

**Senate Finance and Public Administration Legislation Committee**  
**ANSWERS TO QUESTIONS ON NOTICE**  
**Supplementary Budget Estimates 19-23 October 2015**

**Prime Minister and Cabinet Portfolio**

**Department/Agency:** Department of the Prime Minister and Cabinet  
**Outcome/Program:** Outcome 2: Indigenous  
**Topic:** Remote School Attendance Strategy

**Senator:** Senator the Hon Jan McLucas

**Question reference number:** 313

**Type of question:** Written

**Date set by the committee for the return of answer:** 4 December 2015

**Number of pages:** 1

**Question:**

During Supplementary Budget Estimates in October 2014, the department advised that, in relation to the 200 additional teachers in the Northern Territory funded under Stronger Futures, that those positions had moved into the IAS – is this correct?

a. The department advised it was an activity that would be part of the Children and Schooling funding stream and was something the department would “be very interested in” (p.52 Hansard). How many of those 200 teachers have been funded under the IAS?

**Answer:**

As advised in response to PM 158, 20-24 October 2014 Supplementary Budget Estimates, additional Commonwealth funded teachers in the Northern Territory were funded as part of the Stronger Futures in the Northern Territory National Partnership Agreement (NPA) Schooling Implementation Plan.

Following the Wilson Review of Indigenous Education in the Northern Territory, the Commonwealth was approached by the Northern Territory Government to revise the Schooling Implementation Plan. A new Implementation Plan was agreed by the Commonwealth and the Northern Territory Government on 13 May 2015 (see [http://www.federalfinancialrelations.gov.au/content/npa/community\\_services.aspx](http://www.federalfinancialrelations.gov.au/content/npa/community_services.aspx)).

Under the revised arrangements, the Northern Territory Government resumed responsibility for the funding of teachers. Commonwealth funding was used to support a number of measures across early childhood, literacy and numeracy, attendance, workforce and transitions to secondary education.