# EDUCATION, SCIENCE AND TRAINING <br> SENATE LEGISLATION COMMITTEE - QUESTIONS ON NOTICE 2003-2004 BUDGET ESTIMATES HEARING 

Outcome: 1
Output Group: 1.2 Assistance for individuals including those with special needs.

DEST Question No. E115_04

Senator Crossin asked on 3 June 2003. EWR Hansard pages 256-257.

## Question:

Have all the state education systems reported? Who has not?

## Answer:

Reporting under the Indigenous Education Strategic Initiatives Programme (IESIP) by State and Territory education systems.

Table A below provides details of the receipt of reports required under IESIP as at 3 June 2003. Table B provides details of the receipt of reports required under IESIP as at 24 June 2003.

Table A

## State Government IESIP Recipients

| Department/State | 2002 Financial <br> Acquittal Received <br> as at 3 June 03 | 2002 Performance <br> Report Received as <br> at 3 June 03 |
| :--- | :---: | :---: |
| New South Wales Department of <br> Education \& Training | No | Yes |
| Education Queensland | No | Yes |
| Northern Territory Department of <br> Education | Yes | Yes |
| Department of Education \& Training of <br> Western Australia | Yes | Yes |
|  <br> Employment South Australia | No | Yes |
| Department of Education \& Training <br> Victoria | No | Yes |
| Department of Education Tasmania | Yes | Yes |
|  <br> Community Services | No | No |

Table B
State Government IESIP Recipients

| Department/State | 2002 Financial <br> Acquittal Received <br> as at 24 June 03 | 2002 Performance <br> Report Received as <br> at 24 June 03 |
| :--- | :---: | :---: |
| New South Wales Department of <br> Education \& Training | Yes | Yes |
| Education Queensland | Yes | Yes |
| Northern Territory Department of <br> Education | Yes | Yes |
| Department of Education \& Training of <br> Western Australia | Yes | Yes |
|  <br> Employment South Australia | No | Yes |
| Department of Education \& Training <br> Victoria | Yes | Yes |
| Department of Education Tasmania | Yes | Yes |
|  <br> Community Services | Yes | Yes |

