

## LEGISLATIVE ASSEMBLY OF THE NORTHERN TERRITORY

## WRITTEN QUESTION

Mr Guyula to the Minister for Education:

## Education Funding

1. In [Written Question 334](#) (2018) it was stated that Commonwealth Government funding is "...pooled with NT Government funding for distribution through the school resourcing package". For 2022 (or the most recent year the data is available) please provide:
    - a. The total amount of the School Resourcing Package (SRP).
    - b. All Commonwealth grants and their contribution to the SRP.
    - c. All NT Government grants and their contribution to the SRP.
    - d. A list of budget areas which the SRP funds (for example School Resourcing Model (SRM), Corporate and Governance etc).
    - e. For each year from 2015-2021, please provide the total percentage of the overall funding for education that the NT Government retained for administrative purposes.
- 1(a) The School Resourcing Package (SRP) provides services and support to schools as well as direct funding to government schools. The direct funding to schools is distributed through the School Resourcing Model (SRM) and can be directly attributed to schools, while the services and support are provided by the department.
- The department can advise that of its \$1.179 billion budget in 2021-22, \$813.2 million was allocated to the Government Education output to achieve the Government education objective of children and students being engaged in their learning as they progress through early childhood and school to achieve improved educational outcomes.
- 1(b) Commonwealth Government funding is pooled with NT Government funding and then allocated to government education. There are not separate allocations from Commonwealth grant and NT Government grants.
- 1(c) Please see Question 1(b).
- 1(d) The SRP encompasses:
- The School Resourcing Model
  - Funding for the strategic focus areas of quality teaching, school leadership, data and accountability, community engagement and differentiated support for schools

- School support services to drive school improvement and the teaching and learning agenda through the development and maintenance of strategies, support and advice to schools
- Governance and development services, such as finance, human resources, information technology and other corporate costs.

1(e) The following was allocated to the Corporate and Shared Services output, which includes services received free of charge from other NT Government agencies:

	2015-16	2016-17	2017-18 <sup>1</sup>	2018-19	2019-20	2020-21 <sup>2</sup>
<b>% of total budget</b>	3.3%	3.1%	4.5%	4.8%	4.9%	8.9%

<sup>1</sup> Increase due to increase in free of charge expenses as a result of Department of Corporate and Digital Development's centralisation of information technology charges, implemented across the NT Government. Note that free of charge expenses are notional expenses and would have had a corresponding notional increase in revenue.

<sup>2</sup> Increase due to increase in free of charge expenses as a result of Department of Infrastructure, Planning and Logistics' centralisation of repairs and maintenance services, implemented across the NT Government. Note that free of charge expenses are notional expenses and would have had a corresponding notional increase in revenue.

**2. The 2021/2022 budget for Education was \$1.178 billion<sup>1</sup> please provide:**

- The total amount of this budget which was *not* allocated to independent schools or government schools via the SRM.**
- The list of agency programs and/or units/teams located in each business division that are funded from the portion of the education budget identified in question 3(a).**

2(a) The Department of Education 2021-22 budget was \$1.179 billion.

The 2022 calendar year SRM budget was \$558.5million\*. The budget not allocated to SRM was \$620.5 million. Please note, the SRM is reported on a calendar year rather than a financial year basis.

2(b) The Department of Education's 2021-22 budget is allocated by output and a breakdown, excluding the 2022 calendar year SRM, is below:

	2021-22 \$000
Output Group/Output	
Government Education	
Early Years	29,093
International Education	2,105
Pre-School Education	12,279
Primary Education	115,611
Secondary Education	91,054

<sup>1</sup> 2022 NT Budget Paper 3, page 147

Higher Education	9323
Non-Government Education <sup>1</sup>	
Primary Education	129,478
Secondary Education	138,923
Corporate and shared services	
Shared Services Received	66,605
Corporate and Governance	28,599
Total	623,070 <sup>2</sup>

<sup>1</sup> Non-government education output group includes Commonwealth National School Reform Agreement funding that is provided to non-government schools.

<sup>2</sup>SRM is reported on a calendar year and not financial year basis, hence figures will not match exactly.

**3. For 2021/2022, from the portion of the education budget that is identified in question 2(a) please advise:**

- a. The number of FTE service-based staff employed.
- b. The number of FTE non-service-based staff employed.

3(a) In 2021/2022, there were 208 FTE service-based staff employed outside of schools.

As at pay 26, 2021-22 overall service-based staff employed in schools is 3,710 FTE.

89% of the overall workforce are service-based.

Some service-based staff employed outside of schools may be funded through the SRM, for example, business managers servicing multiple schools.

3(b) In 2021/2022, there were 483 FTE non-serviced based staff employed outside of schools.

Source: Department of Education Staff Activity dataset

Service-based vs non-service-based – A 'service-based' position provides a direct service to children, students or families, and/or directly conducts activities to operate a service. This includes some corporate positions that work with children or families directly for at least 50% of the week on average, for example, counsellors, engagement officers, hearing advisers.

**4. For 2021/2022 (or for the most recent year the data is available) for each agency program and/or units/team identified in 2(b), please provide:**

- a. The number of FTE staff employed in Darwin.
- b. The number of FTE staff employed in Alice Springs.
- c. The number of FTE staff employed in regional centres and where these positions are based.
- d. The number of FTE staff employed in remote communities and where these positions are based.

FTE data is provided below for Department of Education FTE not based in schools, by the region the position serves.

Workforce data cannot be reported against the Output Groups/Categories provided in 2(b). Positions funded by the department's budget, outside of the SRM, are generally located outside of schools (i.e. in corporate and regional offices).

Many of these staff will work in the regional centre within the identified Region. For example, many staff working in the Top End Region outside of schools will be based in Palmerston regional office; staffing in East Arnhem region will be based in Nhulunbuy regional office. Service-based staff in visit schools regularly, including in remote communities.

Table 1. Staff full-time equivalent by region served and service based (data as at Pay 26, 2021-2022<sup>1,2,3</sup>)

Region served	FTE (staff employed outside of schools)		
	Non-Service based	Service based	Total
Barkly Region	7	9	16
Big Rivers Region	10	29	39
Central Region	13	32	45
Darwin Region	5	14	18
East Arnhem Region	6	18	24
Top End Region	7	6	13
Multiple Or NT wide	436	101	536
<b>Total</b>	<b>484</b>	<b>209</b>	<b>691</b>

Source: Department of Education Staff Activity dataset

(1) Calculations are based on precise data. Due to rounding totals may not correspond with the sum of separate figures. Due to backdated information in the government payroll system (PIPS/myHR), some data might vary from the previous reported data. FTE does not include employees on worker's compensation.

(2) Reflects the region serviced by all FTE (service-based positions and non-service-based positions). This data is not comparable to previous annual reports which have reported on the physical location of positions. Staff servicing more than one region are included in 'multiple regions'.

(3) Service-based vs non-service-based – A 'service-based' position provides a direct service to children, students or families, and/or directly conducts activities to operate a service. This includes some corporate positions that work with children or families directly for at least 50% of the week on average, for example, counsellors, engagement officers, hearing advisers.

**5. In 2017, the NT Department of Education stated its intent “to fix the base rate and indexation per student for four years”. For each year from 2017-2023 please provide:**

- a. **The base rate and the rate of indexation for all levels of schooling.**
- b. **The student needs based equity loadings and the rate of indexation.**
- c. **The impact on SRM envelope as a result of changes to indexation and/or changes to the base rate and equity loadings.**
- d. **When the base rate, equity loadings and indexation are scheduled to be reviewed.**

5(a) The base rate and the rate of indexation for all levels of schooling.

Description	2017 <sup>1</sup>	2018 <sup>2</sup>	2019 <sup>3</sup>	2020 <sup>4</sup>	2021 <sup>5</sup>	2022 <sup>6</sup>	2023 <sup>7</sup>
Base rate	6570	6735	6989	7093	7200	7200	7200
Indexation	3%	2.5%	2.5%	1.5%	1.5%	0.0%	0.0%

<sup>1</sup> In 2017, government provided an additional \$20 million in direct funding to schools as part of an election commitment. Transition funding was also provided to schools who would have reduced funding under the SNBFF. All schools were advised that 2018 funding would be on model. Base rate increased by 3% plus additional \$100.

<sup>2</sup> In 2018, all schools funded on model. An additional \$4 million in one-off funding was provided by government to address 2016 and 2015 legacy funding gaps.

<sup>3</sup> In 2019, an additional \$4 million ongoing was provided by government to enable full transition to ESL funding model.

<sup>4</sup> In 2020, Special Education Support Program (SESP) funding transferred to School Resourcing Model pool and was redistributed based on NCCD. An additional \$1.5 million (ongoing) was provided to support the transition in 2020 and provide additional funding for 2021 onwards. An additional \$2.8 million was provided to fund the increase in special funding (Universal SwAN funding) to support building an inclusive framework and educational programs to support students with additional needs.

<sup>5</sup> In 2021, no change to loadings but there was indexation for NCCD.

<sup>6</sup> In 2022, an additional \$12.7 million funding was available over four years for government mainstream schools to deliver high quality, inclusive educational services that responded to the needs of students.

<sup>7</sup> No proposed changes in 2023. Final Funding yet to be released to schools. Additional funding provided to schools for the Teachers 'Enterprise Agreement' outside of the base rate.

5(b) There is no indexation applied to the student needs-based equity loadings. Every full-time equivalent student receives a base rate weighting of one, then a weighting is added to the base rate for each identified need.

As such, if the base rate is indexed and increases, this would have a flow on impact on the loadings.

By way of example, if there is a full-time middle school student in a remote setting, they may receive an extra loading for being a middle school student (0.157) and for being at a remote school (0.03), and as such would have a student weighting of 1.187. This student weighting is then applied against the 2023 base rate of \$7,200, providing a per student rate of \$8,546.40. This is as opposed to 2020 where the base rate was \$7,093, leading to a per student rate of \$8,419.39.

5(c) The indexation % applied to the SRM funding pool is provided in the table '5a' above.

The total SRM funding pool is also adjusted to reflect government and department decisions to fund specific initiatives, provide additional support or movements in student numbers.

5(d) As part of the release of preliminary funding each year, there is consideration given to the base rate, equity loadings and indexation. The base rate for 2024, will be updated for the Teachers 'Enterprise Agreement'.

In addition, a number of reviews have either recently been completed or are currently underway that will impact the SRM, such as effective enrolment, secondary school and students with disability. Due to the interdependencies of these reviews, it is intended that the recommendations from these reviews will form a broader school funding reform package which is expected to take time to implement due to the levels of complexity.