

## PLANNING A NEW NON GOVERNMENT SCHOOL

### STARTING A NON-GOVERNMENT SCHOOL

The Northern Territory Government (NTG) supports participation by the private sector in education as it promotes choice.

### TRANSLATING THE IDEA INTO A PLAN

The purpose of this paper is to assist planners of a new non-government school to understand the scope of the task.

Given that a non-government school must be seen as a business, one of the most important factors will be to develop a business plan for your school, such that you, your committee and your financier will clearly understand the financial implications of the proposal. The development of an educational philosophy for the school is also a vital part of the planning process, but, as the school's educational program is likely to be more a product of your committee's particular educational aspirations than finance, it is not treated in detail in this paper.

In addition to the Northern Territory's Education Act, schools are required to comply with a number of other Australian and Territory Government Acts and Regulations. While not a comprehensive list, these include Community Welfare, Anti-Discrimination, Privacy, Occupational Health and Safety, Information, Companies, and Associations legislation.

A list of useful website references is at Appendix A, to assist planners in accessing information from a range of sources.

You will need to give consideration to each of the items listed below early in the planning process:

- 1. Government Statutory Requirements**
- 2. Your Client Group**
- 3. Options for a Corporate Structure**
- 4. Financing the School**
- 5. Staffing the School**
- 6. A Suggested Business Plan**

## 1.0 GOVERNMENT STATUTORY REQUIREMENTS

### Northern Territory Government

- 1.1 All non-government educational institutions in the Northern Territory need to be registered as such before they can operate legally. The *Education Act, Part VII - Non-Government Educational Institutions, Sections 61-68*, gives the Chief Executive of the Department of Employment, Education and Training (DEET) the power to register non-government schools, with the Minister for Employment, Education and Training holding a power of appeal against the Chief Executive's decision if necessary. Further, a Non Government School Ministerial Advisory Council has been formed to consider policy on the registration, regulation, and standards of non-government schools.
- 1.2 The Chief Executive's major concerns in respect of an application for registration are that the proposed school will maintain satisfactory standards in the areas of teacher qualifications, educational facilities, curriculum, and financial viability. It would be socially and educationally undesirable for a non-government school to commence operations, only to find that it had to close soon after opening for reasons such as lack of financial planning or long-term commitment.
- 1.3 In broad outline, the criteria for registration are mentioned below, however a departmental registration advisory committee assesses each application on its own merits. This committee comprises senior officers who advise the Chief Executive in respect of each application. The Committee considers the following:
  - **Teacher Qualifications**

From 2005 all teachers must be registered to teach, or employed under an authorisation granted to an employer, under the *Teacher Registration (Northern Territory) Act 2004*. For details see the Teacher Registration Board of the Northern Territory Website at: <http://www.trb.nt.gov.au/>
  - **Educational Facilities**

Standards of non-government school facilities are required, in general terms, to comply with Australian Government design standards that have been adopted by the Northern Territory. The design standards detail, for example, the space requirements for classrooms, libraries, specialist facilities, as well as the required number of toilets and recreation space. Details of the standards and a request for advisory assistance when drafting plans of buildings may be obtained through the Financial Services Division of DEET.
  - **Curriculum**

While non-government schools are allowed considerable flexibility in the design and delivery of their curriculum, it is a requirement of continued registration that they offer as a minimum the NT Curriculum Framework. Assistance with this aspect may be obtained from the Director Curriculum Services, DEET. Contact telephone 8999 3789, or visit the website: <http://www.deet.nt.gov.au/education/ntcf/>

- **Long Term Business Planning and Financial Commitment**

Proposed new non-government schools need to satisfy the Northern Territory in respect of financial viability and long-term commitment by its client group as part of the registration process.

1.4 Registration is a pre-requisite for funding assistance from both the Northern Territory and Australian Governments. A copy of the "Application for Registration as a Non Government School" pro-forma is at Attachment A. Assistance with the completion of this form may be obtained from the Non Government Grants Officer, Department of Employment, Education and Training on 8901 4959. It is to be noted however that registration does not automatically entitle the school to NT Government funding.

1.5 If an application meets the above criteria, provisional registration is normally granted, with consideration being given to conferral of full or ongoing registration at the end of the first year of operation. It is crucial that a business plan covering a minimum of five years is attached to the application.

1.6 Occupational Health and Safety

Schools require Occupational Health and Safety (OH&S) systems to ensure the health, safety and welfare of its employees and students. Planners should develop and implement appropriate occupational health and safety management systems, standards and programs to ensure compliance with all legislative requirements. For general OH&S and Dangerous Goods enquiries, advice and assistance, telephone: (08) 8999 5545. <http://www.worksafe.nt.gov.au/>

Emergency Management in Schools: It is necessary to have emergency management planning, response and recovery arrangements for school aged children and the school community. Further information is available from the Emergency Management Australia website: <http://www.ema.gov.au>

## **Australian Government**

1.7 Access to Australian Government financial assistance (see 4.0 below for more detail) is initiated by a letter to the Australian Government advising of your intention to establish a new school and of your request for funding assistance:

Department of Education, Science and Training  
General Recurrent Grants Branch  
New Schools Section  
GPO Box 9880  
CANBERRA ACT 2601

Australian Government Funding Arrangements for Non-Government Schools are based on the Socioeconomic Status (SES) of a school's community. For further details: General Recurrent Grants Branch, GRG Helpdesk: Phone (0)2 6240 7827; or email: [grg.help@detya.gov.au](mailto:grg.help@detya.gov.au) Website: <http://schoolgrg.detya.gov.au>

1.8 Responsibility for the registration of schools lies with the NT Government. However, the Australian Government requires notice from registered schools that are proposing to undertake a significant change in their operations. The Northern Territory Government informs the Australian Government when a school is registered.

1.9 While it is possible for schools to operate without Australian Government funding assistance, it is likely that the consequent high level of contribution required from the client group through school fees or other private funding sources would be prohibitive to many families. It is necessary to point out that the NTG will not meet any shortfall in funding.

## 2.0 YOUR CLIENT GROUP

2.1 A strong support group of parents of students at the school as well as that of an established community group are the ultimate assurances of the school's financial and educational well being. However, school planners should be clear as to which market they will target and how the marketing will be done. Some relevant questions you will need answers for are:

- Will it be a primary, junior secondary, or senior secondary school?
- What catchment area will students come from?
- How many people with school-age children live in that area, and how many of them wish to send their children to the proposed school?
- What is the impact on existing schools? Are these new enrolments, or are the students currently attending another school in the area?
- What aspirations for their children's education do these people have? Can your school meet this need?
- Are there already schools servicing this area, and if so, can the area support an additional school?
- Will you offer tuition and/or boarding facilities to local, isolated or overseas students? How will this affect funding?
- What will be the major factor attracting students to your school? eg. educational offerings, religious beliefs, ethnic or cultural background.
- What level of fees should be charged in order to make ends meet?
- How much can your client group generally afford to pay?
- How much does your competitor charge?

2.2 There are various sources of information available to school planners to assist with obtaining statistical information on the above, such as the Australian Bureau of Statistics, the NT Treasury, and the NT Department of Employment, Education and Training. It may be necessary to call meetings to raise public awareness of your intentions; this will give you some idea of the likely level of support for the idea.

### 3.0 OPTIONS FOR A CORPORATE STRUCTURE

- 3.1 Early consideration will need to be given to obtaining corporate status for the proposed school so that the school is able to function as a legal entity in its own right and to limit the personal liability of committee members in the event of legal action being initiated over some matter related to the school.
- 3.2 While this is unlikely, at least in the early stages, there will come a time when the committee will open a bank account, and possibly fund-raising ventures will be undertaken. If one of your fund-raisers was injured whilst on school business, or if funds were lost, it would be an important security for all committee members to know that their exposure to personal liability is limited. Your insurance adviser will give you the best advice in respect of public liability cover.
- 3.3 There is a range of corporate structures you might consider, including an association incorporated under the Northern Territory's *Associations Act 2004*, a proprietary limited company, or perhaps a trust. You should consult your legal adviser on the most suitable corporate entity for your purposes. Incorporation is also a pre-requisite for Australian and Territory Government financial assistance.
- 3.4 If your new school will be associated with an established Church or religious denomination, you may find that it can come under the corporate 'umbrella' of the parent organisation. Alternately, it may be seen as desirable by the Church that the responsibilities and liabilities of the school kept entirely separate.
- 3.5 Assuming you will adopt one of the corporate options mentioned above, it may be useful to divide your committee into several subcommittees, each with a specific area of responsibility such as executive, finance, curriculum, buildings and grounds. At this point the original committee will become the responsible authority and may be called, for example, a Board of Governors or a Governing School Council. The above subcommittees could then be termed committees, which would be answerable to the Board.
- 3.6 It is useful at this point for you to consider your planning in respect of two distinct time periods:
- the period prior to opening the school; and
  - the period after opening.
- 3.7 The committees outlined below will have different functions for each of the above periods and particular attention will need to be given to financial commitments prior to opening.
- 3.8 **The Executive** in many schools comprises a Chairperson, the Principal, the Bursar, and the Chairperson of each committee. The function of the Executive is to make interim decisions for subsequent ratification by the Board, and to prepare for regular Board meetings.
- 3.9 Early in the planning phase, it will be important for the Executive to gain Board endorsement of the short-term and long-term student enrolment levels, around

which much of the planning of other committees will be based. While such meetings may be quite informal, it is wise to keep minutes for future reference.

- 3.10 **The Finance Committee** is normally responsible to the Board for the annual and projected budgets of the school. During the period prior to opening, this committee's task is particularly challenging, as there will inevitably be 'setting up' costs related to a planning principal, recruitment, staff salaries, facilities, books and equipment, which without regular income from students' fees, will be difficult to finance.
- 3.11 The Finance Committee will also be responsible for preparing (for Board endorsement) the five-year budget projections and cash-flows required by the two Governments. It is therefore desirable that someone with accounting ability (qualifications) is a member of the Finance Committee.
- 3.12 After opening the school, the Finance Committee's task is to monitor the projected budgets and to make appropriate financial recommendations to the Board as circumstances require.
- 3.13 **The Curriculum Committee** normally has the task of liaising with the Department of Employment, Education and Training in respect of NT Curriculum Framework requirements, as well as assisting the school staff with the development of curriculum particularly suited to the express wishes of the client group. The development of the school's educational philosophy around which teaching staff can develop educational programs is an important function of the Curriculum Committee. A copy of the NT Curriculum Framework is available for all schools and teachers to use as a working document. See the website: <http://www.deet.nt.gov.au/education/ntcf/>
- 3.14 **The Buildings and Grounds Committee** normally has the task of planning and maintaining facilities and grounds, including recommendations to the Board on the letting of contracts for cleaning, emergency maintenance, ongoing facilities maintenance, and grounds maintenance.

The proponents of the school may consider several options for obtaining accommodation, such as renting, leasing, constructing, or purchasing.

- 3.15 During the period before opening, a major task of this committee would be to secure a suitable site for the school and to obtain adequate facilities and grounds, keeping in mind the long term student enrolment level. It is desirable that a member of this committee have building, architectural or engineering experience.
- 3.16 After opening, the Building and Grounds Committee would be responsible for providing projected budgets to the Finance Committee in respect of all areas of its responsibility, and would liaise with the Board and the Executive in the planning of new or refurbished facilities.
- 3.17 Depending on the particular school's circumstances, it may be appropriate to form committees additional to those described above.

## **4.0 FINANCING THE SCHOOL**

4.1 Non-government schools in Australia have three major sources of funding:

- the State or Territory Government;
- the Australian Government; and
- the client group.

In the Territory the NT Government provides a higher overall level of assistance to non-government schools than is available elsewhere in Australia. However, schools in the Territory can incur higher expenses in the areas of recruitment, staff relocation, freight, and consumable than schools in the other States.

4.2 There are other sources of funding for schools, such as bequests, past-students' associations, and corporate sponsorship. As these sources are not normally available to proposed new schools they have not been included in this paper. If a school is fortunate enough to gain such financial support, it should be seen as a 'bonus', as these sources of income cannot usually be counted on when presenting proposals to governments and financiers. Establishment grants may be available from the Australian Government in the first and second years for new schools.

4.3 Government funding is normally categorised as 'capital' funding or 'operational' (or recurrent) funding. Capital funding may be applied to the construction, purchase, or lease of buildings and amenities, whilst recurrent funding is applied to operational or day to day costs associated with salaries, power, consumable, vehicles and grounds maintenance etc.

4.4 In addition, special funding may be provided by the Australian Government to assist with particular educational programs aimed at overcoming disadvantage through isolation, physical or mental handicap, socio-economic factors, or ethnicity, including targeted and indigenous programs. Information on these programs may be accessed through the web page of the Australian Government Department of Education, Science and Training. Website: <http://www.dest.gov.au>

### **NT Government Funding**

#### ***Capital Assistance***

4.5 The Northern Territory Government may grant a lease over Crown land to be used for school purposes. The lease is usually a development lease in the first instance, requiring certain improvements to be completed within a designated time, followed by a Crown Lease Perpetual. This process is most easily effected during the initial development of land.

4.6 DEET has issued Policy Guidelines on the NT Government's Capital Subsidy and Interest Subsidy Scheme. On High Priority Category 1 building projects approved by

Cabinet, the Scheme provides up to 50% capital subsidy and a 50% subsidy against interest rates over a ten-year term. Assistance for lower level priority Category 2 may be provided for capital projects, where the level of interest subsidy is provided at the lesser of 50% of the market rate of a variable loan rate over 10 years, per annum, and the actual interest incurred. Further information and the Guidelines are available from DEET Financial Services.

4.7 Capital assistance may also be provided by way of leasing (often at nominal rent) of excess Government facilities, provided they are maintained by the lessee during the term of the lease. Such leasing approval is determined by Cabinet.

### **Operational Assistance**

4.8 Operational assistance is provided at the level of 21% of the average cost per compulsory school-age student for tuition at an NT Government school. In 2006-07 the funding levels are:

\$1,860 per student per annum (primary);  
\$2,540 per student per annum (secondary); and  
\$2,611 per student per annum (remote).

This assistance increases or decreases annually in line with costs in Government schools. Preschool students do not receive operational funding. Funds are paid to schools four times per year, adjusted for attendance. These are scheduled:

40% - January  
10% - April  
40% - July  
10% - September

4.9 The NT Isolated Student's Allowance (\$2,613 per student per annum in 2007) is also provided as an assistance for students who attend a non-government boarding school in the Territory. This is paid directly to the school or hostel. Payments are based on claims and made twice yearly, in March and August.

4.10 A financial subsidy scheme also exists which provides \$ for \$ assistance on approved fund-raising projects up to a maximum of \$6 000 per annum, per school, or a maximum of \$12 000 per annum for those schools that have registration for more than one category, ie pre school and primary school status, primary and secondary school status, or pre, primary and secondary status.

4.11 The NT Government also makes payments under a range of other schemes. These include the Severely Disabled Child Subsidy Grant program, and water and sewerage concessions. Further information may be obtained from DEET Financial Services.

### **Australian Government Funding**

4.12 Schools approved for general recurrent funding by the Australian Government (see 1.5 to 1.9 above) are entitled to apply for assistance. Prior to receipt of Australian Government funding, schools must enter into an agreement in

respect of conditions related to financial and educational accountability. Details of all Australian Government programs are provided on the internet, under: "Australian Government Programs for Schools Quadrennial Administrative Guidelines".

[http://www.dest.gov.au/sectors/school\\_education/programmes\\_funding/forms\\_guidelines/](http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/)

### **Capital Assistance**

4.13 Australian Government capital grants supplement funds provided by State Government and non-government schools, with the particular emphasis of the program being to improve educational outcomes for students from low socio-economic backgrounds, Aboriginal students, Torres Strait Islander students and students with disabilities.

4.14 In order to gain access to these funds, non-government schools must join what is known as a Block Grant Authority (BGA) or must compete for funds from a 'national pool' of funds allocated for the use of schools which are not a member of a BGA. The advantage of belonging to a BGA is that it is possible to attract a larger grant than you could as an individual school. The Catholic Education Office, through a Board of Management comprising other Non-Government Schools, manages the BGA in the Territory.

### **Recurrent Assistance**

4.15 The Australian Government provides recurrent funding on a per capita basis. The level of funding varies according to a formula based on the Socio Economic Status (SES) that is calculated separately for each school and is derived from the Average Government School Recurrent Cost (AGSRC). Further details are provided in the "Australian Government Programs for Schools Quadrennial Administrative Guidelines". Details can be obtained from the Australian Government Recurrent Grants section of the Department of Education, Science and Technology. <http://schoolgrg.dest.gov.au/>

4.16 The funding level of approved school systems is based on the aggregate entitlement of the constituent schools within the system. Schools in systems other than Catholic systems will have their funding entitlements assessed in the same way as the non-systemic schools and will attract funding to the system according to their individual SES score or their year 2004 funding entitlements. The actual amount paid to a school will be a matter for the school's systemic authority.

<http://www.dest.gov.au/schools/guidelines/index.htm#7>

4.17 Australian Government recurrent grants are to be used for the operational expenditure of implementing strategies to meet the program objectives agreed by the school and the Australian Government Minister. Recurrent grants can be used for items such as teaching and ancillary staff salaries, curriculum development, maintenance and general operational provisions.

### **Funds Provided by the Client Group**

4.18 In general terms, the parent body must provide (through school fees and/or fund raising) the difference between the total level of Government assistance

Updated March 2007

Page 10 of 17

and the actual cost of running the school. Some schools calculate their annual fees by subtracting the total per capita subvention by Governments from the total per capita cost (including both capital and recurrent costs) of running the school.

4.19 This, of course, is very difficult for a new school that has no historical data on which to base its operational costs. Setting the school fees for the first year at least, will be a challenge for the Finance Committee, particularly as there will also be a need to amortise the costs incurred prior to opening over the first couple of years. See 6.0 below.

4.20 Some of the traps to be avoided in setting a fee level for the first year are:

- setting fees according to what you think the market will bear;
- setting fees slightly lower or comparable with your nearest established competitor; and
- setting fees at a certain level because other schools appear to be operating at that level.

## 5.0 STAFFING THE SCHOOL

- 5.1 The number of staff employed at the school is usually a compromise between the 'ideal' ratio of staff to students and the 'actual' ratio which the school can afford. Staffing costs are likely to be the major item of expense, and you can expect them to account for more than 70% of the annual budget.
- 5.2 New non-government schools can also anticipate staffing costs in the first year to be more than the above figure, as advertising, recruitment and relocation costs will probably be a more significant factor at that time.
- 5.3 As a guide, Northern Territory Government schools are staffed with teachers on the basis of a formula of 1 teacher per 22 students in primary schools, 1:17 in junior secondary and 1:14 in senior secondary. The Department also has formula entitlements in respect of ancillary staff, usually based on the number of students attending the school. Details of the school staffing formula used for NT Government schools are available from the Department of Employment, Education and Training, for further explanation if necessary.
- 5.4 It is not compulsory for non-government schools to be staffed according to the government school formula, but the formula may be used as a guide on which to base your own staffing requirements.
- 5.5 Various awards and Enterprise Bargaining Agreements (EBA) apply. Most independent schools in the Territory are respondents to the *Independent Schools (Northern Territory) Award*, which is registered with the Australian Industrial Relations Commission. Pay scales within this award have been overtaken by those contained within individual schools' Enterprise Bargaining Agreements. Salaries paid are generally close to those paid in Northern Territory Government schools (available on the Website of the Office of the Commissioner for Public Employment: <http://www.nt.gov.au/ocpe/>). Further advice on the provisions of the independent schools award and non-government schools in general may be obtained from:

The Executive Officer  
Association of Independent Schools of the NT  
GPO Box 2085  
DARWIN NT 0801  
Phone: 08 8981 8668  
Fax: 08 8941 3061  
Email: [admin@aisnt.asn.au](mailto:admin@aisnt.asn.au)

- 5.6 The Industrial agreements applying to Catholic schools are the *Catholic Schools (Northern Territory) Award 2003*, and the *Catholic Schools (NT) Enterprise Agreement 2003*. Further information may be obtained from the Catholic Education Office.

Catholic Education Office  
PO Box 219  
Berrimah NT 0828  
Phone: 08 8984 1400  
Fax: 08 8984 1444  
Email: [admin@ceo.nt.catholic.edu.au](mailto:admin@ceo.nt.catholic.edu.au)

## **6.0 A SUGGESTED BUSINESS PLAN**

6.1 This section is designed to be of assistance to school planners rather than be prescriptive in any way. It is also designed to assist planners to complete the financial information required by the Northern Territory Government in submitting applications for assistance. Government will require a five (5) year forward plan of budget estimates.

6.2 In preparing your business plan for submission to Government and financiers, you will need to detail the following components:

- a description of proposed facilities;
- projected enrolments, including the source of enrolments and the potential impact on other schools;
- a marketing plan;
- the proposed fee structure;
- a brief statement of the school's educational philosophy;
- a 5-year plan of projected budgets, including the year before opening, and also detailing the timing and budgets for capital construction;
- a monthly cash flow over at least the year prior to opening and the first two years of operation.

6.3 The school's educational philosophy need not be lengthy or detailed, but it should be sufficient to give authorities (and your potential client group) an indication of the aims and objectives of the school, and what it values in education.

6.4 It is particularly necessary for both annual projected budgets and annual monthly cash flows to be drafted. The projected cash flow becomes most important as any differences between the timing of income and expenditure will be reflected in overdraft and consequent interest payments. It is therefore necessary for a school to try to structure its cash flow so that large expenditure commitments can be met when there are funds at hand.

6.5 A school's income pattern is fairly predictable in that the dates of Government subsidies are known in advance, and income from fees will normally be on a quarterly basis. It would therefore be to the school's advantage to structure its loan repayments according to the timing of its income. However, significant additional costs are normally incurred by schools over the December / March period as a result of holiday pays, leave loadings, fares, and large purchases of school consumables etc. Unfortunately this is also the period of the year when income is minimal, so careful budgeting is required.

6.6 As explained above, Government assistance may be considered as either capital or recurrent income, so the draft budget outlined below is set out with this in mind. Obviously all budget items listed below need not be included in individual school's draft budgets but are included as a guide. Please note that a school needs to be fully registered to be entitled for capital assistance.

Please Note: This is a guide only, and is not intended to be an exhaustive list of items.

**6.7 CAPITAL BUDGET**

**\$ 000**

**INCOME**

- Capital Donations and Grants (by source)
- Interest / Capital Assistance (NT) - Stage 1
- Interest / Capital Assistance (NT) - Stage 2 etc

**TOTAL CAPITAL INCOME**

\_\_\_\_\_  
\_\_\_\_\_

**EXPENDITURE**

- Loan Repayments - Stage 1
- Loan Repayments - Stage 2 etc
- Interest on Loans
- Furniture & Fittings
- Plant & Equipment
- Motor Vehicles
- Minor Capital Works (Renovations)
- Repairs and Maintenance
- Equipment / Facilities Leasing
- **Depreciation**

**TOTAL CAPITAL EXPENDITURE**

\_\_\_\_\_  
\_\_\_\_\_

**CAPITAL SURPLUS / DEFICIT**

\_\_\_\_\_

**6.8 RECURRENT BUDGET**

**INCOME**

**\$ 000**

- School Fees
- NT Per Capita Assistance
- C'wealth Per Capita Assistance
- Other Government Funding
- Donations
- Fund Raising
- **Other Income**
  - tuckshop
  - uniforms
  - stationery etc
- Hire of School Facilities

**TOTAL RECURRENT INCOME:**

\_\_\_\_\_  
=====

**EXPENDITURE**

**Staff and Related Expenses**

- Salaries Teaching ( x teachers x ave salary)
- Salaries Administration
- Grounds Maintenance Contract / Salaries
- Cleaning Contract / Salaries
- Superannuation
- Workers Compensation
- Provision for Long Service Leave
- Fringe Benefits Tax
- Payroll Tax

**Sub Total (Staff and Related Expenses)**

\_\_\_\_\_

**Administration and General Expenses**

- Accounting and Audit Fees
- Advertising
- Cleaning and Ground Maintenance
- Consumables
- Copyright
- Duty Travel
- Electricity, Water and Sewerage
- Freight
- Information Technology Hardware, Software
- Insurance – Public Liability, Property
- Interest on Overdraft
- Office Equipment Leasing
- Security
- Staff Recruitment, Relocation
- Telephone, Postage, Printing and Stationery
- Miscellaneous

**Sub Total (Admin and General Expenses)**

\_\_\_\_\_

**TOTAL RECURRENT EXPENDITURE**

=====

**RECURRENT SURPLUS / DEFICIT**

**TOTAL BUDGET SURPLUS / DEFICIT**

\_\_\_\_\_  
=====

## USEFUL WEB REFERENCES

## ATTACHMENT A

Australian Department of Education, Science and Training

[http://www.dest.gov.au/edu/school\\_index.htm](http://www.dest.gov.au/edu/school_index.htm)

Australian Government Programmes for Schools - Guidelines and Policy Manuals

<http://www.dest.gov.au/schools/guidelines/index.htm>

Catholic Education Office (Northern Territory)

<http://www.ceo.nt.catholic.edu.au>

Australian Government General Recurrent Grants

<http://schoolgrg.dest.gov.au>

Department of Employment, Education and Training (Northern Territory)

<http://www.deet.nt.gov.au>

Department of Employment, Education and Training Curriculum Services Branch

<http://www.deet.nt.gov.au/education/ntcf/>

Independent Schools (Northern Territory) Award 1990

[http://www.airc.gov.au/looseleaf/looseleaf\\_awards/aw814958/aw814958.pdf](http://www.airc.gov.au/looseleaf/looseleaf_awards/aw814958/aw814958.pdf)

Northern Territory Christian Schools Association

<http://www.ntcsa.nt.edu.au>

Northern Territory Teacher Registration Board

[http://www.deet.nt.gov.au/teacher\\_registration/](http://www.deet.nt.gov.au/teacher_registration/)

NT Worksafe

<http://www.worksafe.nt.gov.au/>

Office of the Commissioner for Public Employment

<http://www.nt.gov.au/ocpe/>

Public Sector Rates of Pay (Northern Territory)

[http://www.nt.gov.au/ocpe/public\\_sector/rates-of-pay/](http://www.nt.gov.au/ocpe/public_sector/rates-of-pay/)