46
Study tours	6	5 ¹	6	3
Student and teacher exchange program	12	12	12	12
Quality				
International students achieving minimum curriculum requirement	90%	63% ²	100%	100%
Timeliness				
Appropriate placement of overseas students in accordance with schedule	100%	100%	90%	100%
Cost				
Average cost per full fee-paying student	\$18 748	\$11 154	\$10 297	\$9 162
Average cost per study tour*		\$23 424	\$20 792	\$37 824
Average cost per student/teacher exchange*		\$23 703	\$25 247	\$22 965

* Figures not available for 2004-05. For 2006-07, average cost per student/teacher exchange was determined by dividing the cost for the student teacher exchange program by 12 participants. This figure is comprised of 8 students who participated for three months in 2006-07 and 4 teachers who participated in the program for 12 months.

¹ Study tours – the Japanese school groups that usually visit Darwin, Sanderson and Nightcliff High Schools opted not to visit in 2006-07 due to financial constraints.

² International students – of the 6 overseas students who undertook the Year 12 exams at the end of 2006, all met the requirements to receive the NTCE.

Figure 40: Number of international students by sector in the NT 2002-2006

Source: DEET International Services

A number of changes over the past few years have resulted in reduced numbers of full fee-paying overseas students (FFPOS) enrolling in the schools sector across Australia.

Changes introduced by the Department of Immigration and Citizenship Services (DIAC) include the regulation of overseas agents, the introduction of an English language test for high school students and the cessation of a fast-track visa scheme for Chinese students, which boosted FFPOS numbers in Northern Territory high schools during 2002.

Many high school students are now choosing to enrol in foundation studies courses at Australian universities as an alternative pathway to tertiary study. Consequently, the department is now redirecting its student recruitment activities towards the emerging markets of Vietnam and Thailand as sources of FFPOS and the short-term 'study abroad' markets in Europe, particularly Germany.

TERTIARY EDUCATION

The department provides funding for Charles Darwin University, Batchelor Institute of Indigenous Tertiary Education and assistance to tertiary-level students.

The department also manages the accreditation of higher education courses and approval processes, ensuring that the Northern Territory higher education sector achieves and maintains a high quality that is recognised nationally and internationally.

Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Operating grant to Charles Darwin University	\$6.50M	\$6.50M	\$6.55M	\$6.50M
Infrastructure grant for VET providers	\$2.97M	\$3.27M	\$3.36M	\$3.29M
Other tertiary assistance	\$1.231M	\$1.02M	\$0.95M	\$1.03M
Timeliness				
Payment of grant as scheduled	100%	100%	100%	100%

2006-07 ACHIEVEMENTS

NT students meet or exceed Australian standards in literacy, numeracy and all learning

The department is undertaking a longitudinal study, **Evaluation of Literacy Approaches for English as a Second Language (ESL) Indigenous Students** from 2006 to 2008. The project is examining what teaching approaches in 20 typical Northern Territory schools work best and why.

The department implemented the inaugural **Chief Minister's Literacy Achievement Awards** to celebrate literacy achievement of Territory learners.

The **National Accelerated Literacy Program** (NALP) continued, with 56 NT schools now delivering this program to develop learner competence and confidence in reading and writing.

The department has undertaken an assessment of **Student Competencies for Children in Transition** to identify and monitor children at risk of not achieving literacy and numeracy skills in formal schooling.

Over 30 new schools are implementing **Count Me in Too**, and the **QuickSmart® Middle Years** intervention pilot was expanded to more than 20 schools.

Nineteen schools were actively involved in a **Territory-wide Professional Learning Community** for Senior Years mathematics.

In 2006 the department created a trial **Malak Autism Spectrum Disorder Learning Centre** for five students.

The **Safe Schools NT Code of Behaviour** was launched, to make schools safer places for students, teachers and other staff.



The department has designed a new **Teaching and Learning Framework** to enhance teaching practice in schools and released a new **Gifted and Talented Policy**.

As part of a project under the Northern Territory **Indigenous Education Strategic Plan 2006-2009** the department identified **Indigenous students with high academic potential** and plans to implement programs for those students in 2007.

Increased student attendance, completion and achievement rates

In 2006 the number of Indigenous learners who participated in the **Multi-level Assessment Program** (MAP) increased significantly.

The completion rate for the **NT Certificate of Education** (NTCE) increased from 87 per cent in 2005 to 89 per cent in 2006. Of the 933 students who completed the NTCE, 707 (75.8 per cent) received a **Tertiary Entrance Rank** (TER).

The **Enrolment and Attendance Strategic Action Framework** was created to drive systemic, community and school effort to enhance enrolment and attendance and the department reviewed the **School Attendance Officer** program and introduced a **six-point plan** to improve attendance across the NT.

In May 2007, the department started a destination survey for all Year 10, 11 and 12 school leavers called **Down the Track**. About 3000 students from Government and non-Government schools were interviewed personally, by phone or face-to-face to find out about their school experience and pathways after school. The information will be used for decision making at both the system and school level to develop policy and relevant programs. An overall report and individual reports for each participating school, are expected to be published in November 2007.

In 2006 the Student Administration and Management System (SAMS) **Special Education Needs (SEN) Module** was introduced in all schools. This will promote more equitable and transparent distribution of special education resources based on actual student needs.



In February 2007 the new \$12 million per year **NT Distance Learning Service** started. All eligible home-based learners' families have received new and replacement interactive distance learning equipment. Katherine School of the Air now offers a distance learning Middle Years program for students in Year 8.

In collaboration with Charles Darwin University and Batchelor Institute of Indigenous Tertiary Education, the department has had a pivotal role in **new teacher education reaccreditation**. This has ensured that Indigenous world view is one of six guiding principles in the new Bachelor of Teaching and Learning and is explicit and implicit in all units. Eight teaching schools were established in the NT in 2007.

In collaboration with the Australian Government Department of Education, Science and Training, the Northern Territory has introduced a flexible model to administer the **Indigenous Tutorial Assistance Scheme**. The new model improves the distribution of funding and streamlines the administrative burden on schools to improve delivery to remote and very remote students in Years 9 to 12.



The department expanded **VET in Schools** from 36 to 47 programs in remote regions in 2006, with 460 participating students. In 2007, the NT has funded 49 programs in remote areas and 11 programs in regional areas. A total of 500 students will participate in remote school programs and 120 in regional programs.

Work skills of Territorians match workforce needs

The Northern Territory **Higher Education Act 2004** and **Higher Education Regulations 2006** commenced on 27 September 2006. The objectives of the Act are to uphold the standards of education provided by higher education institutions operating in the Territory and maintain public confidence in the higher education sector in the Northern Territory. All higher education providers operating in the Northern Territory, other than self-accrediting institutions, are required to seek accreditation under the Act by March 2008. At 30 September 2006, four registered non-self accrediting providers were operating in the Northern Territory.

Increased number of productive partnerships that progress DEET and Government priorities

The department participated in the **Interagency Child Abuse Taskforce** providing recovery support to six school communities. The department has also coordinated an interagency group with a focus on school attendance.

Through the **Strategic Management Group for Complex Child Maltreatment** DEET has helped deliver overarching strategic plans to effectively respond to reports of sexual abuse, including investigation and recovery plans.

The Northern Territory **Indigenous Education Strategic Plan 2006-2009** includes a commitment to expand the delivery of high quality **early years programs**. Mobile early childhood services in Central Australia operate at 10 to 15 sites funded by the Australian Government Department of Families, Community Services and Indigenous Affairs and managed by DEET. The model may be introduced at other remote sites where no children's services are available.

The Northern Territory is working with the Australian Government Department of Education, Science and Training to target **Parent School Partnership Initiative** funding for early childhood education. The project will focus on working with families.

The department is working with the Graham (Polly) Farmer Foundation and CentreCorp on the **Alice Springs Partnership for Success Project** to improve the educational outcomes of Indigenous students in Years 7 to 12 in Alice Springs schools. The program is run in collaboration with the Australian Government.

Under the **School to Work Transition Strategic Plan 2007-2009** DEET has appointed a School Transitions Manager to support Indigenous Year 12 graduates in moving to employment, training or further education.

The department has recently entered into a partnership arrangement with The Smith Family to provide **mentoring support** for Year 12 Indigenous students from identified schools in Darwin, Palmerston, Katherine and Ramingining. Indigenous students in Year 10 are increasingly receiving support to develop a personal transition plan to map their learning and career pathways and their transition from school to work and/or further education and training.

The Alice Springs **Clontarf Academy** was established and commenced operations at three secondary sites in January of 2007. The academy is funded under a tripartite agreement between DEET, the Australian Government and the private sector to improve the education, health, life skills, self-esteem and employment outcomes of young Indigenous men, and by doing so, equip them to participate meaningfully in society.

In 2006 the department continued to work with the **Future South Australian Certificate of Education (SACE) Office** to support the implementation of a new NTCE.



The department is working in partnership with the Council of Government School Organisations, under the Building Better Schools initiative, to develop **stronger and more involved communities** where teachers and parents work collaboratively together in the education process.

The **Alice Springs Indigenous Education and Employment Taskforce** was formed in 2006 in response to community concern about school retention rates and employment outcomes. It comprises representatives from local Indigenous groups and Government and non-Government organisations, and is developing a range of initiatives.

The **Alice Springs Indigenous Education Strategy** is a multi-faceted approach to ensuring that Indigenous young people living in or visiting Alice Springs go to school regularly and remain at school until they have completed their school education. Nine initiatives and projects have been developed.

Through the **Charles Darwin University and Northern Territory Government Partnership Agreement 2003-06**, the department worked with the university to develop and accredit programs to develop teachers' ICT skills. VET resourcing arrangements were agreed to and the Northern Territory's International Education Profile was increased. The department is a partner to the 2007-12 agreement.

In 2007 Cabinet approved the **Batchelor Institute of Indigenous Tertiary Education and Northern Territory Government Partnership Agreement 2007-10**. The department leads three schedules: Indigenous learning, transition to work, and communication and infrastructure development.

The department continued its role on the **Collaborative Implementation Group** for the partnership between CDU and BIITE, which aims to enrich Indigenous tertiary education in the Northern Territory.

NON-GOVERNMENT EDUCATION

OUTCOME

Quality choice of education alternatives for Territory students.

NON-GOVERNMENT EDUCATION

The department provides financial support to non-Government schools.

PRIMARY EDUCATION

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

Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Schools providing primary education	28	30	28	32
Total primary student enrolments ¹	5 118	5 168	5 200	5 461
Indigenous primary student enrolments ¹	1 138	1 161	1 180	1 396
Quality				
Grants administered in accordance with policy	100%	100%	100%	100%
Timeliness				
Education delivered during four terms	100%	100%	100%	100%
Cost				
Average cost per student	\$9 971	\$11 297	\$11 191	\$12 826

¹ Age grade August census

Since 2004, non-Government primary enrolments increased by 6.7 per cent. Indigenous student enrolments increased by 22.7 per cent.

In 2006, Indigenous enrolments represented 25.6 per cent of primary students at non-Government primary schools.

SECONDARY EDUCATION

DEET administers Australian Government and Northern Territory Government grants for non-Government secondary schools.

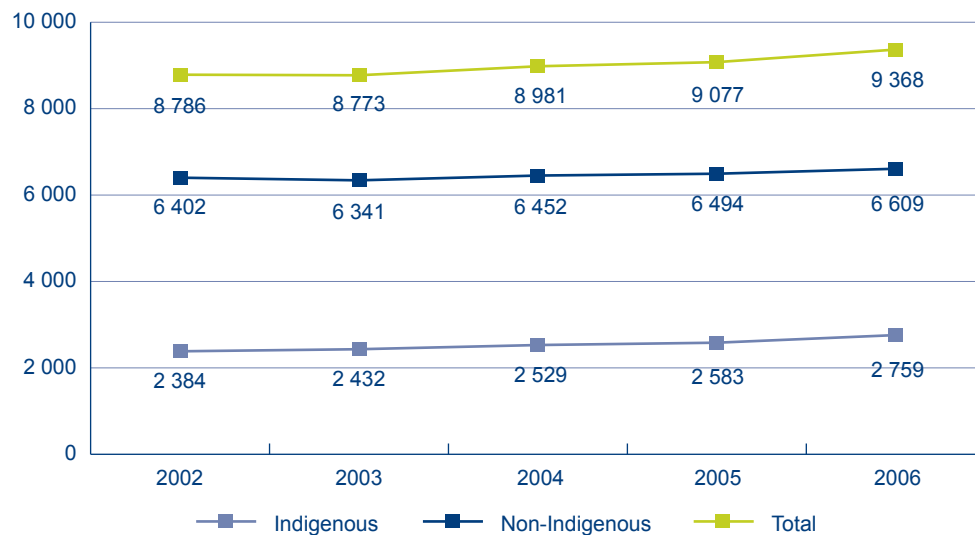
Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Schools providing secondary education	19	18	19	18
Total secondary student enrolments ¹	3 645	3 682	3 750	3 766
Indigenous secondary student enrolments ¹	1 264	1 306	1 330	1 322
Students enrolled in one or more VET subjects	320	397	320	483
Quality				
Grants administered in accordance with policy	100%	100%	100%	100%
Timeliness				
Education delivered during four terms	100%	100%	100%	100%
Cost				
Average cost per student	\$8 436	\$10 322	\$9 459	\$11 338

¹ Age grade August census

Since 2004, non-Government secondary enrolments increased by 3.3 per cent. Indigenous student enrolments increased by 4.6 per cent.

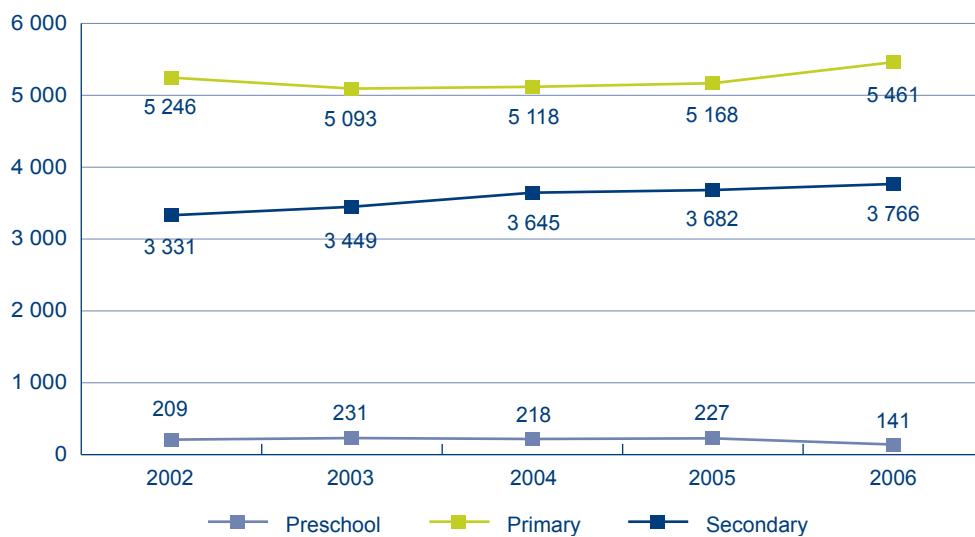
In 2006, Indigenous enrolments represented 35.1 per cent of secondary students in non-Government secondary schools.

Figure 41: Enrolments (non-Government schools) 2002 to 2006



Source: DEET Performance and Measurement

Figure 42: Enrolments by school type (non-Government schools) 2002 to 2006



Source: DEET Performance and Measurement

2006-07 ACHIEVEMENTS

The **Australian Technical College Darwin** was registered as a secondary college, catering for students aged 15 to 19 undertaking technical studies. It commenced in February 2007.

The registration of **Araluen Christian School** was extended to include Years 7 to 9, and will commence with Year 7 in 2008.

The registration of **Nhulunbuy Christian School** was extended to provide Years 8 and 9, allowing the school to implement Middle Years schooling, commencing with Year 8 in 2007.

The **Milkwood Steiner School** was granted full registration as a primary school covering preschool to Year 6, effective from 1 January 2007.

A total of \$2.1 million was paid to non-Government schools in 2006-07 for projects under the **Capital and Interest Subsidy Scheme**. Three new projects were also approved:

- » Good Shepherd Lutheran College Middle School Stage One – \$4.5 million
- » O'Loughlin College classrooms and facilities for Year 7 students – \$2 million
- » Kormilda College vocational education studies facilities for senior students, to free up classrooms for Middle School expansion - \$2.7 million.

One-off capital payments were made to non-Government schools:

- » Essington School, Darwin – \$100 000 to install transportable classrooms
- » St Mary's School, Darwin – \$80 000 for shade structure
- » Our Lady of Sacred Heart, Alice Springs – \$20 000 for shade structure.

A project was undertaken in 2006-07 to provide advice to the Australian Government and the Northern Territory Government on moving the **five Catholic remote schools** to a mainstream model of funding and governance. The schools will move to the Catholic Systemic Model of governance and funding in Semester 2, 2007. The schools are:

- » Murrupurtiyanuwu Catholic School, Nguiu (includes Wurankuwu homeland centre)
- » Xavier Community Education Centre, Nguiu
- » Ltyentye Apurte Community Education Centre, Santa Teresa
- » St Francis Xavier Mission School, Daly River (includes Woodikupildiya homeland centre)
- » Our Lady of the Sacred Heart Thamarrur Catholic School, Wadeye (includes Kuy homeland centre).

TRAINING

OUTCOME

Maximising training opportunities for Territorians.

TRAINING

The department provides vocational education and training that meets the present and future needs of the NT Government, industry and the community, which is nationally recognised in accordance with the Australian Quality Training Framework.

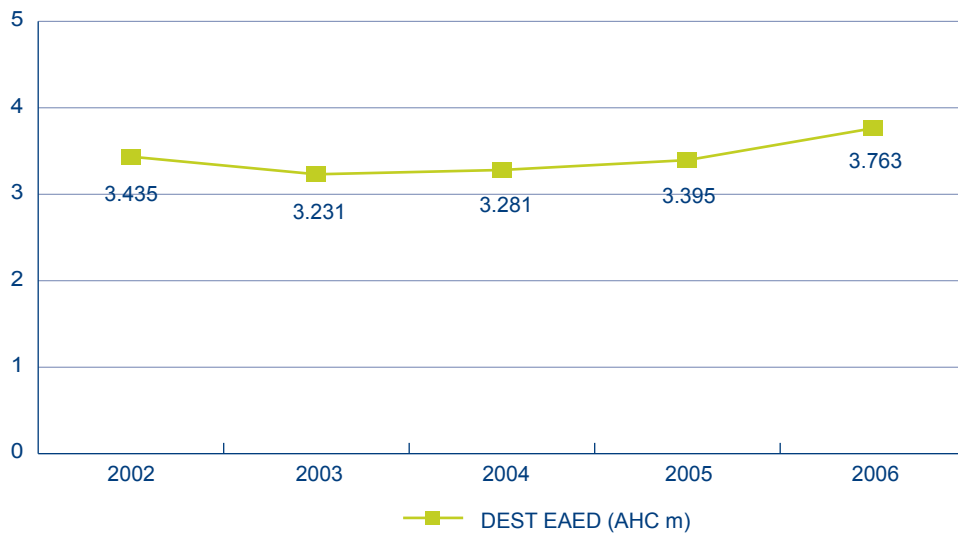
Performance Measures	2004-05 Actual	2005-06 Actual	2006-07 Estimate	2006-07 Actual
Quantity				
Annual hours of curriculum delivered (DEST EAED) (a)	3.28M*	3.39M*	3.10M	3.76M
Apprentices and trainees in training	3 200	3 213	3 200	3 209
Quality				
Registered training organisations' compliance with Australian Quality Training Framework (audit)	100%	100%	100%	100%
Level of invalid student unit enrolments (audit) (b)	4.43%	2.43%	2.50%	3.50%
Successful unit enrolment completions (c)	65%	70.9%	70%	69.1%
Timeliness				
Resource agreements issued and monitored within appropriate timeframes	90%	95%	90%	95%
Agreed timeframes met for submission of information to national agencies	100%	100%	100%	100%
Cost				
Average cost per hour of annual hours of curriculum	\$18.30	\$16.50	\$18.74	\$15.83

Notes: a) Department of Employment, Science and Training (DEST) Enrolment Activity End Date (EAED)

b) The invalid enrolment rate for 2005 is only available under the DEST scope.

c) Successful unit enrolment completions include apprentices, trainees and students undertaking short VET courses

* Relates to calendar year.

Figure 43: Annual hours of curriculum for VET 2002 to 2006 (millions)

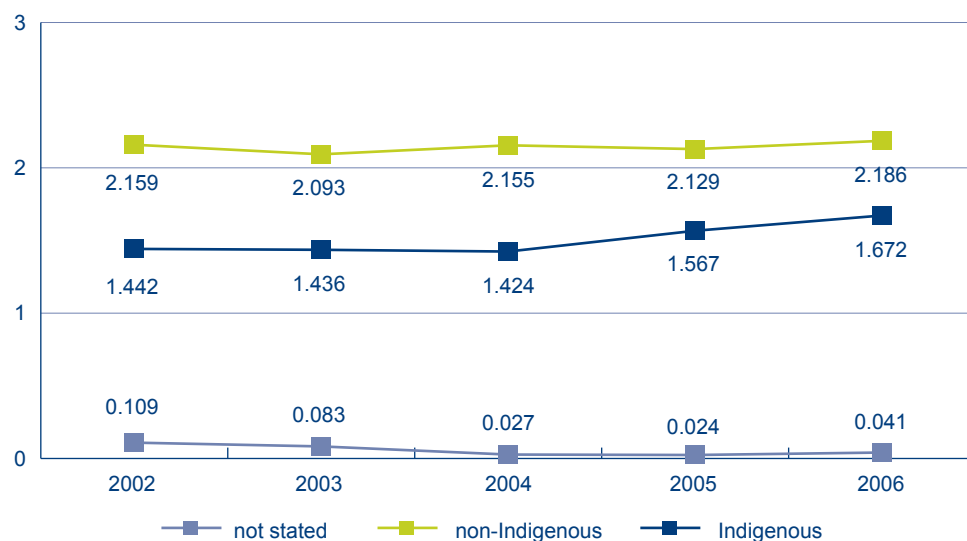
Source: DEET Employment and Training

Figure 43 shows the total number of hours of Vocation Education and Training (VET) curriculum delivered in the Northern Territory from 2002 to 2006.

DEST Enrolment Activity End Date (EAED) excludes students continuing their unit enrolment into the following calendar year. It includes the full amount of annual hours of curriculum activity undertaken through Recognition of Prior Learning (RPL).

Annual hours of curriculum activity in 2006 continued on an upward trend since a low in 2003, growing by 11 per cent in 2006 compared with the previous year.

Figure 44 Annual hours of curriculum for VET 2002 to 2006 by Indigenous status (millions)



Note: (a) Indigenous status AHC for 2004 has increased on previously reported figures due to resubmission of data to National Centre for Vocational Education Research (NCVER) for 2004 by a major registered training organisation.

AHC levels reported are actual levels without the Invalid Enrolment Rate applied.

Figure 44 shows the total number of hours of VET curriculum delivered to Indigenous students in the Northern Territory from 2002 to 2006.

2006-07 ACHIEVEMENTS

Increased uptake and completion of apprenticeships and traineeships

The department has **implemented strategies** aimed at increasing the number of commencements, completions and retention rates of apprentices and trainees. The number of apprentices and trainees in training has increased from 2 400 in 2001-02 to 3 200 in 2006-07. This figure has remained stable over the past three years. The number of apprentice/trainee commencements in 2006-07 was 2 500.

A total of 150 **Skill Shortage Trade Employer Incentives** were allocated across the Northern Territory in a range of industries where trade occupations were experiencing skill shortages. The incentives are valued at \$7 000 each.

A total of 176 **Small Business Employer Incentives**, worth \$3 000 each, were allocated to a range of businesses that have taken on apprentices or trainees in a variety of occupations.

Jobs Plan 2 introduced the **Workwear/Workgear Bonus** to help apprentices and trainees with the costs of buying workwear, safety gear and other necessities during their first year. More than 1 100 bonuses were paid in 2006-07.

Work skills of Territorians match workforce needs

The Northern Territory and Australian Governments have allocated \$16.8 million to Stage One of the **Desert Peoples Centre in Alice Springs**, which incorporates specific facilities for delivering trade training. All publicly funded VET infrastructure in the Northern Territory has been reviewed and this information will guide VET strategic infrastructure planning for the next three years

An increase in Vocational Education and Training units as part of the NTCE indicates increased vocational skills in the Northern Territory. Of the 933 Government and non-Government NTCE recipients, 443 (47 per cent) of students completed at least one unit of VET that contributed to the completion of their certificate, up from 396 (43 per cent) in 2005. Of these 443 students, 35 per cent had between 7 and 11 units of VET, and 16 per cent of students counted the maximum number of 12 units of VET.

LEADERSHIP

Prime responsibility for strategic leadership and management rests with the Chief Executive, the Executive Board and the Senior Advisory Group.

EXECUTIVE BOARD

The Executive Board monitors overall performance, identifies opportunities for improvements, signs off on all policy decisions and operates as the departmental Budget Committee.

In 2006-07 the Executive Board met fortnightly, including one regional visit to Arnhem.



The DEET Executive Board – (left to right) Katrina Harding, John Hassed, Sharron Noske, Ken Davies, Margaret Banks, John Glasby and Rita Henry.

MEMBERS OF THE EXECUTIVE BOARD ARE:

Margaret Banks – Chief Executive

Margaret has been Chief Executive of the Department of Employment, Education and Training since 31 October 2005. Before coming to the Northern Territory to take up her position, she was Deputy Director General Schools in the West Australian Department of Education and Training. In addition to her 18 years with the WA Department of Education and Training, Margaret has held positions with the WA Institute of Technology and the University of South Pacific in Fiji. She has also taught in London and has run a private business. Margaret believes successful organisations must focus on leading, knowledge, culture and innovation.

Sharron Noske – Deputy Chief Executive Planning and Resources

Sharron joined the department as Deputy Chief Executive, Planning and Resources in mid 2006. Before this, she was Executive Director, Strategic Services in the Department of the Chief Minister. She has held senior executive level positions in the former departments of Infrastructure, Planning and Environment and Transport and Works. A former teacher, Sharron has also held senior positions in work health and health promotion. Sharron believes we need to be flexible, agile and focused on making a difference – people are the key.

Ken Davies – Deputy Chief Executive Education Services

Ken has worked as Deputy Chief Executive, Education Services since February 2005. He has worked in the Northern Territory for 29 years, starting his teaching career at Papunya in 1978. Ken has been a principal in Alice Springs, Katherine and remote Central Australia and a regional superintendent in Tennant Creek and Alice Springs. He has also worked in the Department of the Chief Minister and as a senior ministerial officer. He was General Manager School Services between 2002 and 2004. Ken is committed to working as part of the Executive Team with stakeholders to ensure all young Territorians have the best possible education and training pathways no matter where they live.

John Glasby – Executive Director Schools North

John is Executive Director, Schools North and is responsible for leadership of schools in the Darwin, Palmerston, Katherine and Arnhem regions. He is also responsible for Building Better Schools and the implementation of the Middle Years, as well as Schools Policy. Prior to that he was General Manager Schools, Arnhem and Palmerston. He is a former Darwin High School and Katherine High School principal. Before coming to the Northern Territory in 1984, he worked as a teacher in Tasmania and India. He has also served in the Commonwealth Public Service in the departments of Social Security and Defence. John believes that an unrelenting focus on student outcomes and attendance must be a major priority and looking after the needs of our people is equally important.

Rita Henry – Executive Director Central Australia

Rita was appointed Executive Director Central Australia late in 2004. She joined the NT Department of Education in 1979, starting as a post-primary teacher at Numbulwar. Rita previously worked in Queensland, New South Wales and Western Australia in various positions, including teaching, and in a variety of roles in private enterprise and in the Commonwealth public service. She has taught in Darwin and Palmerston secondary schools, and has worked in a range of advisory and management positions covering curriculum, professional development, policy and strategy development and review. Rita has stayed with education because she believes in the fundamental importance of education and the difference it can make in the lives of children and young people.

John Hassed – Deputy Chief Executive Employment and Training

John has been Deputy Chief Executive responsible for Employment, Training and NT WorkSafe since February 2005. From May 2004 he was DEET's Assistant Secretary, Employment and Training. Before this, he held executive positions in the Queensland public service, including General Manager Training Services, General Manager Workforce Services and Director Workplace Relations. He has also held senior management positions in the Queensland Department of Education and has business and industrial relations qualifications.

Katrina Harding – Chief Financial Officer

Katrina is the newest addition to the Executive team, having commenced as the department's Chief Financial Officer on 1 July 2007. She brings a wealth of management accounting and systems experience and has occupied varying roles in the NTPS since 1980. She was a senior executive member of the Department of Corporate and Information Services for many years. Katrina is a Certified Practising Accountant and holds a Masters in Public Sector Executive Management and a Bachelor of Business (Accounting).

SENIOR ADVISORY GROUP

The Senior Advisory Group meets monthly and advises on policy and implementation, identifies effect and implications of policies across the department and creates opportunities for improvements in coordination, efficiencies, effectiveness and processes in relation to DEET's core business and strategic initiatives.

The Senior Advisory Group includes Executive Board members and other senior staff from across the agency.

STANDING COMMITTEES

A number of standing committees supplement effective leadership and management. Each committee is chaired by a member of Executive Board. The committees are:

Audit and Risk Management Committee

Chaired by the Chief Executive, this committee assists the Executive Group to meet statutory and accountability responsibilities.

Its membership is made up of several senior officers, a representative from the Department of the Chief Minister, an external member to the public service and an observer from the NT Auditor General's Office.

Outcomes of reviews scheduled as part of DEET's Internal Audit Plan are reported to the committee. A list of internal audits undertaken in 2006-07 and audits undertaken by the Auditor General in 2006-07 is at Appendix four.

The committee met four times in 2006-07 and is due to assess its terms of reference at the meeting scheduled for December 2007.

Indigenous Education and Training Standing Committee

This committee aims to drive quantum improvements in the education and training outcomes of Indigenous students. The committee is chaired by the Deputy Chief Executive, Education Services with membership consisting of senior staff from across the agency. Three Indigenous members have been invited to join the committee.

Information Management and Technology Standing Committee

This committee manages the strategic directions and operational priorities for information management and information technology. It meets monthly and is chaired by the Deputy Chief Executive, Planning and Resources.

Occupational Health and Safety (OH&S) Coordination Committee

This committee is responsible for implementing, reviewing and suggesting modifications to OH&S policies and procedures. The committee is chaired by the Deputy Chief Executive, Planning and Resources.

Emergency Management Committee

This committee generally meets every quarter and is tasked with developing and reviewing risk, emergency and recovery management to improve preparedness to act and recover from a major disruptive event, emergency or disaster. The committee is chaired by the Deputy Chief Executive, Planning and Resources and its membership is made up of senior officers and a Counter Disaster Adviser from NT Police, Fire and Emergency Services.

Targeted Funding Committee

This committee is chaired by the Executive Director, Central Australia and is tasked with ensuring department priorities are met and strategic direction is maintained in the allocation of Australian Government targeted funds to support quantum improvements in student outcomes.

LEGISLATIVE FRAMEWORK

The department, on behalf of the Minister for Employment, Education and Training, is responsible for administering ten Acts and 13 pieces of associated subordinate legislation, relating to education, employment and training, and work health.

They are:

- » ***Dangerous Goods Act***
Dangerous Goods Regulations
- » ***Dangerous Goods (Road and Rail Transport) Act***
Dangerous Goods (Road and Rail Transport) Regulations
- » ***Education Act***
Education (Board of Studies) Regulations
Education (College and School Councils) Regulations
- » ***Electrical Workers and Contractors Act***
Electrical workers and Contractors Regulations
- » ***Higher Education Act***
Higher Education Regulations
- » ***Northern Territory Employment and Training Act***
- » ***Radioactive Ores and Concentrates (Packaging and Transport) Act***
Radioactive Ores and Concentrates (Packaging and Transport) Regulations
- » ***Teacher Registration (Northern Territory) Act***
Teacher Registration (Northern Territory) Regulations
- » ***Work Health Act***
Work Health Court Rules
Work Health Regulations
Work Health (Occupational Health and Safety) Regulations
- » ***Electricity Reform Act***
Electricity Reform (Administration) Regulations
Electricity Reform (Safety and Technical) Regulations

ADVISORY BOARDS, COUNCILS AND COMMITTEES

Several advisory boards, councils and committees have been established under Acts of Parliament to support the Minister, Chief Executive and Executive Group.

They report directly to the Minister. They are:

NORTHERN TERRITORY BOARD OF STUDIES

The NT Board of Studies is made up of 16 members representing parents, employers, principals, teachers, post school educators, unions, the non-Government schools sector and the Indigenous community and has an independent chair appointed by the Minister. The board has a permanent observer from the department and is supported by an executive officer.

The board advises the Minister for Employment, Education and Training and the Chief Executive on curriculum policy. It also cooperates and consults with prescribed authorities or bodies engaged in education and related matters. It is involved with the issuing of certificates in respect of educational attainments and maintains records of student assessments.

In 2006-07 the board met four times. A current list of members is available from the DEET website.

THE NORTHERN TERRITORY INDIGENOUS EDUCATION COUNCIL

A new Indigenous Education Consultative Body, to be known as the Northern Territory Indigenous Education Council (NTIEC), is currently being established.

The NTIEC is an Indigenous representative advisory body that will comprise up to 12 Indigenous people with expertise in Indigenous education, health, housing and business. The council is a key Indigenous leadership priority in the Northern Territory Indigenous Education Strategic Plan 2006-2009.

Its key role will be to consult widely with communities and advise the Northern Territory Government and Australian Government Ministers for Education about improving educational outcomes for Indigenous students.

The NT Minister will announce appointments to the council in 2007.

NON-GOVERNMENT SCHOOL MINISTERIAL ADVISORY COUNCIL

The Non-Government School Ministerial Advisory Council advises the Minister on matters relating to the non-Government school sector, including funding and registration.

In 2006-07 the council met four times. At 30 June 2007, the members were:

- » John Cossons (Chair)
- » Gail Barker - Association of Independent Schools of the NT
- » Greg O'Mullane - Catholic Education Office
- » Jack Mechielsen - NT Christian Schools Association
- » Ken Davies - Department of Employment, Education and Training
- » Kim Jenkinson - Department of Employment, Education and Training
- » Joanne Schilling (Executive Officer) - Department of Employment, Education and Training.

EMPLOYMENT AND TRAINING ROUND TABLES

The Round Tables replace the Ministerial Advisory Board for Employment and Training, and allow industry stakeholders to engage in direct dialogue with the Northern Territory Government on employment and training issues. In 2006-07, there were four Round Tables held, two in Darwin and one each in Alice Springs and Nhulunbuy.

WORK HEALTH ADVISORY COUNCIL

The role of the Work Health Advisory Council is to:

- » Inquire into and report to the Minister on matters referred to it by the Minister
- » Investigate and make recommendations to the Minister about any matter under the *Work Health Act* or relating to the administration of the Act
- » Carry out other functions that are imposed on it by or under the *Work Health Act* or any other Act.

The council is supported by an executive officer.

At 30 June 2007, the members were:

- » Cathy Spurr – (Chairperson) Halfpenny's
- » Didge McDonald - Unions NT
- » Kezia Purick - NT Minerals Council Inc
- » Louise Bilato - NT Association of Rehabilitation Providers
- » Dick Guit - Territory Construction Association
- » Dianne Yali - NT Police Association
- » George Roussos - Cridlands Lawyers
- » Chris Young - Chamber of Commerce NT
- » Ron Jones - Insurance Council of Australia
- » Bill Priestley - Department of Justice

The committee met four times during the year.

SCHEME MONITORING COMMITTEE

The Scheme Monitoring Committee has the role of:

- » Monitoring the viability and performance of the workers' compensation scheme
- » Monitoring premium rates offered for workers' compensation in the Territory
- » Receiving submissions from persons relating to premium rates charged for workers' compensation insurance policies in the Territory or elsewhere
- » Monitoring and publishing data on overall underwriting results
- » Providing advice to the Minister on its considerations.

The council is supported by an executive officer. Members are:

- » Neil Watson (Chair) – Director NT WorkSafe
- » Geogg Morley (Actuary) – Bendzulla
- » George Roussos – Cridlands Solicitors
- » Cathy Spurr – Halfpenny's
- » Didge McDonald – Unions NT
- » Dick Guit – Territory Construction Association
- » Bevan Pratt – Territory Insurance office
- » Gillian Harrex – Finity

The committee met once.

NOMINAL INSURER

The Nominal Insurer is a committee with the role of:

- » Protecting injured workers whose employers do not have workers' compensation insurance
- » Protecting employers and injured workers when insurers default in paying compensation.

The Nominal Insurer met 12 times. Members are:

- » Bill Roy (Chair)
- » Les Holden – Territory Insurance Officer
- » Colin Chilcott – QBC Insurance Ltd
- » Sue Carter – NT Government

OUR ORGANISATION



DEET senior management as at 30 June 2007

People within DEET are DEET, and are therefore its strength.

OUR PEOPLE

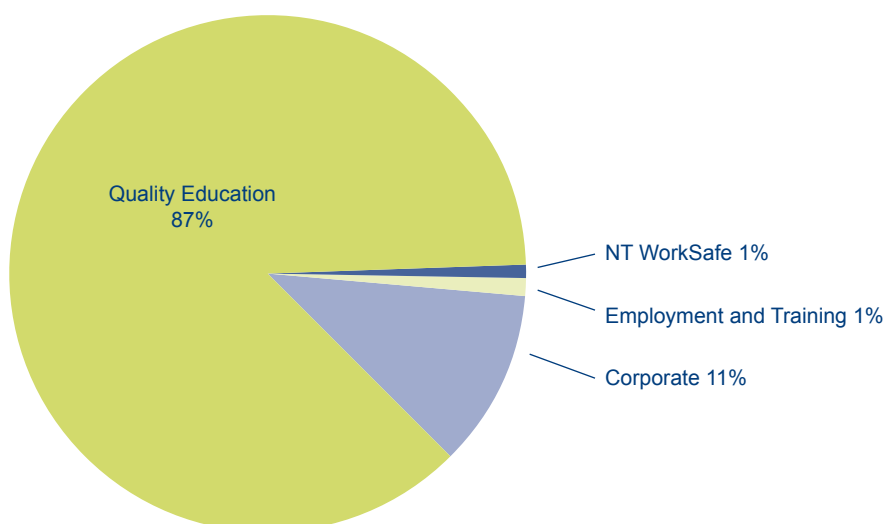
The importance of people is highlighted in the DEET Plan under 'Our People, Our Plan'. There are five key focus areas:

- » Valuing DEET People
- » Planning our future workforce – diverse, representative and flexible
- » Innovative workforce management and engagement
- » Building capacity to enhance students, community and DEET business outcomes
- » Dynamic communication – knowing and sharing our business.

OUR PROFILE

The department is the largest employer in the Northern Territory Public Sector, with 3 849 full-time equivalent (FTE) staff in 2006-07. The majority (3 331 FTE employees), worked in Quality Education, followed by training with 54 FTE employees and workplace safety with 41 FTE employees. They are supported by 423 FTE corporate employees. The total range of employee classifications and numbers is at Appendix six.

Figure 45: Composition of DEET's workforce 2006-07

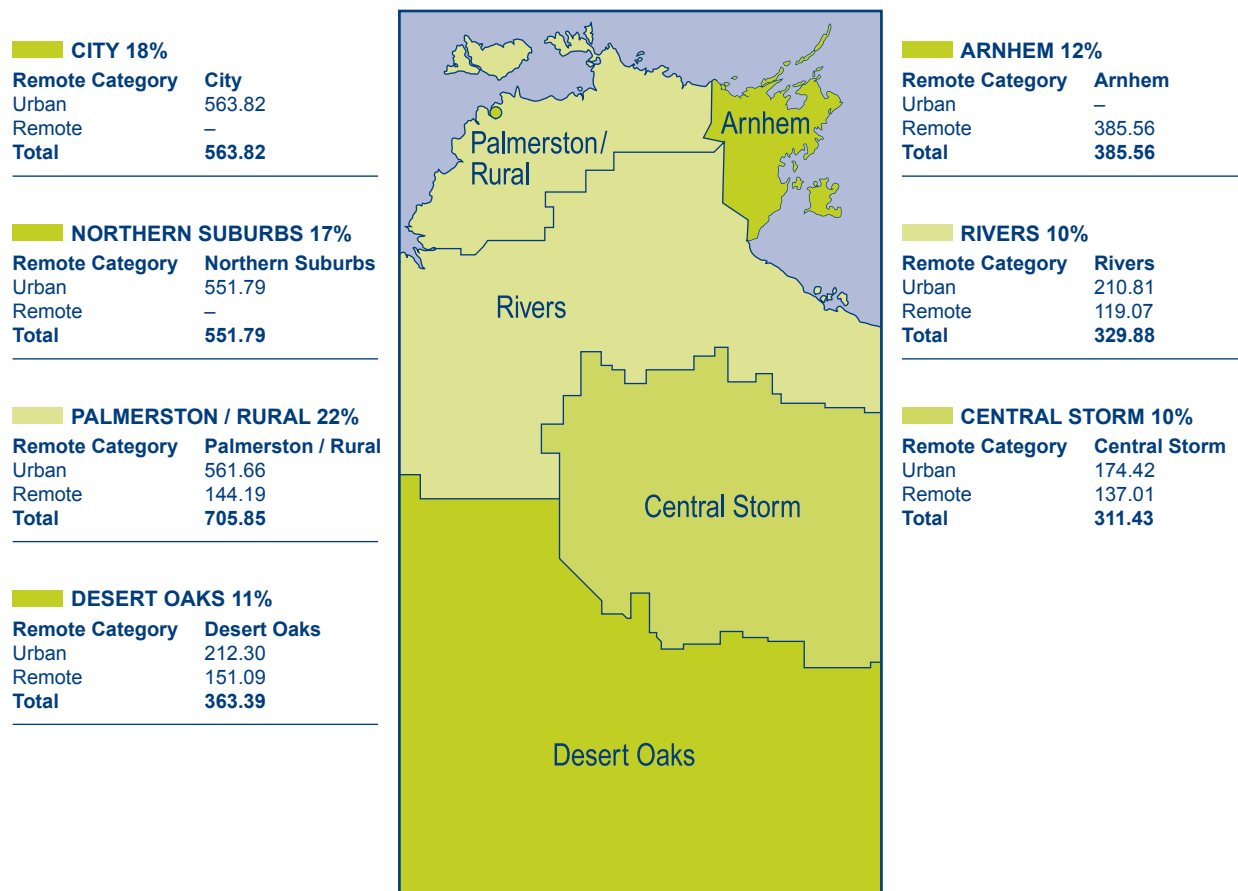


Source: Personnel Information Payroll System – DCIS by FTE

OUR SCHOOLS

Public education was provided through 151 schools, with 3212 FTE principals, teachers and support staff. The school workforce is distributed across seven school clusters with about 29.17 per cent in remote locations.

Figure 46: Workforce distribution in school clusters 2006-07



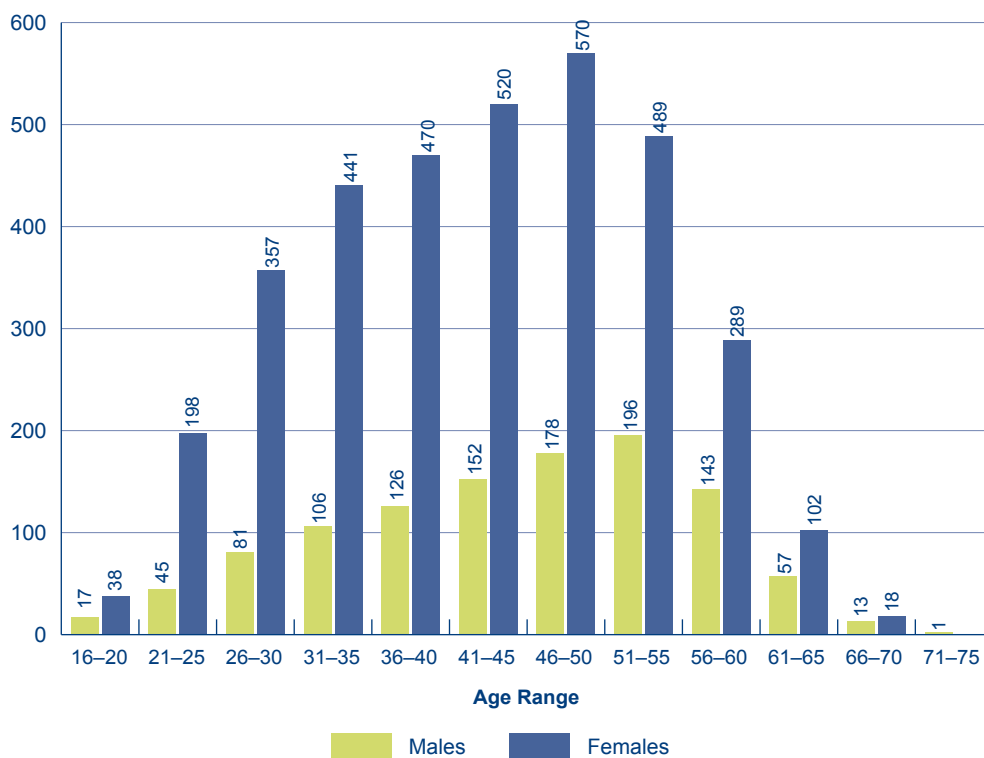
Source: Personnel Information Payroll System – DCIS

Excludes long term sick leave, graduated return to work, alternate placement and compensation.

AGE AND GENDER DISTRIBUTION

There is a wide representation of ages in the department, however most employees are aged 41 to 50. The department's workforce is predominantly female (76 per cent). However the number of male teachers increased from 468 in 2005-06 to 498 in 2006-07.

Figure 47: Age and gender profiles 2006-07



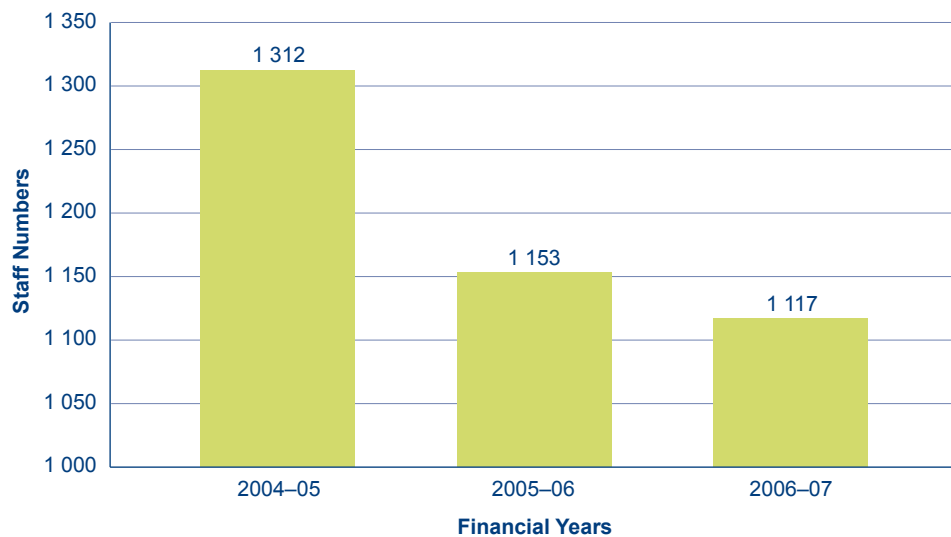
Source: Personnel Information Payroll System – DCIS by Head Count

ATTRACTION AND RETENTION

The success of the teacher recruitment website has helped with the recruitment of 600 teachers in 2006 and the department invested more than \$75 000 in orientation for these newly recruited teachers.

The number of employees leaving the department each year has decreased over the past three years. Permanent teaching staff separations reduced from 254 in 2004-05 and 193 in 2005-06 to 174 in 2006-07. The number of completed contracts among temporary teaching staff has increased from 173 in 2004-05 and 205 in 2005-06 to 322 in 2006-07.

Figure 48: Separation of staff comparison 2004-05 to 2006-07



Source: Personnel Information Payroll System – DCIS by Head Count

WORKPLACE HEALTH AND SAFETY

Workplace health and safety is valued by the department. Overall workplace health and safety costs for DEET staff have reduced through early intervention strategies such as:

- » Identifying early warning signs and supporting staff to stay well, effective and productive
- » Using and promoting the Employee Assistance Program
- » Preventing further injuries.

New compensation claims have reduced over the past year.

	2005-06	2006-07
Total Cost	\$3 661 588.43	\$3 190 856.00

New	2005-06	2006-07
Injuries	285	292
Claims	105	85

Stress	2005-06	2006-07
Injuries	32	16
Claims	18	13

Source: Workplace Injury Solutions – DCIS

The 2005-2007 Teachers and Educators Certified Agreement included the provision of four-wheel drive (4WD) training for teachers and educators who live in or regularly travel to remote locations and who drive a 4WD vehicle as part of their employment.

About 150 staff have received the training in the past three years through the teacher orientation program or via request to the department's Occupational Health and Safety Consultant.

PAY AND BENEFITS

Teachers in the Northern Territory are among the highest paid in Australia. The majority of teachers receive an annual salary of \$70 047, plus substantial allowances. In the Northern Territory new teachers advance to the top of the salary scale in five years compared with an average of eight years in other states and territories. DEET runs a Rapid Incremental Progression scheme for new graduate teachers who study in their first two years of employment. It enables new teachers to jump one increment point when they finish their second year, if their studies are completed, so they progress to the top of the salary scale in four years.

WORKFORCE DEVELOPMENT AND PROFESSIONAL LEARNING

In DEET schools and workplaces professional learning plays a critical role in achieving improved student outcomes, evidence-based policy development and the effective and efficient delivery of programs. Professional learning is a shared responsibility between individuals, teams and the organisation. Effective professional learning is focused on improved agency outcomes and is seen as a normal part of everyday work. This ensures a collective responsibility to develop and nurture a department-wide learning culture that promotes and encourages investments in learning to ensure DEET outcomes are achieved.

All DEET divisions engage in professional learning initiatives; however three divisions have the primary responsibility for building workforce capability through facilitating professional learning in schools and across the department to improve agency outcomes – People & Learning, Student Services and Teaching, Learning and Standards (formerly Curriculum Services). Professional learning is facilitated through three main strategies:

- » Workforce capability and professional learning consulting services, with approximately \$16.9 million invested in 2006-07;
- » Direct grants to schools, Local Area Implementation Groups and Clusters, with approximately \$2 million worth of grants dispersed in 2006-07;
- » Systemic professional learning initiatives directed at prioritised workforce development areas to the approximate value of \$2.2 million¹ for 2006-07.

PEOPLE & LEARNING

People & Learning directly contributes to the success of DEET by creating, implementing and sustaining client-focused people management and development practices to optimise leadership, workforce productivity, capability, satisfaction and wellbeing.

In 2006-07, People & Learning attributed approximately \$2.1 million to consulting services that facilitated workplace-based learning.

Over \$0.5 million was provided in direct grants including:

<ul style="list-style-type: none"> • Annual grant to the NT Joint Council of Professional Teaching Associations 	<ul style="list-style-type: none"> • NT Australian Government Quality Teacher Program (NT AGQTP), a total of \$225 000 funded by the Department of Education, Science and Training to manage the program of professional learning for school based staff across the three sectors in the NT.
<ul style="list-style-type: none"> • Cluster grants e.g. Middle Years pedagogy, Indigenous education, Information communication and technology integration 	
<ul style="list-style-type: none"> • Building Learning Communities 	

¹ This figure does include some funding provided through direct grants.

People & Learning's systemic professional learning initiatives included:

<ul style="list-style-type: none"> • Administration in providing financial assistance to 93 employees in 2007 for formal study in areas identified as DEET priorities under the Approved Student Status Program to the value of \$267, 710. 	<ul style="list-style-type: none"> • Leadership and organisational development e.g. Indigenous Leaders Network, Leading Change principals' conference, Strategic Leadership Program, Essentials of Leadership Program and sponsorship on the Public Sector Management Program.
<ul style="list-style-type: none"> • OH&S e.g. Four-wheel drive training and asbestos identification and awareness 	<ul style="list-style-type: none"> • Human resource management procedures and processes
<ul style="list-style-type: none"> • Wellbeing and work-life balance 	<ul style="list-style-type: none"> • Tertiary partnerships e.g. Teaching Schools Program and Middle Years post-graduate courses

STUDENT SERVICES

Student Services provides professional learning initiatives to school based staff to improve skills, knowledge and practice for improving the learning outcomes of students with disabilities and diverse learning needs.

Approximately \$5.83 million in learning activities was provided for classroom teachers in 2006-07, including direct grants over \$300 000.

Student Services systemic professional learning initiatives included:

<ul style="list-style-type: none"> • Special Education Conference 	<ul style="list-style-type: none"> • Restorative Justice
<ul style="list-style-type: none"> • National Safe Schools Framework 	<ul style="list-style-type: none"> • Sexuality Education
<ul style="list-style-type: none"> • Gifted Education 	<ul style="list-style-type: none"> • Nutrition Education
<ul style="list-style-type: none"> • Hearing 	<ul style="list-style-type: none"> • Drugs Education
<ul style="list-style-type: none"> • Special Pedagogies 	<ul style="list-style-type: none"> • Physical Activity
<ul style="list-style-type: none"> • Behaviour management, behaviour management team training and classroom management 	<ul style="list-style-type: none"> • Mental Health Promotion

TEACHING, LEARNING AND STANDARDS

Teaching, Learning and Standards facilitates professional learning to align curriculum, assessment and pedagogy at classroom, school, region and system levels. As part of DEET's commitment to workforce capacity building, this includes the use of flexible models to improve equity of access to professional learning and responsiveness to targeted needs.

In 2006-07, Teaching, Learning and Standards dedicated approximately \$9 million to facilitating the professional learning of teachers.

Approximately \$1.2 million was granted directly to schools and Local Area Implementation Groups to assist with professional learning initiatives including:

• Building Communities of Practice focused on Teaching and Learning in the Middle Years	• Aligning Curriculum, Assessment and Pedagogy across the Primary, Middle and Senior Years
• Designing Authentic Learning in the Middle Years	• Senior Secondary Education in Remote Schools
• Enterprise Education	• Teaching and Learning Framework Action Learning Projects
• Artists in Schools	• Age of Entry Policy Trial
• National Accelerated Literacy Program	

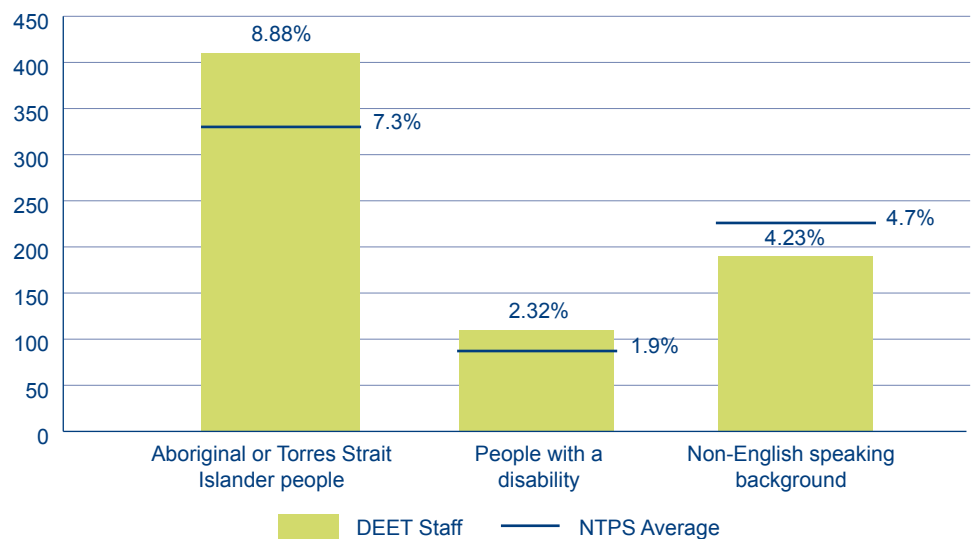
In line with the DEET Plan and identified systemic priorities, professional learning emphases for 2006-07 were:

• REAL Professional Development for Early Years teachers	• Specialist support for targeted subjects in the Senior Years
• Specialist Literacy Programs such as Accelerated Literacy, First Steps and Stepping Out	• Multilevel Assessment Program construction and marking
• English as a Second Language/Dialect Specialist Support Program	• Specialist support for targeted subjects in the Senior Years
• Specialist numeracy programs such as Count Me In Too and QuickSmart ®	• A workshop to develop curriculum support materials in financial literacy
• Middle Years teaching and learning	• Assessment and moderation of student work
• Curriculum, Pedagogy and Assessment reform	• Indigenous Language and Culture including bilingual education
• Informed use of student achievement data in school decision making	

EQUITY AND DIVERSITY

The department is committed to the principles of equal opportunity and values the diversity of its workforce. Figure 49 compares the department's equal opportunity employment profile with that of the Northern Territory Public Sector.

Figure 49: DEET equal opportunity employment profile.



Source: Personnel Information Payroll System – DCIS by Head Count

The department has seen an increase in the representation of females in senior positions over the last three years.

Figure 50: Gender profile of senior and executive management 2004-05 to 2006-07



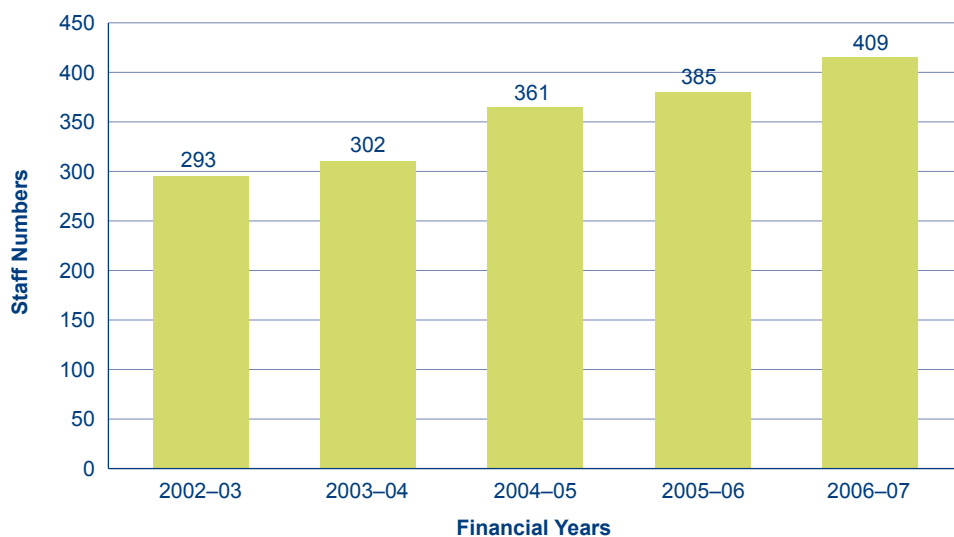
Source: Personnel Information Payroll System – DCIS by Head Count

The department has an Indigenous Capacity Building Plan in place to:

- » Increase the number of Indigenous employees
- » Provide more diverse and flexible career paths for Indigenous employees
- » Offer a range of professional learning opportunities.

In 2006-07 Indigenous employees make up 8.88 per cent of DEET's workforce, compared with 7.3 per cent across the NTPS.

Figure 51: Number of Aboriginal and Torres Strait Islander people 2002-03 to 2006-07



Source: Personnel Information Payroll System DCIS – by Head Count

Programs offered through the More Indigenous Teachers in DEET Plan provide a number of pathways for Indigenous people to become teachers. The department has also offered professional learning opportunities to support Indigenous employees such as:

- » Indigenous Leaders Network
- » Essentials of Leadership
- » Leaders Forum
- » International Indigenous Education Conference in Newcastle
- » DEET mentoring training workshops.

EARLY CAREERS

The department supports a number of early career employment programs, including:

» **Apprenticeships**

The department is currently training 31 apprentices under the Northern Territory Public Sector Apprenticeship Program. The department is expanding the apprenticeship program to provide traineeships to Indigenous people from remote areas.

» **More Indigenous Teachers in DEET Plan**

The Plan includes:

- » **National Indigenous Cadetship Program**, a partnership between with the Department of Employment and Workplace Relations that assists Indigenous people to complete a degree and become teachers in DEET. The number of sponsored positions in this program increased from eight to 20 in 2006.
- » **Indigenous Fellowship Program (IFP)** provides financial and study support to assist Indigenous DEET employees to complete a degree and become teachers in DEET. Ten fellowships have been awarded.
- » **Indigenous Scholarship Program (ISP)** provides financial and study support to assist Indigenous people to complete a degree and become teachers in DEET. Ten scholarships have been awarded.

These programs target youth and school leavers, DEET employees and the general community, with an emphasis on delivering opportunities to remote people. This is the first year that the IFP and ISP have been offered and both programs are funded through the Australian Government Indigenous Education Strategic Initiatives Program.

COMMUNICATION

Dynamic communication – knowing and sharing our business

The department recognises the importance of effective, transparent and timely communication systems and networks. Initiatives to enhance communication include:

» **Email protocols**

Group email distribution protocols have significantly reduced the volume of emails and improved the quality of communications. A further reduction was achieved with the removal of the 'reply to all' function from Lotus Notes.

» **Staff eNews**

Every week all employees receive an email containing a link to the latest staff eNews, which provides news and information about web updates. It is also a vehicle for recognising staff achievements.

» **Principals' Weekly Update**

This email is sent to principals every week and is included on the staff site for all employees to access. It has reduced the number of emails principals receive.

» **From the CE to you**

Part of the staff site, From the CE to you provides information and enables achievements to be recognised through the CE Congratulations section.

» **Internet and intranet**

The internet and recently updated staff website provide updates on activities, strategic direction, policy and projects. The sites also include good news stories previously published in the hard copy InForm newspaper.

» **People Matters**

This update is published twice a year, giving updates on issues related to people and learning.

» **School Clusters and Portfolio Principals**

Clusters consist of schools within a particular geographic area: Arnhem, Katherine, Palmerston and Rural, Darwin City, Northern Suburbs and two Central Australian clusters, Central Storm and Desert Oaks, which were amalgamated at the beginning of 2007. Cluster principals meet at least once each term. Principal Portfolio Meetings are generally held each quarter so principal representatives from each cluster meet with division heads. The Schools Cluster Model is scheduled for review in the coming year to ensure that it remains effective. Appendix seven contains a list of DEET Portfolio Principals.

» **Clusters Capers**

Cluster Capers, a newsletter for principals and other school staff, is published eight times a year. All staff can access the newsletter online.

» **Corporate Upgrade**

The department commenced the upgrade of new computers, providing significantly faster internet access at a reduced cost.

» **ePass and MyHR**

ePass allows user managed account management, which enables users to manage their own accounts, reducing workloads and costs. All teachers and school staff now have better access to payroll and other information through MyHR.



» **Online Learning Communities**

The use of online communities has continued throughout the last 12 months, with 81 online learning communities currently available. Eight learning communities have been developed in line with the Building Better Schools Learning Community Grants.

» **Centralisation of Bandwidth**

Satellite infrastructure has been improved to support distance education. Bandwidth will be used more effectively to assist remote secondary schools.

» **REACT**

The Remote Educational and Conferencing Tool software is being upgraded. The new version includes enhanced video quality, streamlined login procedures and improved interactive and collaborative features.

» **Schools Upgrade**

In 2006 IT Services started its \$5.7 million upgrade of software and hardware in schools. A total of 195 new servers and 5 000 desktop units were delivered to schools across the Territory, resulting in infrastructure savings, reduced workload for school based personnel and better provisioned and managed central services

» **Middle Years**



The Middle Years Implementation Management Group ensures a coordinated strategic approach to structural and cultural changes, and planning for professional learning, policy development, infrastructure works, and the development of teaching resources.

A Reference Group with representation from key stakeholders advises the Middle Years Implementation Management Group.

» **Local Area Implementation Groups**



Local Area Implementation Groups (LAIGs) have been established throughout the Territory to develop local Middle Years implementation plans. They include principals and, where appropriate, school council members from a middle school or senior secondary school and local feeder school/s.



» **Middle Years in remote schools**

Planning and support for the implementation of Middle Years programs in remote schools in 2008 has included Remote Schools Conferences in Darwin and Alice Springs for principals and key teachers. Schools have started developing plans using the Middle Years School Reflection Tool.

» **Registration and Course Accreditation (RACA) Review Team**

The Registration and Course Accreditation (RACA) Review Team replaced the Recognition Approval Panel. Under the *Northern Territory Employment and Training Act 2004*, the Chief Executive or her delegate is responsible for all regulatory functions relating to the Vocational Education and Training (VET) sector in the NT:

The RACA Review Team has been established through policy and meets fortnightly to consider and, where appropriate, make recommendations for approval on:

- » Accreditation of courses
- » Registration and re-registration of training organisations
- » Extension to scope of registration
- » Endorsement of new training packages
- » Implementation of training packages and the qualifications they contain
- » Imposition of conditions and sanctions on registered training organisations.

COMMUNITY ENGAGEMENT

Community engagement in the department is governed by the following principles:

- » It will be inclusive
- » It will have a clear focus and will be purpose driven
- » It will be responsive to the needs of the community
- » It will provide information about our activities and initiatives
- » It will be progressive

The department's Community Engagement Charter is available on the DEET website.

The department has strong and positive relationships with a wide range of stakeholders through:

» **School Councils**

An effective working relationship between parents and schools is a critical factor in the educational performance of students. A school council is a body corporate with members elected by the school community under an approved constitution. It assumes functions conferred on it under the *Education Act* and the *Education (College and School Councils) Regulations*, including the management of the school's annual financial budget. Councils represent the aspirations of parents in their community and Territory schools work closely with their school councils in developing action plans for school improvement.

» **Chief Executive's Student Forum**



The Chief Executive's Student Forum provides students with the opportunity to have direct input to the Chief Executive on educational matters. The 16 student members of the forum ask questions, provide input on educational initiatives, and debate issues directly with the Chief Executive and other senior people. The first forum was held in August 2006, and students have continued to meet once a term. The members provide feedback to their schools and communities. The department also distributes this information to all secondary schools and community education centres.

» **Training Advisory Councils**

The Territory's Training Advisory Councils (TACs) are important vehicles for industry participation in, and support for, training. Their role includes providing advice on training matters and labour market issues to Government, industry and the wider community. The Northern Territory's six TACs each have a board with representatives from peak industry bodies, enterprises, employee associations, and in some cases, Government agencies. The Northern Territory Government continues to support the TACs by providing operational grant funding and accommodation. In 2006-07, a web-based labour market information management system was implemented.

» **Quarterly meetings with Registered Training Organisations**

Quarterly meetings are held between staff from the Employment and Training Division and registered training organisations contracted to deliver training under recurrent and user choice resource agreements. This provides the opportunity to jointly monitor achievement against contracted training delivery and to resolve any issues.

» **Training the Territory**

Training the Territory is a bi-monthly online publication developed by the department to inform industry, the general community, training organisations and other Government agencies of employment and training matters and events. Interest in the newsletter increased throughout the year with other state departments publishing some articles of interest in their own newsletters. Since March 2007, Training the Territory has received more than 5 900 hits on the website.

CORPORATE GOVERNANCE

Corporate governance refers to the way DEET is led and managed. It is about promoting the department as a public sector organisation that is open, transparent, and accountable and which values high ethical standards.

Corporate governance in DEET is guided by the following principles:

» **Leadership**

The Chief Executive, Executive Board, general managers, directors, principals and managers provide leadership by example in articulating a coherent set of governance principles, and ensure adequate checks and balances. There should be a clear articulation of responsibility and an understanding of the relationships between the department and its stakeholders.

» **Integrity**

All staff are expected to be honest and objective, and to have a high standard of propriety and probity in the stewardship of public funds and management. Corporate governance depends on the personal standards and professionalism of all individuals in the department.

» **Commitment**

Commitment from all staff is required to effectively implement all elements of corporate governance. This includes better communication, systematic corporate management, emphasis on corporate values and ethical conduct, risk management and quality service provision.

» **Accountability**

In working towards corporate objectives, all staff are to identify their roles and responsibilities, and be responsive and accountable for their actions.

» **Transparency**

Transparency in decision making and actions, including consultations with stakeholders, and monitoring and reporting performance, enhances accountability and good corporate governance.

» **Integration**

The elements of effective corporate governance in the department are to be integrated into a coherent corporate approach in meeting NT Government objectives.

» **Social responsibility**

Throughout the department there must be a commitment to ethical standards, and an appreciation of the social, economic and environmental impact it has on the community.

The department's corporate governance framework is made up of several elements.



Source: Adapted from Barrett, ANAO, June 2002

DEET produces a Corporate Governance Handbook to assist employees in understanding and establishing good governance principles and practices in their workplace. The handbook is reviewed annually and is available to all employees online.

RISK MANAGEMENT

The department uses the Australian Risk Management Standard processes to conduct strategic business risk assessments every two years. All departmental areas are surveyed for elements of risk, to identify where the accountability, operations and objectives of the department may be adversely affected.

The department carried out a Strategic Business Risk Assessment in April 2006. Its next formal review (which accompanies constant monitoring of risk) is scheduled for November 2007. Results from the 2006 assessment and the next assessment will be used to formulate the internal audit and review program for 2007 to 2009.

FINANCIAL STATEMENT OVERVIEW

FOR THE YEAR ENDED 30 JUNE 2007

The 2006-07 financial statements for the Department of Employment, Education and Training (DEET) 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 agency for the year.

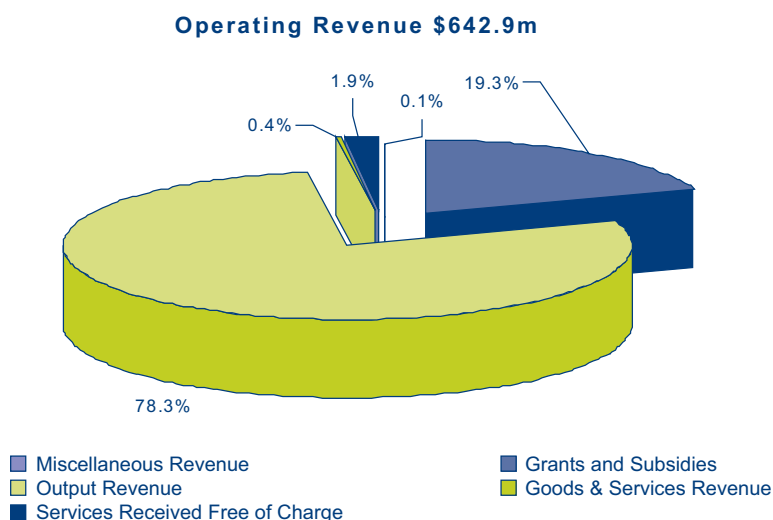
OPERATING STATEMENT SUMMARY

	2006-07 Actuals	2005-06 Actuals	Variance	Variance
	\$'000	\$'000	\$'000	%
Financial Performance				
Income	642 958	616 593	26 365	4.3%
Expenses	665 971	635 155	30 816	4.8%
Net Deficit	23 013	18 562	(4 451)	(24.0)%

The operating result for 2006-07 is influenced by expenses that have not been funded and timing differences, arising where income is recorded in a different financial year than the year in which the expense was incurred.

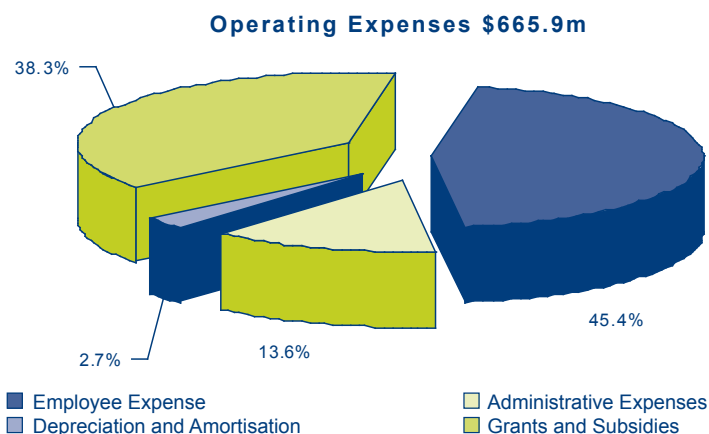
OPERATING INCOME

Total operating income for 2006-07 was \$642.9m. This comprised output income from the Northern Territory Government of \$503.7m and income from grants and subsidies of \$124.2m primarily from the Australian Government. In addition, there was notional income to recognise the services provided free of charge by the Department of Corporate and Information Services (DCIS) of \$11.9m. Other minor sources of income amounted to \$3.1m. Operating income is presented graphically below:



OPERATING EXPENSES

Total operating expenses for 2006-07 were \$665.9m. This comprised employee expenses of \$302.3m, administrative expenses of \$108.3m and grants and subsidies expenses of \$255.3m. Administrative expenses include depreciation expense of \$17.9m and notional charges from DCIS of \$11.9m. Grants and subsidies expense include current grants of \$226.1m and capital grants of \$29.2m. Operating expenses are presented graphically below:



The variance between the budgeted and actual operating deficit is comprised of the following items:

	\$'000
Revenue	
Additional revenue received	1 602
Expenses	
Employee Expenses – unfunded accrued expenses and related provisions mainly remote study leave	(2 621)
Administrative Expenses	
Goods and Services #	(424)
Repairs and Maintenance Expenses – see commentary below	(656)
Depreciation Expense – unfunded cost of the consumption of assets	(526)
Other Asset Expenses	(7)
Property Management – additional costs associated with housing for teachers and the maintenance of school ovals	(1 268)
DCIS Services Free of Charge	(327)
Other Administrative Expenses	(51)
Grants and Subsidies	
Current	(165)
Capital #	3 457
Variance – this represents an overall increase in the budgeted deficit	(986)

Some expense budget allocations are to be carried forward to 2007-08.
Note: Rounding adjustment allocated against goods and services.

The Northern Territory Government funds the upgrading, replacement and construction of new assets via capital appropriations. Certain expenses associated with the improvement of assets are initially recorded in the financial statements of the Department of Planning and Infrastructure (DPI), the agency responsible for the construction and repairs and maintenance of government assets, and then transferred to the agency that owns the asset as works in progress. DEET has elected to expense part of the works in progress in compliance with the guidance offered in the Treasurer's Directions. There is no cash effect for these transactions.

BALANCE SHEET

	2006-07 Actuals	2005-06 Actuals	Variance	Variance
	\$'000	\$'000	\$'000	%
Financial Position				
Total Assets	622 406	604 864	17 542	2.9%
Total Liabilities	39 351	36 587	2 764	7.6%
Net Assets	583 055	568 277	14 778	2.6%

An amount of \$8.8m in cash and deposits was held by DEET at 30 June 2007. These balances represent Australian Government income received to sponsor recurrent programs including the Indigenous Education Strategic Initiatives Program (IESIP) and the Australian National Training Authority (ANTA) Program for Vocational Education and Training (VET). Cash and deposits are also held to fund specific capital projects. These amounts are to be spent in the 2007-08 financial year.

The majority of the agency's assets comprise of land and buildings, which are used by NT Government schools. The depreciation of these assets is the principal reason for the reduction in the value of the department's assets.

No assets were revalued during 2006-07.

Current liabilities have increased during the year by \$1.7m due mainly to an increase in employee benefits and related provisions of \$1.6m.

STATEMENT OF CHANGES IN EQUITY

	2006-07 Actuals	2005-06 Actuals	Variance
	\$'000	\$'000	\$'000
Equity			
Capital	688 802	649 751	39 051
Reserves	42 707	42 707	0
Accumulated funds	(148 454)	(124 181)	(24 273)
Total Equity	583 055	568 277	14 778

The net equity of DEET increased by \$14.8m during 2006-07. This is the cumulative result of the net operating deficit of \$23.0m, prior period adjustment of \$1.2m, equity injections and net transfers-in of \$39.0m.

The equity injections and net transfers-in of \$39.0m comprised equity injections of \$0.60m as a result of reconciliation of agency assets and transfers of completed capital works in progress from the Department of Planning and Infrastructure of \$38.4m.

CASH FLOW STATEMENT

	2006-07 Actuals	2005-06 Actuals	Variance	Variance
	\$'000	\$'000	\$'000	%
Cash Flows				
Cash at Beginning of Reporting Period	10 880	14 824	(3 944)	(26.6)%
Receipts	655 578	627 432	28 146	4.5%
Payments	658 322	624 829	33 493	5.4%
Equity Injection	674	804	(130)	(16.2)%
Purchase of assets	-	599	(599)	(100)%
Other payments	-	6 752	(6 752)	(100)%
Cash at End of Reporting Period	8 810	10 880	(2 070)	(19.0)%

The agency's operating receipts of \$655.6m and operating payments of \$658.3m resulted in a net operating outflow of cash of \$2.7m. The agency also received an equity injection of \$0.7m to fund higher than expected operating expenses in a prior year.

Cash at the end of the reporting period was \$8.8m. The cash and deposits held will be used in 2007-08 to implement Australian Government-related programs. The agency's cash and deposits at 30 June 2007 decreased by \$2.1m during the year.

SIGNIFICANT EVENTS DURING THE YEAR

FINANCIAL MANAGEMENT IMPROVEMENT AND SUPPORT PROGRAM

The agency is required to incorporate the financial activities of Government schools within the agency's financial statements. A review of the schools' audited financial statements for the year ended 31 December 2004 revealed significant weaknesses and inconsistencies in the schools' financial data. A Financial Management Improvement and Support Program for schools was commenced to improve financial management in schools and the reliability of the schools' data.

During 2006-07, the agency provided a series of two-day workshops for the Central Storm, Desert Oaks, Arnhem, Rivers, Palmerston and Rural, City and Northern Suburbs clusters for the professional development of school registrars and principals. The workshops were aimed at improving the understanding and accuracy of the financial statements and budget preparation process.

The schools' financial statements for the year ended 31 December 2006 have been consolidated and are disclosed at note 23. Equivalent comparative information is not available as the uniform reporting framework was only introduced in 2006.

FINANCIAL ARRANGEMENTS FOR NT GOVERNMENT SCHOOLS

During 2006-07 a review was completed in respect of the Essential Services and Property Management funding provided to schools for the 2006 year. As a result of the review, additional funds were provided to a number of schools. This has increased the total grants paid to schools and will impact on future grant payments. The review is expected to be finalised by December 2007.

Policy changes in respect of reimbursements for relief staff resulted in expenditure being incurred in 2006-07 that would, under normal circumstances, have been incurred in 2007-08. It is expected however that the policy changes will provide improved accountability and management of funds allocated for relief staff.

CERTIFICATION OF THE FINANCIAL STATEMENTS

We certify that the attached financial statements for the Department of Employment, Education and Training 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 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 2007 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.



MARGARET BANKS
Chief Executive

26 September 2007



KATRINA HARDING
Chief Financial Officer

26 September 2007

OPERATING STATEMENT

FOR THE YEAR ENDED 30 JUNE 2007

	NOTE	2007	2006
		\$'000	\$'000
INCOME			
Grants and Subsidies Revenue			
Current	5	110 171	105 378
Capital	5	13 988	22 555
Output Revenue		503 720	474 433
Sales of Goods and Services		2 473	2 089
Goods and Services Received Free of Charge	4	11 948	11 767
Other Income		658	371
TOTAL INCOME	3	642 958	616 593
EXPENSES			
Employee Expenses	7	302 382	289 961
Administrative Expenses			
Purchases of Goods and Services	8	48 182	44 604
Repairs and Maintenance		20 935	21 724
Property Management		9 264	9 082
Depreciation and Amortisation	9	17 900	16 947
Other Administrative Expenses		51	64
Services Received Free of Charge ^(a)	4	11 948	11 767
Loss on Write-off/Disposal of Assets	6	11	16
Grants and Subsidies Expenses			
Current		226 084	218 563
Capital		29 214	22 427
Interest Expenses	17	-	-
TOTAL EXPENSES	3	665 971	635 155
NET SURPLUS/(DEFICIT)	15	(23 013)	(18 562)

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

(a) Includes DCIS service charges.

BALANCE SHEET

AS AT 30 JUNE 2007

	NOTE	2007	2006
		\$'000	\$'000
ASSETS			
Current Assets			
Cash and Deposits	10	8 810	10 880
Receivables	11	4 724	3 372
Prepayments		435	655
Total Current Assets		13 969	14 907
Non-Current Assets			
Property, Plant and Equipment	12	608 437	589 957
Total Non-Current Assets		608 437	589 957
TOTAL ASSETS		622 406	604 864
LIABILITIES			
Current Liabilities			
Payables	13	6 001	5 887
Provisions	14	30 901	29 348
Total Current Liabilities		36 902	35 235
Non-Current Liabilities			
Provisions	14	2 449	1 352
Total Non-Current Liabilities		2 449	1 352
TOTAL LIABILITIES		39 351	36 587
NET ASSETS		583 055	568 277
EQUITY			
Capital	15	688 802	649 751
Reserves	15	42 707	42 707
Accumulated Funds	15	(148 454)	(124 181)
TOTAL EQUITY		583 055	568 277

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 2007

	NOTE	2007	2006
		\$'000	\$'000
BALANCE OF EQUITY AT 1 JULY		568 277	583 080
Capital	15		
Balance at 1 July		649 751	646 074
Equity Injections		39 051	10 948
Equity Withdrawals		-	(7 271)
Balance at 30 June ^(a)		688 802	649 751
Reserves	15		
Balance at 1 July		42 707	42 625
Increase/(Decrease) in Asset Revaluation Reserve		-	82
Balance at 30 June ^(a)		42 707	42 707
Accumulated Funds	15		
Balance at 1 July		(124 181)	(105 619)
Correction of Prior Period Errors ^(b)		(1 260)	-
Surplus/(Deficit) for the Period		(23 013)	(18 562)
Balance at 30 June ^(a)		(148 454)	(124 181)
BALANCE OF EQUITY AT 30 JUNE		583 055	568 277
Total Income and Expense Recognised Directly to Equity ^(c)		-	201

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

(a) Details of movements are provided in note 15.

(b) Only for adjustments made in accordance with Treasurer's Directions Section A1.1 requirements relating to Accounting Policy Changes and Corrections of Prior Period Errors.

(c) This line item is the net aggregate of items of income and expenses that are recognised directly to equity, excluding transactions with Government (Capital adjustments). Analysed as Impairment Adjustment of Nil (2006: \$201 000).

CASH FLOW STATEMENT

FOR THE YEAR ENDED 30 JUNE 2007

FOR THE YEAR ENDED 30 JUNE 2007		2007 \$'000	2006 \$'000
	NOTE		
CASH FLOWS FROM OPERATING ACTIVITIES		Inflows/(Outflows)	
Operating Receipts			
Grants and Subsidies Received			
Current		110 171	105 378
Capital		17 846	22 555
Output Revenue Received		503 720	474 433
Receipts From Sales of Goods and Services		23 841	25 066
Total Operating Receipts		655 578	627 432
Operating Payments			
Payments to Employees		(299 658)	(284 957)
Payments for Goods and Services		(103 470)	(98 808)
Grants and Subsidies Paid			
Current		(226 079)	(218 637)
Capital		(29 115)	(22 427)
Interest Paid		-	-
Total Operating Payments		(658 322)	(624 829)
Net Cash From/(Used In) Operating Activities	16	(2 744)	2 603
CASH FLOWS FROM INVESTING ACTIVITIES			
Investing Payments			
Purchase of Assets	12	-	(599)
Total Investing Payments		-	(599)
Net Cash From/(Used In) Investing Activities		-	(599)
CASH FLOWS FROM FINANCING ACTIVITIES			
Financing Receipts			
Deposits Received		-	-
Equity Injection	15	674	804
Total Financing Receipts		674	804
Financing Payments			
Finance Lease Payments		-	(7)
Equity Withdrawals	15	-	(6 745)
Total Financing Payments		-	(6 752)
Net Cash From/(Used In) Financing Activities		674	(5 948)
Net Increase/(Decrease) in Cash Held		(2 070)	(3 944)
Cash at Beginning of Financial Year		10 880	14 824
CASH AT END OF FINANCIAL YEAR	10	8 810	10 880

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

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2007

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1 OBJECTIVES AND FUNDING

The role of the Department of Employment, Education and Training is to develop employment initiatives that will enhance the social and economic prosperity of the Northern Territory, develop Territory students through preschool, primary, secondary and vocational education and training (VET) programs and manage work health programs to ensure that people in the Northern Territory have a safe working environment.

Additional information in relation to the Department of Employment, Education and Training and its principal activities may be found in earlier sections of the Annual Report.

The agency is predominantly funded by, and is dependent on, the receipt of Parliamentary appropriations. The financial statements encompass all funds through which the agency controls resources to carry on its functions and deliver outputs. For reporting purposes, outputs delivered by the agency are summarised into several Output Groups. Note 3 provides summary financial information in the form of an Operating Statement by Output Group.

In the process of reporting on the department as a single agency, all intra agency transactions and balances have been eliminated except for financial activities of schools – refer note 2(f).

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 of Employment, Education and Training to prepare financial statements for the year ended 30 June based in the form determined by the Treasurer. The form of agency financial statements is to include:

- (i) a Certification of the Financial Statements;
- (ii) an 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 form of agency financial statements is consistent with the accrual budget format and the requirements of Australian Accounting Standards, including AASB 101, AASB 107 and AAS 29. The format also requires additional disclosures specific to Northern Territory Government entities.

The financial statements have been prepared using the accrual basis of accounting, which recognises the effect of financial transactions and events when they occur, rather than when cash is paid out or received. As part of the preparation of the financial statements, all intra agency transactions and balances have been eliminated, except for financial activities of schools – refer note 2(f).

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

(b) Agency and Territory Items

The financial statements of the Department of Employment, Education and Training include income, expenses, assets, liabilities and equity over which the department has control (agency items). Certain items, while managed by the agency, are controlled and recorded by the Territory rather

than the agency (Territory items). Territory items are recognised and recorded in the Central Holding Authority as discussed below.

Central Holding Authority

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

The Central Holding Authority also records all Territory items such as income, expenses, assets and liabilities controlled by the Government and managed by agencies 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 agencies as well as certain Territory liabilities 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 agency's financial statements. However, as the agency is accountable for certain Territory items managed on behalf of Government, these items have been separately disclosed in note 22 – Schedule of Territory Items.

(c) Comparatives

Where necessary, comparative information for the 2005-06 financial year has been reclassified to provide consistency with current year disclosures.

(d) 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.

(e) Changes in Accounting Policies

There have been no changes to accounting policies adopted in 2006-07 as a result of management decisions.

(f) Consolidation

The delivery of education in the Territory is provided through a devolved system whereby school communities play an integral role in the provision of education activities. To facilitate this, school councils have been incorporated under the *Education Act*. Amongst the functions of a school council is the responsibility for financial management of the school's activities. School councils are not responsible for the ownership of school land and buildings.

School councils are considered to be controlled entities as defined in Australian Accounting Standards AASB 127 Consolidated Financial Reports. As such, the agency is required to incorporate the financial activities of schools within the agency's consolidated financial report. Consolidation will be undertaken using a phased implementation approach. The consolidation of school financial statements into the agency financial statements has been deferred to 2007-08 pending the resolution of the practical aspects of consolidating the financial information.

2006-07 is the fifth year the agency has been required to prepare financial statements on an accrual basis. Consolidated annual financial statements could not be prepared earlier as school financial data was not available in a uniform format and school councils were not able to provide reliable data on an accrual basis. Earlier reviews of school financial data revealed significant weaknesses and inconsistencies.

A Financial Management Improvement and Support Program for Schools was commenced to improve financial management in schools and the reliability of school data. Significant progress has been made since the program commenced with training provided to registrars and principals in accrual accounting, uniform reporting framework, strengthening internal controls and budget preparation.

School financial data has now been converted to a uniform format and a preliminary consolidation of school financial information for the year ended 31 December 2006 has been prepared and is summarised in note 23.

In compiling these results DEET has not undertaken an audit of Northern Territory Government school financial statements, however each school has been independently audited. The Program includes the provision of ongoing training to school principals and registrars to improve the integrity of the school's financial data.

A true and fair statement of the financial performance of the schools or their financial position is not possible given the limitations and weaknesses in the financial information that is currently available. The information provided does, however, provide an indication of the overall financial position of the Northern Territory Government schools as at 31 December 2006.

(g) Goods and Services Tax

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

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

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

(h) Income Recognition

Income encompasses both revenue and gains.

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

Output revenue

Output revenue represents Government funding for agency operations and is calculated as the net cost of agency outputs after taking into account funding from agency income. The net cost of agency outputs for Output Appropriation purposes does not include any allowance for major non-cash costs such as depreciation.

Revenue in respect of this funding is recognised in the period in which the agency gains control of the funds.

Grants and Other Contributions

Grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the agency 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.

Sale of Goods

Revenue from the sale of goods is recognised (net of returns, discounts and allowances) when control of the goods passes to the customer and specified conditions associated with the sale have been satisfied.

Rendering of Services

Revenue from rendering services is recognised on a stage of completion basis.

Disposal of Assets

A gain or loss on disposal of assets is included as a gain or loss on the date control of the asset passes to the buyer, usually when an unconditional contract of sale is signed. The gain or loss on disposal is calculated as the difference between the carrying amount of the asset at the time of disposal and the net proceeds on disposal. Refer also to note 6 – Loss On Write-Off/Disposal Of Assets.

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 agency obtains control of the asset or contribution. Contributions are recognised at the fair value received or receivable.

(i) Repairs and Maintenance Expenses

Funding is received for repairs and maintenance works associated with agency assets as part of Output Revenue. Costs associated with repairs and maintenance works on agency assets are expensed as incurred.

(j) Interest Expenses

Interest expenses include interest and finance lease charges. Interest expenses are expensed in the period in which they are incurred.

(k) 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. Cash at bank includes monies held in the Accountable Officer's Trust Account (AOTA) that are ultimately payable to the beneficial owner. Refer also to note 10 – Cash and Deposits.

(l) Receivables

Receivables include accounts receivable and other receivables and are recognised at fair value less any allowance for uncollectible amounts. The collectibility of receivables is reviewed regularly, and part of this process is to assess, at reporting date, whether an allowance for doubtful debts is required.

(m) Property, Plant and Equipment

Acquisitions

All items of property, plant and equipment with a cost, or other value, equal to or greater than \$5 000 are recognised in the year of acquisition and depreciated as outlined below. Items of property, plant and equipment below the \$5 000 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 assets are generally classified as a single asset with a uniform useful life rather than accounting for these as complex assets.

The major assets of the agency are school buildings. For recording purposes, all individual school buildings and associated infrastructure at a particular site are treated as a single asset, with a single useful life.

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 agency in future years. Where these costs represent separate components of a complex asset, they are accounted for as detailed above.

Construction (Work in Progress)

As part of *Financial Management Framework* and in respect of NT funded assets, the Department of Planning and Infrastructure is responsible for managing general government capital works projects on a whole of government basis. Therefore appropriation for all agency capital works is provided directly to the Department of Planning and Infrastructure 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 agency.

In respect of Australian Government funded assets the Department of Planning and Infrastructure is responsible for managing the capital works projects. The cost of construction work in progress for Australian Government funded assets is recognised in the agency's accounts.

Revaluations

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 arms length transaction. Other classes of non-current assets are not subject to revaluation and are measured at cost.

The unique nature of some of the heritage and cultural assets may preclude reliable measurement. Such assets have not been recognised in the financial statements.

The most recent land/building assets revaluations were completed on 30 June 2006 and were based on an independent assessment by the Australian Valuation Office (AVO).

Buildings and improvements, excluding land, valuations are based on the estimated written down replacement cost of the most appropriate modern equivalent replacement facility having a similar service potential to the existing asset. Land is valued on an existing use basis subject to any restrictions or enhancements since acquisition.

Depreciation and Amortisation

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:

	2007	2006
Buildings	50 Years	50 Years
Plant and Equipment	4 – 10 Years	4 – 10 Years
Leased Plant and Equipment	1 – 5 Years	1 – 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.

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 agency assets are assessed for indicators of impairment on an annual basis. If an indicator of impairment exists, the agency 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 Operating Statement 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 Reserve for that class of asset to the extent that an available balance exists in the Asset Revaluation Reserve.

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 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 Reserve. Note 15 provides additional information in relation to the Asset Revaluation Reserve.

(n) Leased Assets

Leases under which the agency 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.

(o) 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 agency. Accounts payable are normally settled within 30 days.

(p) 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, recreation leave and study leave.

Liabilities arising in respect of wages and salaries and recreation leave and other employee benefit liabilities that fall due within 12 months of reporting date are classified as current liabilities and are measured at their nominal amounts based on remuneration rates that are current at the reporting date.

The agency believes that in the public sector and more likely in the education industry, benefits such as annual leave become unconditional over relatively short time periods and benefits are generally required to be cleared rather than accumulated. On this basis, all employee benefit liabilities are considered as current liabilities and an undiscounted approach, as adopted by this agency, is not materially different from a discounted approach.

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.

As part of the Financial Management Framework, the Central Holding Authority assumes the long service leave liabilities of Government agencies, including the Department of Employment, Education and Training, and as such no long service leave liability is recognised in agency 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 NT Public Service.

20 credit points is the equivalent of taking leave on full pay for one school semester; or on half pay for two school semesters. 40 credit points is the equivalent of taking leave on full pay for two school semesters.

The agency recognised a liability for employees who:

- (a) have had their applications approved in 2007; and
- (b) have enquired about their credit status in 2007 or 2006.

The liability recognised in these statements is subject to points (a) and (b) noted above and has been measured at and restricted to:

- (i) nominal amounts at base salary rate existing at 30 June 2007 together with on-costs for payroll tax of 6.2%;
- (ii) current liability represents leave approved to be availed in the next 12 months, whereas non-current liability encompasses leave approved for a period beyond 12 months and a minimum accrual of 20 credit points. No leave applications were received, at the reporting date, for the non-current portion of the liability;
- (iii) minimum threshold of 20 credit points capped at 40 credit points;
- (iv) no recognition for probability and actuarial estimates of staff availing the benefit, mortality, employee turnover, disability, retirement, future wage increases, etc; and
- (v) non-inclusion of data from prior years.

(q) Superannuation

Employees' superannuation entitlements are provided through the:

- NT 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 agency 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 agency financial statements.

(r) Contributions by and Distributions to Government

The agency may receive contributions from Government where the Government is acting as owner of the agency. Conversely, the agency 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 agency as adjustments to equity.

The Statement of Changes in Equity and note 15 provide additional information in relation to contributions by, and distributions to, Government.

(s) Commitments

Disclosures in relation to capital and other commitments, including lease commitments, are shown at note 18 and are consistent with the requirements contained in AASB 101, AASB 117 and AAS 29.

Commitments are those contracted as at 30 June where the amount of the future commitment can be reliably measured.

3 OPERATING STATEMENT BY OUTPUT GROUP

Note	Employment		Government Education		Non-Government Education		Training		Total	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
INCOME										
<i>Grants and Subsidies Revenue</i>										
Current	287	205	51 243	50 963	46 291	42 544	12 350	11 666	110 171	105 378
Capital	-	-	2 567	10 148	7 643	8 698	3 778	3 709	13 988	22 555
Output Revenue	24 632	23 769	381 770	369 584	56 920	42 746	40 398	38 334	503 720	474 433
Sales of Goods and Services	64	34	984	1 032	34	32	1 391	991	2 473	2 089
Other Income	195	123	401	53	19	6	43	189	658	371
Goods and Services Received Free of Charge	191	188	10 383	10 225	1 135	1 118	239	236	11 948	11 767
TOTAL INCOME	25 369	24 319	447 348	442 005	112 042	95 144	58 199	55 125	642 958	616 593
EXPENSES										
Employee Expenses	4 176	3 685	289 857	277 955	4 671	4 766	3 678	3 555	302 382	289 961
<i>Administrative Expenses</i>										
Purchases of Goods and Services	965	947	39 900	37 190	5 869	5 131	1 448	1 336	48 182	44 604
Repairs and Maintenance	15	34	20 159	21 235	72	(3)	689	458	20 935	21 724
Property Management	248	218	8 435	8 299	38	45	543	520	9 264	9 082
Depreciation and Amortisation	46	39	16 833	15 950	109	13	912	945	17 900	16 947
Other Administrative Expenses	-	1	47	56	3	5	1	2	51	64
Services Received Free of Charge	191	188	10 383	10 225	1 135	1 118	239	236	11 948	11 767
Profit/(Loss) on Write-off/Disposal of Assets	-	1	9	11	2	-	-	4	11	16
<i>Grants and Subsidies Expenses</i>										
Current	20 004	19 328	79 151	81 034	78 670	72 425	48 259	45 776	226 084	218 563
Capital	-	-	3 295	7 234	22 173	11 820	3 746	3 373	29 214	22 427
Interest Expenses	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	25 645	24 441	468 069	459 189	112 742	95 320	59 515	56 205	665 971	635 155
NET SURPLUS/(DEFICIT)	(276)	(122)	(20 721)	(17 184)	(700)	(176)	(1 316)	(1 080)	(23 013)	(18 562)
15										

This Operating Statement by Output Group is to be read in conjunction with the notes to the financial statements.

The apportioned output revenue is calculated using the following methodology:

- Deduct the operating expenses (excluding depreciation and loss on sale of assets) from the operating revenue (excluding output revenue) for each output group to ascertain the net deficit;
- Calculate the output groups deficit as a percentage of the total agency;
- Allocate the output revenue using the calculated percentage to derive the notional output revenue.

	2007 \$'000	2006 \$'000
4 GOODS AND SERVICES RECEIVED FREE OF CHARGE		
Corporate and Information Services	11 948	11 767
Internal Audits and Reviews	-	27*
<i>* Amount not recognised in the Operating Statement</i>		
5 GRANTS AND SUBSIDIES		
<i>Current</i>		
Commonwealth Grants	109 458	104 989
Other Grants	713	389
	<u>110 171</u>	<u>105 378</u>
<i>Capital</i>		
Commonwealth Grants	13 988	22 555
Other Grants	-	-
	<u>13 988</u>	<u>22 555</u>
Total Grants and Subsidies	124 159	127 933
6 LOSS ON WRITE-OFF/DISPOSAL OF ASSETS		
Net proceeds from the write-off/disposal of non-current assets	-	-
Less: Carrying value of non-current assets written-off/disposed	11	16
Loss on the write-off/disposal of non-current assets	(11)	(16)
7 EMPLOYEE EXPENSES		
Salaries and Related Expenses	257 269	245 274
Payroll Tax	17 640	17 127
Fringe Benefits Tax	2 345	2 500
Superannuation Expense	21 959	21 372
Workers' Compensation	3 169	3 688
Total Employee Expenses	302 382	289 961

	2007 \$'000	2006 \$'000
8 PURCHASES OF GOODS AND SERVICES		
The net surplus/(deficit) has been arrived at after charging the following expenses:		
Goods and Services Expenses:		
Consultants (1)	1 283	2 481
Advertising (2)	240	198
Marketing and Promotion (3)	954	901
Document Production	1 354	1 193
Legal Expenses (4)	149	139
Recruitment (5)	1 619	1 735
Training and Study	1 516	1 405
Official Duty Fares	1 966	2 204
Travelling Allowance	1 054	999
Information Technology Charges, Hardware & Software Expenses	23 260	19 808
Motor Vehicle Expenses	5 805	5 194
Relocation Expenses	1 847	1 558
Other Goods and Services Expenses	7 135	6 789
Total Purchases of Goods and Services	48 182	44 604
(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.		
9 DEPRECIATION AND AMORTISATION		
Buildings	17 315	16 855
Plant and Equipment	584	85
Cultural Assets	1	1
Property, Plant and Equipment Finance Lease	-	6
Total Depreciation and Amortisation	17 900	16 947
10 CASH AND DEPOSITS		
Cash on Hand	14	14
Cash at Bank	8 796	10 866
Total Cash and Deposits	8 810	10 880
11 RECEIVABLES		
Current		
Accounts Receivable	844	1 191
Less: Allowance for Doubtful Accounts Receivable	(157)	(139)
GST Receivables	4 037	2 320
Total Receivables	4 724	3 372

	2007 \$'000	2006 \$'000
12 PROPERTY, PLANT AND EQUIPMENT		
Land		
At Cost	6	6
At Fair Value	39 538	39 538
	39 544	39 544
Buildings		
At Fair Value	854 006	823 260
Less Accumulated Depreciation	(290 914)	(274 324)
	563 092	548 936
Construction (Works In Progress)		
At Capitalised Cost	1 952	1 278
	1 952	1 278
Plant And Equipment		
At Cost	4 856	672
Less Accumulated Depreciation	(1 021)	(488)
	3 835	184
Leased Plant And Equipment		
At Capitalised Cost	133	133
Less Accumulated Amortisation	(133)	(133)
	-	-
Heritage and Cultural Assets		
At Fair Value	22	22
Less Accumulated Depreciation	(8)	(7)
	14	15
Total Property, Plant And Equipment	608 437	589 957

Property, Plant and Equipment Valuations

An independent valuation of agency specific assets was undertaken by the Australian Valuation Office (AVO) at 30 June 2006, 30 June 2005 and 30 June 2003. The fair value of these assets was determined based on any existing restrictions on asset use. Where reliable market values were not available, the fair value of agency assets was based on their depreciated replacement cost.

Impairment of Property, Plant and Equipment

Agency property, plant and equipment assets were assessed for impairment as at 30 June 2007. No impairment adjustments were required as a result of this review.

12 PROPERTY, PLANT AND EQUIPMENT (Continued)**Property, Plant and Equipment Reconciliations**

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of 2006-07 is set out below:

	Land	Buildings	Construction (Works in Progress)	Plant & Equipment	Leased Plant & Equipment	Heritage & Cultural Assets	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<u>Cost/Valuation</u>							
Carrying Amount as at 1 July 2006	39 544	823 260	1 278	672	133	22	864 909
Additions	-	-	-	4 250	-	-	4 250
Disposals	-	(1 980)	(37 703)	(73)	-	-	(39 756)
Transfers (net)	-	32 726	38 377	7	-	-	71 110
Revaluation (net)	-	-	-	-	-	-	-
Carrying Amount as at 30 June 2007	39 544	854 006	1 952	4 856	133	22	900 513
<u>Accumulated depreciation</u>							
Carrying Amount as at 1 July 2006	-	274 324	-	488	133	7	274 952
Depreciation and amortisation	-	17 310	-	590	-	-	17 900
Disposals	-	(720)	-	(57)	-	1	(776)
Transfers (net)	-	-	-	-	-	-	-
Revaluation (net)	-	-	-	-	-	-	-
Carrying Amount as at 30 June 2007	-	290 914	-	1 021	133	8	292 076
<u>Written down value</u>							
Carrying Amount as at 1 July 2006	39 544	548 936	1 278	184	-	15	589 957
Carrying Amount as at 30 June 2007	39 544	563 092	1 952	3 835	-	14	608 437

12 PROPERTY, PLANT AND EQUIPMENT (Continued)

Property, Plant and Equipment Reconciliations

A reconciliation of the carrying amount of property, plant and equipment at the beginning and end of 2005-06 is set out below:

	Land	Buildings	Construction (Works in Progress)	Plant & Equipment	Leased Plant & Equipment	Heritage & Cultural Assets	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<u>Cost/Valuation</u>							
Carrying Amount as at 1 July 2005	39 687	815 066	666	664	155	22	856 260
Additions	-	-	599	11	-	-	610
Disposals	(526)	(239)	(10 032)	(131)	(22)	-	(10 950)
Transfers (net)	100	8 433	10 045	128	-	-	18 706
Revaluation (net)	283	-	-	-	-	-	283
Carrying Amount as at 30 June 2006	39 544	823 260	1 278	672	133	22	864 909
<u>Accumulated depreciation</u>							
Carrying Amount as at 1 July 2005	-	257 507	-	511	149	6	258 173
Depreciation and amortisation	-	16 855	-	85	6	1	16 947
Disposals	-	(38)	-	(108)	(22)	-	(168)
Transfers (net)	-	-	-	-	-	-	-
Revaluation (net)	-	-	-	-	-	-	-
Carrying Amount as at 30 June 2006	-	274 324	-	488	133	7	274 952
<u>Written down value</u>							
Carrying Amount as at 1 July 2005	39 687	557 559	666	153	6	16	598 087
Carrying Amount as at 30 June 2006	39 544	548 936	1 278	184	-	15	589 957

	2007 \$'000	2006 \$'000
13 PAYABLES		
Accounts Payable	636	1 259
Accrued Expenses	3 588	2 905
Other Payables – Accrued Salaries	1 777	1 723
Total Payables	6 001	5 887
14 PROVISIONS		
Current		
<i>Employee Benefits</i>		
Recreation Leave	21 695	20 174
Leave Loading	2 164	2 194
Recreation Leave Fares	1 242	1 267
Special Remote Study Leave	2 024	1 909
<i>Other Current Provisions</i>		
Other Provisions ^(a)	3 776	3 804
	30 901	29 348
Non-current		
<i>Employee Benefits</i>		
Special Remote Study Leave	2 449	1 352
	2 449	1 352
Total Provisions	33 350	30 700

The agency employed 3 794 employees as at 30 June 2007 (3 822 employees as at 30 June 2006).
The numbers of employees are full-time equivalent staff numbers.

(a) Other current provisions relate to Fringe Benefits Tax, Payroll Tax and Superannuation.

	2007 \$'000	2006 \$'000
15 EQUITY		
Equity represents the residual interest in the net assets of the Department of Employment, Education and Training. The Government's ownership interest in the Department of Employment, Education and Training is held in the Central Holding Authority as described in note 2(b).		
<u>Capital</u>		
Balance as at 1 July	649 751	646 074
<i>Equity Injections</i>		
Equity Injections	674	804
Equity Transfers In ^(a)	38 377	10 144
<i>Equity Withdrawals</i>		
Capital Withdrawal – Desert People's Centre ^(b)	-	(6 745)
Equity Transfers Out ^(a)	-	(526)
Balance as at 30 June	688 802	649 751
(a) <i>Asset and liability transfers between agencies other than those resulting from Administrative restructures.</i>		
(b) <i>Cash distributions to Government.</i>		
<u>Reserves</u>		
Asset Revaluation Reserve		
(i) <i>Nature and Purpose of the Asset Revaluation Reserve</i>		
The asset revaluation reserve 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 Reserve.		
(ii) <i>Movements in the Asset Revaluation Reserve</i>		
Balance as at 1 July	42 707	42 625
Impairment Adjustment – Buildings	-	(201)
Revaluation Increment/(Decrement) – Land	-	283
Balance as at 30 June	42 707	42 707
<u>Accumulated Funds</u>		
Balance as at 1 July	(124 181)	(105 619)
Surplus/(Deficit) for the Period	(23 013)	(18 562)
Correction of Prior Period Errors	(1 260)	-
Balance as at 30 June	(148 454)	(124 181)

	2007	2006
	\$'000	\$'000

16 NOTES TO THE CASH FLOW STATEMENT

Reconciliation of Cash

The total of agency Cash and Deposits of \$8.8 million recorded in the Balance Sheet is consistent with that recorded as 'cash' in the Cash Flow Statement.

Reconciliation of Net Surplus/(Deficit) to Net Cash From Operating Activities

Net Surplus/(Deficit)	(23 013)	(18 562)
<i>Non-Cash Items</i>		
Depreciation and Amortisation	17 900	16 947
Asset Write-Offs/Write-Downs	11	16
Non-cash Asset Acquisition	-	(11)
(Gain)/Loss on Disposal of Assets	-	-
Provision for Doubtful Debts	-	-
Equity Transfers-in for R&M	726	1 478
<i>Changes in Assets and Liabilities</i>		
Decrease/(Increase) in Receivables	(1 352)	(1 886)
Decrease/(Increase) in Prepayments	220	(302)
(Decrease)/Increase in Payables	114	841
(Decrease)/Increase in Provision for Employee Benefits	2 678	4 344
(Decrease)/Increase in Other Provisions	(28)	(262)
Net Cash from Operating Activities	(2 744)	2 603

Non-Cash Financing and Investing Activities

Finance Lease Transactions

The agency has no finance lease arrangements.

17 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 agency include cash and deposits, receivables and payables. The Department of Employment, Education and Training has limited exposure to financial risks as discussed below.

(a) Credit Risk

The agency has limited credit risk exposure (risk of default). The agency principally deals with Government agencies. In respect of any dealings with organisations external to Government, the agency 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 agency's maximum exposure to credit risk without taking account of the value of any collateral or other security obtained.

(b) Net Fair Value

The carrying amount of financial assets and financial liabilities recorded in the financial statements approximates their respective net fair values. Where differences exist, these are not material.

(c) Interest Rate Risk

The Department of Employment, Education and Training is not exposed to interest rate risk on the agency financial assets and financial liabilities. The agency currently has no finance lease arrangements. The department's exposure to interest rate risk and the average interest rate for classes of financial assets and financial liabilities is set out in the following tables.

	Weighted Average Interest Rate %	Variable Interest \$'000	Fixed Interest Maturity			Non- Interest Bearing \$'000	Total \$'000
			Under 1 year \$'000	1 to 5 years \$'000	Over 5 years \$'000		
2007 Financial Assets							
Cash and Deposits						8 810	8 810
Receivables						4 724	4 724
		-	-	-	-	13 534	13 354
2007 Financial Liabilities							
Payables						6 001	6 001
Finance Lease Liabilities						-	-
		-	-	-	-	6 001	6 001
2007 Net Financial Assets/(Liabilities)		-	-	-	-	7 533	7 533
2006 Financial Assets							
Cash and Deposits						10 880	10 880
Receivables						3 372	3 372
		-	-	-	-	14 252	14 252
2006 Financial Liabilities							
Payables						5 887	5 887
Finance Lease Liabilities						-	-
		-	-	-	-	5 887	5 887
2006 Net Financial Assets/(Liabilities)		-	-	-	-	8 365	8 365

	2007 \$'000	2006 \$'000
--	----------------	----------------

18 COMMITMENTS

(i) Capital Expenditure Commitments

Capital expenditure commitments primarily in relation to the construction of Property, Plant and Equipment. Capital expenditure commitments contracted for at balance date but not recognised as liabilities are payable as follows:

Within one year	-	-
Later than one year and not later than five years	-	-
Later than five years	-	-
	<u>-</u>	<u>-</u>

Note: Capital expenditure managed via the Department of Planning and Infrastructure not considered above.

(ii) Other Expenditure Commitments

Other non-cancellable expenditure commitments not recognised as liabilities are payable as follows:

Within one year	55 813	54 165
Later than one year and not later than five years	55 032	35 603
Later than five years	1 945	1 587
	<u>112 790</u>	<u>91 355</u>

(iii) Operating Lease Commitments

The agency leases property under non-cancellable operating leases expiring in 1 to 5 years. Leases generally provide the agency with a right of renewal, at which time all lease terms are renegotiated. The agency 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	5 074	2 937
Later than one year and not later than five years	1 046	7 188
Later than five years	-	-
	<u>6 120</u>	<u>10 125</u>

(iv) Finance Lease Commitments

The agency has no finance lease commitments at the end of the financial year.

19 CONTINGENT LIABILITIES AND CONTINGENT ASSETS

(a) Contingent Liabilities

Contract Indemnities/Guarantees

The agency has entered into a number of funding contracts or agreements with the Australian Government and other organisations. Included in these contracts and agreements are terms and conditions requiring the agency to provide either guarantees or indemnities to the funding bodies.

The contingent liability resulting from these undertakings is unquantifiable and no claims have arisen to date. Each of the indemnities provided has been assessed not to pose a significant risk to the Territory.

(b) Contingent Assets

The Department of Employment, Education and Training had no contingent liabilities or contingent assets as at 30 June 2007 or 30 June 2006.

20 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.

21 WRITE-OFFS, POSTPONEMENTS AND WAIVERS

Write-offs, Postponements and Waivers under the Financial Management Act

**2007
\$'000**
**Agency
No. of
Trans.**
**2006
\$'000**
**Agency
No. of
Trans.**
Represented by:

Amounts written off, postponed and waived by Delegates

Irrecoverable amounts payable to the Territory or an agency written off

15

17

11

19

Losses or deficiencies of money written off

-

-

1

2

Public property written off

-

-

-

-

Waiver or postponement of right to receive or recover money or property

-

-

-

-

Total

15

17

12

21

Amounts written off, postponed and waived by the Treasurer

Irrecoverable amounts payable to the Territory or an agency written off

-

-

27

3

Losses or deficiencies of money written off

-

-

-

-

Public property written off*

201

1

-

-

Waiver or postponement of right to receive or recover money or property

-

-

-

-

Total

201

1

27

3

Write-offs, Postponements and Waivers Authorised Under the Financial Management Act

216

18

39

24

Write-offs, Postponements and Waivers Authorised Under Other Legislation

-

-

-

-

*The financial impact for this transaction was recorded in 2005-06, but approval was received in 2006-07.

129

	2007 \$'000	2006 \$'000
22 SCHEDULE OF TERRITORY ITEMS		
The following Territory items are managed by the Department of Employment, Education and Training on behalf of the Government and are recorded in the Central Holding Authority (refer note 2(b)).		
TERRITORY INCOME AND EXPENSES		
Income		
Taxation Revenue	–	–
<i>Grants and Subsidies Revenue</i>		
Current	–	–
Capital	3 858	–
Fees from Regulatory Services	621	502
Other Income	33	78
Total Income	4 512	580
Expenses		
Central Holding Authority Income Transferred	4 512	580
Doubtful Debts	–	–
Bad Debts	–	–
Other Administrative Expenses	–	–
Total Expenses	4 512	580
Territory Income less Expenses	-	-

23 Table 1: Consolidated Summary of NT Government Schools Operating Statements for the year ended 31 December 2006.

DEPARTMENT OF EMPLOYMENT, EDUCATION AND TRAINING

NT Government Schools

OPERATING STATEMENT

For the year ended 31 December 2006

INCOME	\$'000	Darwin City Cluster	Northern Suburbs Cluster	Rivers Cluster	Palmerston & Rural Cluster	Arnhem Cluster	Desert Oaks Cluster	Central Storm Cluster
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Grants and Subsidies								
Current	85 383	11 773	12 994	11 341	18 416	12 621	10 136	8 102
Capital	539	451	—	—	88	—	—	—
Sales of Goods and Services	15 536	3 693	3 612	1 574	3 198	1 604	857	998
Output Revenue	—	—	—	—	—	—	—	—
Other Agency Revenue	180	3	26	9	35	44	51	12
Services received free of charge	—	—	—	—	—	—	—	—
Other Income	3 482	590	313	859	543	433	446	298
TOTAL INCOME	105 120	16 510	16 945	13 783	22 280	14 702	11 490	9 410
EXPENSES								
Employee Expenses	31 499	5 240	5 636	3 768	7 943	3 531	3 152	2 229
Administrative Expenses								
Purchases of Goods and Services	41 878	6 948	5 831	5 952	8 087	6 756	4 946	3 358
Repairs and Maintenance	9 809	1 407	1 746	787	2 114	1 497	1 388	870
Property Management	17 393	2 822	3 475	2 242	3 454	2 365	1 733	1 302
Depreciation and Amortisation	440	18	39	8	71	13	22	269
Other Administrative Expenses	—	3	—	(3)	—	—	—	—
Services received free of charge	—	—	—	—	—	—	—	—
Grants and Subsidies Expenses								
Current	152	30	10	—	23	39	—	50
Capital	—	—	—	—	—	—	—	—
Interest Expenses	—	—	—	—	—	—	—	—
TOTAL EXPENSES	101 171	16 468	16 737	12 754	21 692	14 201	11 241	8 078
NET SURPLUS/(DEFICIT)	3 949	42	208	1 029	588	501	249	1 332

Table 1 should be read in conjunction with the following key observations:

Schools have not fully adopted accrual accounting.

The table has been prepared from the audited financial records for NT Government schools for the 2006 calendar year

Table 2: Consolidated Summary of Balance Sheets for NT Government Schools for the year ended 31 December 2006.

DEPARTMENT OF EMPLOYMENT, EDUCATION AND TRAINING
NT Government Schools
BALANCE SHEET
AS AT 31 December 2006

ASSETS	\$'000	Darwin City Cluster \$'000	Northern Suburbs Cluster \$'000	Rivers Cluster \$'000	Palmerston & Rural Cluster \$'000	Arnhem Cluster \$'000	Desert Oaks Cluster \$'000	Central Storm Cluster \$'000
Current Assets								
Cash and Deposits	33 433	4 067	3 752	3 431	6 963	4 759	5 768	4 693
Receivables	1 971	494	477	595	245	16	68	76
Inventories	621	136	142	52	224	8	33	26
Prepayments	69	17	24	4	13	4	5	2
Total Current Assets	36 094	4 714	4 395	4 082	7 445	4 787	5 874	4 797
Non-Current Assets								
Property, Plant and Equipment	1 588	125	194	103	434	142	105	485
Total Non-Current Assets	1 588	125	194	103	434	142	105	485
TOTAL ASSETS	37 682	4 839	4 589	4 185	7 879	4 929	5 979	5 282
LIABILITIES								
Current Liabilities								
Deposits Held	2 439	701	441	103	332	319	369	174
Payables	2 281	199	304	398	679	297	287	117
Borrowings and Advances	74	3	50	–	21	–	–	–
Provisions	331	75	104	5	53	48	26	20
Other Liabilities	643	127	92	75	108	170	34	37
Total Current Liabilities	5 768	1 105	991	581	1 193	834	716	348
Non-Current Liabilities								
Provisions	77	10	64	–	3	–	–	–
Total Non-Current Liabilities	77	10	64	–	3	–	–	–
TOTAL LIABILITIES	5 845	1 115	1 055	581	1 196	834	716	348
NET ASSETS	31 837	3 724	3 534	3 604	6 683	4 095	5 263	4 934
EQUITY								
Capital	182	–	–	–	–	182	–	–
Accumulated Funds	31 655	3 724	3 534	3 604	6 683	3 913	5 263	4 934
TOTAL EQUITY	31 837	3 724	3 534	3 604	6 683	4 095	5 263	4 934

Table 2 should be read in conjunction with the following key observations noted, in addition to the observations noted in Table 1:

Only assets with a cost base of \$5 000 or greater are capitalised into schools' financial statements, however not all schools have capitalised depreciable assets such as office equipment. Land and Buildings are capitalised in the financial statements of DEET.

The principles of accrual accounting have not been fully adopted by schools for the recognition of trade creditors, employee entitlements and other creditors. In accordance with accounting standards no liability has been recognised for the future commitments associated with grant funds received during the year ended 31 December 2006 but for which expenditure will occur in 2007.

APPENDIX ONE:

ACHIEVEMENTS AGAINST THE BUILDING SAFER COMMUNITIES FRAMEWORK

PRIORITY AREA: CHILDREN AND YOUNG PEOPLE

Promote whole-of-family wellbeing through initiatives in health, housing and education

The Safe Schools NT framework has been developed, including:

- » The Safe Schools NT Code of Behaviour that includes information for schools, and a parent and student information pamphlet will be distributed to all families of students attending Northern Territory public schools
- » A series of posters with the Safe Schools message that will be distributed to all schools in the Northern Territory
- » A Safe Schools NT website that will contain support material for schools, students and parents including tip sheets on safe play, bullying and cyber bullying. It will contain links to other related websites such as 'Bullying No Way' and excerpts from professional literature. It will also contain Professional Learning modules for teachers and principals to use in schools, including a template to help schools develop their Behaviour and Wellbeing policies.

The Enrolment and Attendance Strategic Action Framework will drive efforts by the school, community and the system to improve school attendance.

The Wellbeing and Behaviour Officers program equips schools with skills to be more inclusive of diversity and proactive in creating safe and friendly environments for children.

- building better schools

The development of the Chief Executive's Student Forum extends opportunities to young people to be involved in making educational decisions.

The Indigenous Students' Leadership and Mentorship Program, expanded from 25 to 50 students, fosters the abilities of talented Indigenous secondary school students.

A continuing commitment to work with the Council of Government School Organisations improves parental and community involvement in education, with a focus on remote locations.

The Annual VET Plan and Jobs Plan improve participants' access to and success in vocational education and training and employment. Student numbers increased by 2.9 per cent in (from 21 300 to 21 900) from 2005 to 2006. The percentage of Indigenous VET students increased from 44 per cent in 2005 to 47 per cent in 2006.

PRIORITY AREA: CHILDREN AND YOUNG PEOPLE

In partnership with youth services, develop a coordinated and well-resourced approach to youth at risk

The Northern Territory Government allocates \$1.1 million annually for vocational education and training through the Training for Remote Youth (TRY) program. TRY focuses on training activities that encourage youth to re-engage in school and further education, increase their work skills and gain employment. TRY targets youth aged between 14 and 19 years in regional or remote localities.

From January to December 2006, 56 vocational education and training programs for school students were funded. There were 15 programs in the East Arnhem region, six in West Arnhem, 14 in Alice Springs, five in Katherine, six in Darwin and 10 in the Barkly region.

In 2006, there were 20 programs for youth not at school, totalling \$373 359. Training programs were delivered in basic automotive, pastoral, hairdressing, construction, business and information technology skills to 460 participants.

APPENDIX TWO:

ACHIEVEMENTS AGAINST THE FRAMEWORK FOR ADDRESSING ALCOHOL ISSUES IN THE NORTHERN TERRITORY

OUTCOME ONE

LESS HARMFUL DRINKING AND LOWER RATES OF ALCOHOL CONSUMPTION.

Information about alcohol is provided to Middle Years students in line with the Health and Physical Education Key Learning Area of the NT Curriculum Framework. Teachers are encouraged to teach students about minimising harm and responsible decision making in relation to the use of alcohol. A range of projects have been undertaken by Northern Territory schools in the past 12 months to address alcohol and other drug issues. This has been carried out via the Australian Government-funded National School Drug Education Strategy, which includes Peer Forums and an Indigenous, Rural and Remote Initiative.

OUTCOME FIVE

A BROADER CULTURE OF RESPONSIBLE ALCOHOL CONSUMPTION.

The department has redrafted its Alcohol Policy in consultation with schools, COGSO, Police and the Northern Territory Licensing Commission, setting firm guidelines for alcohol consumption on its premises.

APPENDIX THREE:

COMPLIANCE WITH THE *CARERS RECOGNITION ACT*

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 provision of services to students with special needs. Carers are provided with communications from schools such as newsletters, and are consulted in the planning and provision of Individual Education Plans, and as part of individual school strategic planning, in the same way as parents, guardians and other members of the community.

APPENDIX FOUR:

AUDIT AND RISK MANAGEMENT STANDING COMMITTEE

AUDITS UNDERTAKEN IN 2006-07

INTERNAL AUDITS

Audit	Audit Outcome / Recommendation Summary	Action
Probity Reviews of IT Purchases	The probity auditor found no major areas of concern but listed a number of recommendations.	The Audit And Risk Management Committee accepted the recommendations in principle, and passed them to operational areas for implementation.
Review of Back to School Vouchers	A number of recommendations were made and accepted.	Areas of the scheme involving parental choice were emphasised. Changes have been made to acquittal timing schedules resulting in better and more efficient returns.
Indigenous Education Agreement Acquittal and Review	An unqualified audit opinion was issued.	
Operational Risk Assessment (Building Better Schools Projects, and projects within Teaching, Learning and Standards.)	A number of risks were identified within four particular projects	Executive Board considered the recommendations and implemented re-scoping and changes for those projects.

AUDITOR GENERAL AUDITS WITHIN THE DEPARTMENT

Audit	Audit Outcome / Recommendation Summary	Action
State Sourced Recurrent Acquittal (formerly ANTA Acquittal)	The Auditor-General raised no management issues.	
Vocational Education and Training (VET) Financial Data Acquittal	The Auditor-General raised no management issues.	
DEST Acquittal Report (for the period ending 31 December 2005)	The Auditor-General raised no management issues.	
Agency Compliance Audit	The Auditor-General raised three issues; procurement, official travel, and receipt of monies.	<p>The department responded:</p> <p><i>The agency will continue to improve processes and controls in the procurement area, to aim for compliance.</i></p> <p>Minor matters have been referred to the Audit and Risk Management Committee for consideration and further action.</p>

APPENDIX FIVE:

INFORMATION ACT COMPLIANCE

The Freedom of Information and Privacy Unit and the Records Management Unit continue to help the department work towards compliance with the *Information Act*. The department publishes information to meet the requirements of Section 11 of the *Information Act* on its website.

INFORMATION ACCESS AND CORRECTION

The table below shows the total number of formal applications acceptedⁱ by DEET in accordance with the access and correction provisions of the *Information Act*.

Application Type	2003-04	2004-05	2005-06	2006-07
Access Government Information	8	5	3	1
Access Personal Information	24	16	8	6
Correct Personal Information	1	-	-	2
Internal Review ⁱⁱ	-	6	-	2

i Only applications that meet 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.

ii The internal review provisions of the *Information Act* did not start until 2004-05.

PRIVACY

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

In 2006-07 the department did not receive any privacy complaints.

RECORDS MANAGEMENT

The Records Management Unit has continued to develop flexible modes for the delivery of records and information management training to agency personnel.

The unit developed and a range of publications for inclusion on the DEET staff site:

- » Records Management Unit Policy (new)
- » Records Management Guidelines (new)
- » 10 Information Management Advice sheets
- » Three new Information Management Advice sheets covering
 - » Archiving corporate information
 - » Disposal and Retention Schedules
 - » Guidelines for Security Classification for capturing records.

With the assistance of the Records Management Unit the department continues to work towards complying with the NT Government Records Management Standards.

APPENDIX SIX:

FULL TIME EQUIVALENT OF DEET STAFF BY CLASSIFICATION

Classification	2005-06	2006-07	Variance
Administration Officer 1	18.17	3.78	(14.39)
Administration Officer 2	339.82	305.19	(34.63)
Administration Officer 3	184.95	199.20	14.25
Administration Officer 4	151.75	177.93	26.18
Administration Officer 5	93.72	90.06	(3.66)
Administration Officer 6	84.18	102.04	17.86
Administration Officer 7	48.77	43.03	(5.74)
Administration Officer 8	39.70	40.73	1.03
Assistant Teacher	168.73	163.72	(5.01)
Education Administrator 2	1.00	0.00	(1.00)
Executive Contract Officer 1	14.00	18.00	4.00
Executive Contract Officer 2	12.00	10.00	(2.00)
Executive Contract Officer 3	3.00	3.00	-
Executive Contract Officer 4	3.00	2.00	(1.00)
Executive Contract Officer 6	1.00	1.00	-
Executive Contract Principal 1 A	28.09	28.00	(0.09)
Executive Contract Principal 1	14.00	13.00	(1.00)
Executive Contract Principal 2	25.00	25.00	-
Executive Contract Principal 3	10.00	13.00	3.00
Executive Contract Teacher 9	2.00	2.00	-
Executive Officer 1	12.00	16.96	4.96
Executive Teacher 1	23.58	19.50	(4.08)
Executive Teacher 2	414.04	421.63	7.59
Executive Teacher 3	45.00	50.00	5.00
Executive Teacher 4	85.58	89.59	4.01
Executive Teacher 5	54.30	56.03	1.73
Executive Teacher 6	3.00	1.50	(1.50)
Executive Teacher 7	5.00	4.00	(1.00)
Executive Teacher 8	4.00	0.00	(4.00)
Indigenous Trainee Teacher 1	0.00	5.77	5.77

Classification	2005-06	2006-07	Variance
Indigenous Trainee Teacher 2	0.00	5.00	5.00
Lecturer	1.00	1.00	-
National Indigenous Cadet Program	0.72	1.00	0.28
NT Public Service Apprentice	12.00	24.96	12.96
Physical 1	1.00	0.00	(1.00)
Physical 2	46.06	35.90	(10.16)
Physical 3	35.78	40.53	4.75
Physical 4	21.00	19.00	(2.00)
Professional 1	0.82	0.00	(0.82)
Professional 2	19.80	19.47	(0.33)
Professional 3	4.00	3.00	(1.00)
Professional 4	1.00	1.00	-
School Based Apprentice	0.00	0.38	0.38
Senior College Administrator 2	4.00	8.00	4.00
Senior College Administrator 5	1.00	3.00	2.00
Senior College Teacher	20.72	34.50	13.78
Teacher	1 729.78	1 724.06	(5.72)
Technical 1	1.00	0.00	(1.00)
Technical 3	11.40	10.75	(0.65)
Technical 4	9.00	9.00	-
Technical 5	3.00	2.00	(1.00)
Technical 6	0.00	1.00	1.00
Trainee Non Classified	3.00	0.00	(3.00)
TOTAL	3815.46	3849.21	33.75

Source: Personnel Information Payroll System DCIS – by FTE

APPENDIX SEVEN:

PORTFOLIO PRINCIPALS

Cluster	Darwin City	Rivers	Northern Suburbs	Arnhem	Palmerston & Rural	Central Australia (Desert Oaks)	Central Australia (Central Storm)
General Manager	David Jolliffe	Sandi McCue	David Jolliffe	Noelene McCormick	Kevin Gillan	Paul Newman	Paul Newman
Executive Member	John Hassed	John Glasby	Katrina Harding	Sharron Noske	Ken Davies	Rita Henry	Rita Henry
Business Planning and Information Lorraine Evans	Nora Lewis NT Music School	Frank Atkinson Lajamanu CEC	Sue Fischer Wulagi PS	Coralyn Armstrong Rammingining CEC	Maureen Devine Woodroffe PS	Geoff Hobson Lasseter GS	Sue Crowe Braiting PS
Employment and Training Kim Jenkinson	Marion Guppy (Chair) Darwin HS	Rena Tito Ngukurr CEC	Sue Healy Casuarina Senior College	Kerryn Oliver Nhulunbuy HS	Tony Considine Taminmin HS Rob Presswell Palmerston HS	Ann Roberts Yuendumu CEC	Meg Iles Tennant Creek HS
Financial Services Katrina Harding	Graham Chadwick Larrakeyah PS	Sharni Wilson Katherine South PS	Jenny Robinson Wanguri PS	Gerry McKeown Alyangula Area School	Sheila Delahay Berry Springs PS	David Glyde Gillen PS	David Glyde Gillen PS
IT Services Greg Moo	Andy Street NTDLS Liz Veel Nightcliff PS	Jenny Henderson MacFarlane PS	Sharon Reeves Alawa PS	Maurice Higgins Angurugu CEC	Rob Presswell Palmerston HS	Jill Tudor Alice Springs SOA	Karen Thompson Principal Barkly GS
People & Learning Carol Penglase	Terry Quong Millner PS	Stuart Dwyer Katherine GS	Bill Armstrong Manunda Tce	Leigh Mullin Numbulwar CEC	Peter Swan Jabiru Area School	Stewart Moyses Larapinta PS	Dominique Castle Alice Springs Language Centre
Remote Schools Policy and Services Sue Murphy	Lyn Hollow Nightcliff HS	Mike Bowden Minyerri School (Neil Gibson, leave)	Henry Gray Leanyer PS Margaret Fenbury Karama PS	Ric Browne Yirrkala Homelands Nalwarri Ngurruwuthun Yirrkala CEC	Judy Cotton Borroloola CEC	Andrew Mirtschin Tanami GS	Jack Favilla Tennant Creek PS
Schools Kevin Gillan David Jolliffe Paul Newman	Bernie Bree Stuart Park PS	Randall Cook Casuarina Street PS	Russell Legg Sanderson HS	George Hewitson Shepherdson CEC	June Wessels Bakewell PS	Peter Vaughan Alice Springs HS	Peter Vaughan Alice Springs HS

PORTFOLIO PRINCIPALS (CONTINUED)

Cluster	Darwin City	Rivers	Northern Suburbs	Arnhem	Palmerston & Rural	Central Australia (Desert Oaks)	Central Australia (Central Storm)
Student Services Susan Bowden	Mick Myers Parap PS	Bryan Hughes Clyde Fenton PS	Sandy Cartwright Anula PS Paul Nyhuis Malak PS	Pam Hepburn Maningrida CEC	Cindy McGarry Gray PS	Therese Hicks Sandover GS	Marianne Langsford Acacia Hill School
Teaching, Learning and Standards Debbie Efthymiades	Helen Southam Ludmilla PS Jodie Green Jingili PS	Jen Coad Katherine SoA Ken Barnes Katherine HS	Michele Cody Wagaman PS Lyn Elphinstone Dripstone HS	George Hewitson Shepherdson CEC Christine Birrkin Gapuwiyak CEC	Jenny Nash Howard Springs PS	Ursula Balfour Bradshaw PS	Heather Tubbenhauer Sadadeen PS
Schools Sports							John Cooper Anzac Hill HS Karen Blanchfield Ross Park PS

Abbreviations: CEC = Community Education Centre GS = Group School HS = High School NTOEC = NT Open Education Centre PS = Primary School
SoA = School of the Air SS = Senior Secondary

HOW TO CONTACT US

Department of Employment, Education and Training
GPO Box 4821
Darwin NT 0801

Internet: www.deet.nt.gov.au
Intranet: intranet.deet.nt.gov.au

Mitchell Centre
55-59 Mitchell Street
DARWIN NT 0800

General enquiries phone: (08) 8901 4909

Level 10	
People & Learning	(08) 8999 5659
Audit Services	(08) 8901 4994
Records Management	(08) 8999 5861

Level 11	
Employment and Training	(08) 8901 1357
Legal Services	(08) 8999 5886
Internal Communications, Media and Marketing	(08) 8991 4909
International Services	(08) 8901 4904

Level 12	
Information Technology Services	(08) 8999 5980
Financial and Infrastructure Services	(08) 8901 4949

Level 13	
Schools North, Building Better Schools and Middle Years	(08) 8901 1371
Remote Schools Policy and Services	(08) 8999 5602

Level 14	
Office of the Chief Executive	(08) 8999 5858
Business Planning and Information	(08) 8999 5793
FOI and Privacy	(08) 8999 5793
Higher Education Services	(08) 8999 5731
Ministerial Liaison	(08) 8999 5762

Student Services

Wulagi School Campus
Brolga Street
WULAGI NT 0812
Phone: (08) 8999 8787

Teaching, Learning and Standards

1st Floor Harbour View Plaza
McMinn Street
DARWIN NT 0800
Phone: (08) 8999 3707

Arnhem Education Office

Matthew Flinders Way
PO Box 446
NHULUNBUY NT 0881
Phone: (08) 8987 0455

Alice Springs Education Office

Corner Bagot Street and Gap Road
PO Box 1420
ALICE SPRINGS NT 0871
Phone: (08) 8951 7070

Alice Springs Employment and Training Office

431 Gap Road
PO Box 1420
ALICE SPRINGS NT 0871
Phone: (08) 8951 9126

NT WorkSafe

First Floor Darwin Plaza
41 Smith Street
DARWIN NT 0800
Phone: 1800 019 115

Ground Floor Government Centre
First Street
KATHERINE NT 0851
Phone: (08) 8973 8416

Peter Sitzler Building
67 North Stuart Highway
ALICE SPRINGS NT 0871
Phone: (08) 8951 8682

Barkly Group School

Staunton Street
PO Box 459
TENNANT CREEK NT 0861
Phone: (08) 89624562

Katherine Group School

MacFarlane Primary School
Grevillea Road
Katherine East
PO Box 1246
KATHERINE NT 0851
Phone: (08) 8972 8777

Lasseter Group School

Remote Schools Resource Centre
56 Milner Road
PO Box 1420
ALICE SPRINGS NT 0870
Phone: (08) 8950 4201

Sandover Group School

Remote Schools Resource Centre
56 Milner Road
PO Box 1420
ALICE SPRINGS NT 0870
Phone: (08) 8950 4261

Tanami Group School

Remote Schools Resource Centre
56 Milner Road
PO Box 1420
ALICE SPRINGS NT 0870
Phone: (08) 8950 4231

Top End Group School

Ludmilla Education Campus
1st Floor, Ludmilla Primary School
41 Bagot Road
PO Box 39946
WINNELLIE NT 0821
Phone: (08) 8999 3210

Gulf Group School

Borrooloola CEC
Robinson Road
PMB 5
BORROLOOLA NT 0854
Phone: (08) 8975 8780

Arnhem Group School

Alyangula Area School
Cnr Flinders Street and Ayawarra Crescent
PMB Alyangula
Groote Eylandt NT 0885
Phone: (08) 8987 6366

Nhulunbuy Training Centre

Nhulunbuy Training Centre
Chesterfield Circuit
PO Box 1435
NHULUNBUY NT 0881
Phone: (08) 8987 0484

Katherine Training Centre

19 Second Street
Locked Bag 200
KATHERINE NT 0852
Phone: (08) 8973 8451

Tennant Creek Training Centre

Staunton Street
PO Box 29
TENNANT CREEK NT 0861
Phone: (08) 8962 4350

Jabiru Training Centre

Van Delft Street
PO Box 645
JABIRU NT 0880
Phone: (08) 8979 2442

FEEDBACK FORM

The Department of Employment, Education and Training welcomes your feedback on the 2006-07 annual report.

Organisation (optional)

1. The report met your needs.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Comments (including a description of your needs).....

.....

2. The format of the report enabled easy access to matters of particular interest to you.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Comments:

.....

3. The report addresses issues that are in the public interest.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Comments:

.....

4. The report is an appropriate length.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Comments:

.....

5. The report is easy to understand.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Comments:

.....

Thank you for participating in the survey.

Please return completed form to:

Policy and Planning
Department of Employment,
Education and Training
GPO Box 4821
DARWIN NT 0801

or fax to (08) 8999 5788

This form is also available on the DEET internet website www.deet.nt.gov.au

