SELECT COMMITTEE ON ESTIMATES 2010-2011

Questions on Notice

Minister for Education and Training

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Building the Education Revolution

MEREDITH HUNTER : To ask the Minister for Education and Training

Ref: Dept. of Education and Training Portfolio , Budget paper 4, page number 324]

In relation to Building the Education Revolution

1.   What was the average per square metre cost of new libraries, assembly halls, multi-purpose buildings and environmental centres buildings, under the Building the Education Revolution (BER)?

2.   What was the average per square metre cost of new libraries, assembly halls, multi-purpose buildings and environmental centres buildings, constructed by the Department of Education and Training in the previous year before the BER program?

MR BARR: **The answer to the Member's question is as follows:–**

1.   Individual project scopes and associated cost will vary for each library, assembly hall, multi-purpose building and environmental centre. The cost will also vary with the extent of furniture fit-out which may include interactive white boards, audio visual systems, desks and chairs. The cost for these differ significantly and would be meaningless if aggregated and averaged.

   All projects under the Building the Education Revolution initiative are custom designed and built on site in consultation with the school communities. The size of buildings, design features, environmental design initiatives, the level of fitout and other inclusions such as covered walkways was agreed on a school by school basis and therefore differ from one project to another.

2.   There was one new library at Chapman Primary School constructed by the Department of Education and Training and handed over to the school in the 12 month period prior to 9 February 2009 when the Building the Education Revolution initiative commenced. There were no new assembly halls, multi-purpose buildings or environmental centres constructed in this period.

   The cost to construct the new library at Chapman Primary School was $2.583 million. With a floor area of 615m2, the cost per square metre was $4,201.

2010-11 Priorities

Meredith Hunter : to ask the Minister for Education and Training

Ref: Output Class 3, Budget Paper 4 page 457 CIT

In relation to: 2010-11 Priorities

1. How are you addressing the need for new or different skills, to cope with issues around climate change and the amount of new housing planned for the ACT?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

The CIT is addressing the need for new and different skills to address issues around climate change through:

- Offering five specific programs with an environmental focus:
    1. Certificate IV in Renewable Energy
    2. Course in Renewable energy – Statement of Attainment
    3. Diploma of Ecology and Environmental Management - as at May 2010, 39 students enrolled
    4. Diploma in Sustainability – as at May 2010 17 students enrolled
    5. Sustainable Building Practices- Statement of Attainment (60 first semester enrolments)

- CIT and ACT Department of Environment, Climate Change, Energy and Water have jointly developed training options for plumbing apprentices as a response to the increasing demand for skilled solar energy trades people. The programs are a national first and provide ACT plumbers and electricians with training to ensure they can safely and efficiently install solar hot water and photovoltaic systems.

- CIT has an Environmental Sustainability Charter, which was launched in 2009 and commits CIT to education for sustainability within training programs, across CIT business activities and in partnership with industry to benefit the ACT community.

- CIT has joined with the Housing Industry Association in a Greensmart Partnership. HIA GreenSkills training program is a voluntary, hands-on approach to building that focuses on educating builders, designers, product manufactures and consumes about the benefits of an environmentally responsible approach to sustainable business practices. (As at 12 May 2010, eighty workers have completed the training program.)

- The new purpose-built horticulture facilities at the Bruce Campus were opened officially on 5 March 2010. The facility provides a model for sustainable

- o harvesting of stormwater run-off on the Bruce Campus and its diversion to a large 5.2 megalitre dam within the grounds;
  - o orientation of new buildings so they are able to take advantage of solar power collection in the future; and
  - o installation of low energy lighting throughout.

- The ACT Government has funded a multi-purpose sustainable house and training facility at Bruce, which will be used for training purposes as an up to date residential home showcasing the latest building technologies and including the very best of solar passive design for the site and renewable energy systems.

- With funding received from the Australian Government, a Sustainable Skills Training Hub is being constructed at the Bruce Campus. It will be a pioneering purpose built facility for hands-on green skills training in emerging sustainable technologies for both residential and commercial sectors. Students will be trained in the installation, testing, commissioning, and maintenance of these technologies and will gain the skills required to assess and employ the latest in sustainable green building applications, materials and new products. The Sustainable Skills Training Hub is due for completion by June 30 2010.

- CIT is now a signatory to the Talloires Declaration, a ten-point action plan for incorporating sustainability and environmental literacy into teaching, research, operations and outreach in higher education institutions. It has been signed by over 350 colleges and universities in over 40 countries.

- CIT will be hosting an Education for Sustainability event for 2010 World Environment Day at its Bruce Campus. This is the third year CIT has hosted a big event on World Environment Day. CIT environmental specialist teachers will run over 20 sustainability workshops and campus tours for ACT and region school students. CIT is anticipating attendance of approximately 500 students.

As these initiatives demonstrate, CIT is at the forefront of providing training for future climate change professionals across the trade areas, developing programs to train and raise awareness about sustainable work habits and actions, and developing initiatives to minimise its environmental impact by reducing its ecological footprint.

Employment and skills development in the building and construction industry

Meredith Hunter: to ask the Minister for Education and Training

Ref: Page 3 Statement of Intent, Building and Construction Industry Training Fund
        Authority

In relation to: Encouraging Employment and Skills development in the building and
        construction industry
One of the objectives is to encourage employment and skills development in the
building and construction industry.

1. How do you go about that?

2. What emphasis do you place on new or emerging skills when dealing with
industry?

3. The Authority Board meets about 7 times a year and they have access independent
legal and professional advice as required;

    i.what is the total operating cost of the Board and

    ii.what other work does the Board undertake for the Authority besides attending to
    business at the 7 Board meetings?

MR BARR: **The answer to the Member's question is as follows:**

1.   To encourage employment the Building and Construction Industry Training
      Fund Authority (TFA) provides funding to Group Training Organisations to
      employ apprentices on an annual basis. In addition the TFA also funds
      individual employers to employ apprentices in trades that have been
      identified by industry as having a skills shortage.

      To encourage skills development the TFA promotes and markets the
      advantages of well trained and skilled employees to its stakeholders. The
      TFA may then provide funding so that an employee can undertake training
      with Registered Training Organisations that will develop and increase their
      skills.

2.   The TFA consults with, and is directed by industry stakeholders on new and
      emerging skills and technology and acts immediately on the requirements of
      its stakeholders.

3.   i. The members of the TFA Board are paid in accordance with the ACT
      Remuneration Tribunal payment schedule. The operating cost to date for
      2009/2010 is $16 264.

      ii. The Chairman and Board members attend a range of industry functions,
      consultation workshops and events. In addition the Chairman and CEO meet
      with their counter parts in organisations such as the Construction Industry

NAPLAN

Meredith Hunter: To ask the Minister for Education and Training

Ref: Education and Training, Budget paper 4, page 321

In relation to: NAPLAN

1. Why do the NAPLAN accountability indicators in the budget for 2010-11 remain unchanged from 2009-10?

2. In cases where the estimated outcome of numeracy and literacy scores is lower than the 2009-10 target what new initiatives or programs are planned to ensure these students do not continue to fall behind NAPLAN targets?

3. There have been reports of teachers in other States allegedly manipulating test results and students being discouraged from attending school when the tests were conducted recently.
 In the ACT there have allegations of test papers not being printed properly and students not being given sufficient time to do the tests and, close to the ACT, teaching aids such as posters being left up on the walls of the examination rooms.

i. Can you tell us what the ACT Education Department has done to investigate these claims in the ACT?

ii. What is the outcome of the investigations?

iii. Has the ACT Education Department checked with schools that students were not discouraged from attending schools when the tests were conducted?

iv. Has a check been made of attendance figures at all schools to see if there was an abnormal number of students away while the tests were being conducted?

Andrew Barr : The answer to the Chair's question is as follows:–

1. Literacy and numeracy targets for *Budget Paper No4 - Output Class 1: Public School Education* were developed in 2008 and derived using the average of the five years' mean scores (2004–2008) plus an eight point score loading as an aspirational objective to be fully achieved by 2012. The expected performance improvement will be achieved over successive budget cycles to allow time for the school improvement measures introduced in 2009 to have a sustained and measurable effect on students' long term outcomes.

The accountability targets described in *Budget Paper No. 4* were established to be realistic but challenging over time. When setting targets, consideration of short-term variability was factored in as outcomes in educational testing programs vary markedly from year-to-year due to a number of factors including: differences in year groups (cohort effects), and differences in the

tests (test effects).

Consistent with departmental practice, the literacy and numeracy targets for the accountability indicators will be reviewed again at the end of the 2010 with consideration of the data available from NAPLAN 2010. DET will consider accelerating the targets should public education time series outcomes demonstrate sustained improvement.

2. At this stage, it is too early to assume that any targets have not been achieved. This is because there is a margin of error associated with the NAPLAN results arising from test and measurement effects. Meanwhile, my Department continues to embed the Literacy and Numeracy Coordinator program. This initiative will continue to build teacher capacity and maintain a focus on student performance.

3. The allegation regarding teaching aids being left on the walls of the examination room was not from an ACT school and therefore not the responsibility of my Department to investigate. There have been no reports to my Department of similar instances in ACT public schools.

    My Department has not received any reports of ACT public schools discouraging individual students from attending NAPLAN testing.

    With regard to the print error, my Department was notified by a school that the test stimulus (not test questions) had been incorrectly printed. The school followed incident protocols as outlined in the *NAPLAN 2010 School Administration Handbook*. Therefore, the Reading test was suspended for a short period of time whilst replacement materials were sourced. The finishing time of the tests was adjusted so as not to disadvantage the students.

    i. An official record of this incident has been recorded on the *Schools Online Assessment Register* (SOAR). On the basis of post-test analysis any anomalies attributed to the incident will be followed-up by my Department.

    ii. The need to further investigate the impact of this incident will only become evident after the initial collation of NAPLAN performance results; expected in early June 2010.

    iii. In relation to 'discouraging' students from sitting the NAPLAN tests, this would be an action inconsistent with the directives outlined in the *NAPLAN 2010 School Administration Handbook*. The principal has a critical leadership role in the administration of the NAPLAN and is responsible for promoting participation and ensuring the integrity of the NAPLAN process. Should allegations be received by my Department they will be thoroughly investigated.

    iv. Attendance rates only become evident through analysis of absence data recorded in the *Schools Online Assessment Register* (SOAR). Timing of this analysis is necessarily post-test and is expected to become known closer to the time of reporting on the preliminary NAPLAN results in September 2010. It is my understanding that the Australian Curriculum,

CIT - IT and advertising

ZED SESELJA : To ask the Minister for Education

In relation to : IT and Advertising for the Canberra Institute of Technology

1. What is the budgeted cost of the provision of IT services for CITfor 2010-11?

2. What is the budgeted or forecast increase in costs for the provision of IT services in 2011-12, 2012-13 and 2013-14?

3. What will be the marginal cost and the average cost of the provision of IT services at the forecast staffing levels in 2010-11?

4. How much will be spent on advertising in 2010-11, and what is forecast to be spent in 2011-12, 2012-13 and 2013-14, and how is this spending broken down between i) outputs and ii) design, printing, distribution etc?

5. What form of advertising will be undertaken in 2010-11?

6. What is the purpose of each form of advertising to be undertaken in 2010-11?

7. How much has been spent on graphic design purposes in 2009-10, and how much will be spent on graphic design in 2010-11, 2011-12, 2012-13 and 2013-14?

8. How much has been spent on advertising in 2009-10 to date, and what forms of advertising does this include?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1. CIT's estimated cost for the provision of IT services in 2010-11 is $2.626m.

2. The estimated increase in costs for the provision of IT services at CIT in the following years from the prior year is:
    - 2011-12 $0.065m
    - 2012-13 $0.067m
    - 2013-14 $0.069m

3. The average cost of the provision of IT services at the forecast staffing levels in 2010-11 for CIT is $3,032 per FTE.

4. The budgeted for advertising in 2010 is $320,000. It would be expected that a lesser budget be provided for 2011 due to lower expected media production costs. Advertising expenditure beyond 2010 is subject to budgetary availability.

    i)   CIT has one output.

ii)   In 2010, printing costs are budgeted at $150,000 with a similar spend in 2011.

    Distribution costs will be $16,500 (Course Guide inserted into The Canberra Times three times per year). Data on design costs is not collected.

5. CIT's advertising is conducted in major student recruitment periods, including:
   September to mid-November; mid-January to mid-February and early May until mid-July. That advertising includes:
   - 30-sec and 15-sec television commercial on local TV stations, such as WIN TV and in Canberra cinemas.
   - Press advertising in The Canberra Times, The Chronicle and The Land newspapers, with some regional press where possible.
   - Print publications, such as Course Guide inserted into The Canberra Times.
   - 30-sec radio advertising on Canberra FM, including 104.7FM and 106.3FM.
   - Online advertising, such as PS News, Facebook and Google AdWords.
   - Outdoor advertising, such as the LCD screen on the National Convention Centre.

   Other advertising is for special events, such as CIT's Tertiary Open Day, or student fundraising activities for student events. Special or unique initiatives may lead to awareness campaigns of the availability of the Federal Government's *Productivity Places Program* training places availability.

6. The primary purpose of CIT's advertising is to encourage those in the community to undertake education and training with CIT. A secondary purpose of CIT's advertising would be to encourage Government and Industry to take-up professional development for their staff with CIT's training solutions.

7. Data on design costs is not collected.

8. In 2009 the advertising expenditure was $414,902. This includes the following forms of advertising:

   - 30-sec and 15-sec television commercial on local TV stations, such as Southern Cross Ten (SC10) TV and in Canberra cinemas.
   - Press advertising in The Canberra Times, The Chronicle and The Land newspapers, with some regional press where possible.
   - Print publications, such as Course Guide inserted biannually into The Canberra Times.
   - 30-sec radio advertising on Canberra FM, including 104.7FM and 106.3FM.
   - Online advertising, such as PS News and Facebook.
   - Outdoor advertising, such as the LCD screen on the National Convention Centre and bus sides in the ACT.

As at 30 April 2010, the advertising expenditure in 2010 was $44,846. This includes the following forms of advertising:

- 30-sec and 15-sec television commercial on SC10 and WIN TV and in all Canberra cinemas (during major recruitment periods).
- Press advertising in The Canberra Times and The Chronicle newspapers, (during major recruitment periods).
- The Course Guide inserted into The Canberra Times (January and May).
- 30-sec radio advertising on Canberra FM, including 104.7FM and 106.3FM.
- Online advertising, such as Facebook, Google AdWords.
- Outdoor advertising, such as the LCD screen on the National Convention Centre.

CIT - Budget initiatives

ZED SESELJA: To ask the Minister for Education

BP 3

In relation to : Budget initiatives involving the Canberra Institute of Technology

1. For each expense, revenue or capital measure reported in Budget Paper No. 3 which applies to CIT:
   a. What is the staffing increase required?
   b. What are the IT requirements, including those which are to be purchased "off the shelf" and those which are to be custom built?
   c. What is the average on cost per additional staff member?
   d. What consultancies are required, including the purpose of the consultancy and budgeted cost, and whether the contract for the consultancy will be single select or open tender?
   e. What are the capital requirements, including any equipment that will be purchased?
   f. Has CIToffset any funding to accommodate any part of the initiative, and what was the offset?
   g. Will the initiative require any form of regulatory change and if so, what change is required, and will a regulatory impact statement be published prior to it being considered by the Assembly?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

The budget initiatives involving the Canberra Institute of Technology are:

- Refurbishment of Canberra Raiders Training Facility

  a. Not Applicable

  b. Not Applicable

  c. Not Applicable

  d. Unable to be confirmed

  e. Not Applicable

  f. Not Applicable

  g. No.

- New CIT Learning Centre Tuggeranong – Feasibility Study

  a. Not Applicable

  b. Not Applicable

  c. Not Applicable

d. Unable to be confirmed

e. Not Applicable

f. Not Applicable

g. No.

- CIT Vocational Education Delivery at Gungahlin

  a. An establishment team consisting of 1 FTE for 12 months and a .5 FTE for 6 months. Ongoing staffing is 6.8 FTE.

  b. The IT requirements are listed below:

InTACT Items	Quantity	Est Cost/each $	Total $
Redundant Fibre Optic Feed	1	30000	30000
Admin Desktop PC's	7	800	5600
Student Desktop PC's	5	800	4000
AV Trolley PC's	3	800	2400
Student Laptops	48	2000	96000
MFD's	2	6550	13100
Printer Release Station Licence	1	1248	1248
Unicard PC	1	2000	2000
Unicard Printer	1	2500	25000
Card Reader (For MFD's & Printer Release Station)	3	450	1350
Network switches	2	800	1600
EFTPOS Machine	2	1225	2450
Cashloader	1	4300	4300
			$166,548

  c. Information is unable to be estimated.

  d. Consultancies were not undertaken by CIT.

  e. The capital requirements are listed below:

  A. Estimated Costs for Furniture & Equipment

Item	Quantity	Est. Cost/ea $	Total $
Furniture Items			
Office Desk	5	600	3000
Mobile Drawer Unit	7	200	1400
Office Chairs	8	300	2400
Visitor Chairs	5	250	1250
Seminar Tables	8	500	4000
Seminar Room chairs	24	300	7200
Coffee Tables	4	350	1400
Lounge Chairs	16	280	4480
Lounges - Reception	2	800	1600
Study/Class Tables	9	800	7200

Student Chairs	70	160	11200
Dishwasher	1	800	800
120l Fridge	1	300	300
Wheelie Waste bins	4	150	600
Office waste bins	8	15	120
Whiteboards	6	450	2700
Pinboards	8	450	3600
Laptop trolleys	2	2000	4000
AV trolleys	3	1000	3000
			$60,250

CCTV system

Cameras	12	1500	18000
AV Rack	1	1800	1800
Digital Recorders	2	4000	8000
PC	1	2000	2000
			$29,800

AV Items

Plasma/LCD Screen (Reception)	1	3000	3000
Smart Board	1	5000	5000
Projectors	3	2000	6000
Screens (motorised)	3	1800	5400
			$19,400

InTACT Items

Redundant Fibre Optic Feed	1	30000	30000
Admin Desktop PC's	7	800	5600
Student Desktop PC's	5	800	4000
AV Trolley PC's	3	800	2400
Student Laptops	48	2000	96000
MFD's	2	6550	13100
Printer Release Station Licence	1	1248	1248
Unicard PC	1	2000	2000
Unicard Printer	1	2500	25000
Card Reader (For MFD's & Printer Release Station)	3	450	1350
Network switches	2	800	1600
EFTPOS Machine	2	1225	2450
Cashloader	1	4300	4300
			$166,548

Other Items

Library gates	1	23000	23000
Cisco lab equipment/software	1	10000	5000
			$28,000

f. No additional funds to the initiative funding.

g. No.

CIT- Budgets costs

ZED SESELJA: To ask the Minister for Education

BP 4

In relation to : Budgeted Costs for the Canberra Institute of Technology

1. What is the budgeted cost for CIT in 2009-10, 2010-11, 2011-12, 2012-13 and
    2013-14 of
    a. Electricity
    b. Internet communications
    c. Telecommunications
    d. Travel for senior executive staff
    e. Travel for non-executive staff
    f. Local travel, including taxis, bus fares, and vehicles
    g. Printing
    h. Paper
    i. Official entertainment
    j. Consultant's fees
    k. Office supplies

**ANDREW BARR MLA : The answer t o the Member's question is as
follows:–**

		2009-10	**2010-11**	**2011-12**	**2012-13**	**2013-14**
a.	Electricity	$1.500m	$1.538m	$1.576m	$1.615m	$1.656m
b.	Internet communications	$0.150m	$0.154m	$0.162m	$0.166m	$0.170m
c.	Telecommunications	$0.100m	$0.103m	$0.105m	$0.108m	$0.110m
d.	Travel for senior executive staff	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated
e.	Travel for non-executive staff	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated
f.	Local travel, including taxis, bus fares and vehicles	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated
g.	Printing	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated
h.	Paper	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated
i.	Official entertainment	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated

			Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated
j.	Consultant's fees	$2.113m	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated
k.	Office supplies	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated	Unable to be estimated

CIT - Budgets costs

ZED SESELJA: To ask the Minister for Education

BP 4

In relation to : Budgeted Costs and the Canberra Institute of Technology

1. What are the annual depreciation costs for CIT?
    a. How much depreciation is allocated to small capital items which are used in the day-to-day activities of CIT, and how much is related to major capital works or items?
    b. What are those major capital works or items specifically and how much is the depreciation for each annually?
2. What capital initiatives will be completed by CITin 2010-11, 2011-12, 2012-13 and 2013-14?
    a. What was the original cost of those initiatives when they were first considered by Government?
    b. What is the current budgeted cost of each initiative?
    c. What are the ongoing costs to the Budget of the initiative, including running costs and depreciation costs?
3. What capital initiatives (or expenditure on capital equipment) were completed/will be completed by CITin 2009-10?
    a. What was the original cost of those initiatives when they were first considered by Government?
    b. What is the current budgeted cost of the initiative?
    c. What are the ongoing costs to the Budget of the initiative, including running costs and depreciation costs?
    d. What was the estimated completion date when the initiative was first considered by Government?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1. The estimated annual depreciation costs for CIT are as follows:

2009-10	$5.943m
2010-11	$6.238m
2011-12	$6. 679m
2012-13	$6.756m
2013-14	$6.756m

2. a to c) The ACT Government prepares its budget on an outputs basis. Data at that level is
    published in the Budget Papers, along with budgeted financial statements for agencies. Similar information on actual performance is published in annual reports including audited financial statements. Data is not available in the form and at the level of disaggregation

requested without diversion of significant resources from CIT's
ongoing business that I am not prepared to authorise.

3. a to d) The ACT Government prepares its budget on an outputs basis. Data at that level is

published in the Budget Papers, along with budgeted financial
statements for agencies. Similar information on actual performance is
published in annual reports including audited financial statements.
Data is not available in the form and at the level of disaggregation
requested without diversion of significant resources from CIT's
ongoing business that I am not prepared to authorise.

CIT - Environmental measures

ZED SESELJA: To ask the Minister for Education

In relation to : Environmental measures for the Canberra Institute of Technology

1. What are the estimated greenhouse gas emissions for CIT in 2010-11, 2011-12, 2012-13 and 2013-14?
2. What initiatives or measures has CIT implemented in 2009-10 to reduce greenhouse gas emissions?
    a. What is the cost of each initiative?
    b. how much greenhouse gas has each initiative saved?

3. What initiatives or measures will CIT implement in 2010-11 to reduce greenhouse gas emissions?
    a. What is the budgeted cost of these initiatives?
    b. How much greenhouse gas will each initiative save?

4. How much paper recycling will be undertaken in 2010-11, 2011-12, 2012-13 and 2013-14, what percentage of total paper used is this, and what benchmark will CIT measure its success in recycling against?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1. The estimated greenhouse gas emissions for CIT are:
    - 2010-11 - 13,200 tonnes of CO_2
    - 2011-12 - 13,150 tonnes of CO_2
    - 2012-13 - 13,120 tonnes of CO_2
    - 2013-14 - 13,120 tonnes of CO_2

    Reductions are based on lighting upgrades through CIT's maintenance program only. New initiatives for 2012-14 have not yet been identified.

2. The CIT has/is implemented the following initiatives to reduce greenhouse gas emissions in 2009-2010.

    a. i) Installation of energy efficient lighting at Bruce and Reid campuses at a cost of $250,000
        ii) Installation of solar hot water gas boosted system for B,C and K blocks at Reid Campus, C block at Southside Campus, E block at Fyshwick Campus at a cost of $225,000
        iii) New building under construction at Bruce Campus 'Sustainable Skills Training Hub' will be a six star 'Green Star" rated building with the latest sustainable technologies installed. $8.7m is the overall building budget, cost breakdown of sustainable initiatives is not available. When completed, green star rating and built in sustainable initiatives would have contributed to approximately 15% of the overall building cost

iv) New Electrotechnology building under construction at Fyshwick Campus will be a four star 'Green Star' rated building with the latest sustainable technologies. $9.9m is the overall building budget, cost breakdown for sustainable initiatives is not available. When completed, green star rating and built in sustainable initiatives will have contributed to approximately 4% of the overall building cost

b. Greenhouse gas savings per initiatives listed above is as follows:

i) 124.4 tonnes/annum for lighting

ii) 53.83 tonnes/annum for solar hot water

iii) Information not available until the building is completed

iv) Information not available until the building is completed.

3. CIT will implement in 2010-11 the following initiative to reduce greenhouse gas emissions:

- Installation of 10kW photovoltaic plant at Fyshwick Campus
- Retrofitting energy efficient lighting on all campuses

a. The cost of these projects are $100,000 for the photovoltaic plant and $60,000 for energy efficient lighting.

b. The photovoltaic plant will save 11.7 tonnes of CO_2 and the more energy efficient lighting will save 29.03 tonnes of CO_2.

4. The CIT will recycle the following amounts of paper:

- 2010-11 – 28 tonnes which is 98% of the total paper
- 2011-12 - 28 tonnes which is 98% of the total paper
- 2012-13 – 28.5 tonnes, which is 98% of the total paper
- 2013-14 – 28.5 tonnes, which is 98% of the total paper.

CIT's bench mark is to recycle 95% of all paper and cardboard used. Success is measured by the % reduction when compared to previous year. Above figures do not include paper classified as hazardous waste such as paper towelling.

CIT - Overheads costs

ZED SESELJA: To ask the Minister for Education

BP 4

In relation to : Overhead costs for the Canberra Institute of Technology

1. What are the overhead fixed costs for CIT for 2010-11 and how much is each?
2. How are these costs forecast to change between 2010-11 and 2013-14 (please provide a breakdown by output)?
3. What are the variable and marginal costs for CIT for 2010-11 and how much is each?
4. How are these costs forecast to change between 2010-11 and 2013-14, and how has this changed since 2009-10 (please provide a breakdown by output)?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1-4. The ACT Government prepares its budget on an outputs basis. Data at that level is published in the Budget Papers, along with budgeted financial statements for agencies. Similar information on actual performance is published in annual reports including audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorise.

CIT - Output programs

ZED SESELJA: To ask the Minister for Education

In relation to : Output programs for the Canberra Institute of Technology

1. Please provide a list of initiatives or programs that are run under each output.
    a. What is the budgeted cost for each in 2009-10 and 2010-11?
    b. How many staff (by ASL) work in each, and what is level of each staff member?
    c. What capital equipment is required by each?
    d. What specialist skills are required by staff in each, and what are the specialists levels?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1. The CIT will provide 3.770 million nominal hours of training in accordance with the CIT Training profile, as outlined in the CITs Statements of Intent for 2009-10 and 2010-11.
    a. Details of budgeted costs for 2009-10 can be found in Attachment 1 on page 13 of the 2009-10 Statement of Intent and details of budgeted costs for 2010-11 can be found in Attachment 1 on page 15 of the 2010-11 Statement of Intent.
    b. Details of CIT's 2009-10 employment profile can be found in Part 5 page 9 of the 2009-10 Statement of Intent and for 2010-11 the details are on page 10 of the 2010-11 Statement of Intent.
    c. CIT utilises its capital equipment in the course of its business.
    d. CIT staff are either teachers or general staff as detailed in response b above.

CIT - Staff Management

ZED SESELJA: To ask the Minister for Education

BP 4
In relation to : Staff Management within the Canberra Institute of Technology

1. How many staff are currently employed by CIT, and what level is each (please provide a breakdown by output and work area)?
2. What was the total staff turnover rate in 2008-09 and 2009-10 to date, and what is the budgeted staff turnover rate for 2010-11 (please provide a breakdown by output class and level)?
3. How many positions within CIT are currently unfilled as a result of the Government's staffing freeze?
    a. When will these positions now be filled?
    b. How much money has CIT saved as a result of the freeze?
4. How many staff receive a total salary of
    a. below $70,000,
    b. between $70,000 and $80,000,
    c. between $90,000 and $100,000,
    d. between $100,000 and $110,000,
    e. over $110,000; and.
    f. For each salary range, how many staff are considered administrative or policy, and how many are considered frontline service delivery staff?
5. How many additional staff will be employed in 2010 (in FTE), and what level is each (please provide a breakdown by output and level)?
    a. How many are administrative or policy staff, and how many are considered frontline service delivery staff?
6. How much will be spent on training programs 2010-11?
    a. What is the purpose of each training program?
    b. How many staff are expected to participate?
7. Will officers attend any training programs in 2010-11 interstate?
    a. If so, what is the purpose of these training programs?
    b. How many officers will attend?
    c. What is the cost of each programs, including travel expenses?
8. What training programmes in 2010-11 will be held which will result in no marginal cost to CIT?
9. What in-house training programs will be held in 2010-11 which will result in a cost to CIT, and what is this cost expected to be?
10. What is the average oncost for each employee within CIT budgeted to be in 2010-11?
    a. What is included in this oncost?
    b. What is the marginal oncost of an additional worker at the current staffing levels in 2010-11?
11. What specialist qualifications are required by staff for CIT to undertake its roles and responsibilities?
    a. What skills are currently lacking in CIT?
    b. How will these gaps be filled in 2010-11?
    c. Has the staffing freeze contributed to this shortfall?
12. What is the average salary for each employee who has a specialist skill that is required for CIT to undertake its roles and responsibilities? What will be the

13. What training must employees undertake on a regular basis to maintain their specialist skills, and what is the budgeted total cost of this training in 2010-11?
    a. What is the average cost per employee?
    b. Who will provide the training?
14. What specialist equipment is required for employees within CIT to undertake their jobs, and how will this change in 2010-11? For each piece of equipment:
    a. How many are required?
    b. What is the capital cost of each?
    c. What is the running cost of each?
    d. Over what period is each piece of equipment depreciated?
    e. What equipment will be purchased in 2010-11 for this purpose?
15. How many graduates will be employed in 2010-11?
    a. What is the cost of employing each graduate, and what is the breakdown of these costs, including on costs?
    b. How many graduates have been employed on average each year since 2001?
16. How many staff will be recruited in 2010-11, and how much has been spent on recruitment in 2009-10 to date?
    a. How much is budgeted to be spent on recruitment in 2010-11, and how is this broken down?
17. How much office space is currently leased by CIT, or the ACT Government on behalf of CIT?
    a. Will this change in 2010-11, if so how will it change and what is the cost of the change?
    b. What is the cost of the current lease, what is the make-good provision, and when will this lease be complete?
    c. If a new lease is to be signed in 2010-11, what is the cost of the lease, what is the make-good provision, and when will this lease be complete?
18. How many staff, are budgeted to receive HDA in 2010-11? For each staff member,
    a. Why will they receive HDA?
    b. How long will they be on HDA?
    c. What is the budgeted expense for staff receiving HDA in 2010-11?
    d. Please provide a breakdown by output class and level
19. How many staff are currently on any form of leave indefinitely?
    a. What are the reasons for these staff being on indefinite leave?
    b. Please provide a breakdown by output class and level.

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1. Similar information on actual performance is published in annual reports including
   audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

2. The total non-casual staff turnover rate for 2009 was 9.7%, and for the March 2010 quarter it was 5.8% . This rate covers all modes of exit, including end of contract, and was calculated as a percentage of average paid non-casual headcount. The following table shows the rates for general and teaching staff:

	2009		March Qtr 2010	
	Exits	**Rate**	**Exits**	**Rate**
General	42	12.7%	24	6.8%
Teaching	27	7.1%	19	4.9%
All CIT	69	9.7%	43	5.8%

3. There are currently no positions unfilled as a result of the Government's staffing freeze.

4. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

5. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

6. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

7. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

8. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

9. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

10. Similar information on actual performance is published in annual reports including

audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

11. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

12. Similar information on actual performance is published in annual reports including
 audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

13. Similar information on actual performance is published in annual reports including
 audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

14. The ACT Government prepares its budget on an outputs basis. Data at that level is published in the Budget Papers, along with budgeted financial statements for agencies. Similar information on actual performance is published in annual reports including audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

15. Similar information on actual performance is published in annual reports including
audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

16. The ACT Government prepares its budget on an outputs basis. Data at that level is published in the Budget Papers, along with budgeted financial statements for agencies. Similar information on actual performance is published in annual reports including audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from CIT's ongoing business that I am not prepared to authorize.

17. None. CIT does not currently lease any office space.

18. Data on the yearly projections for HDA expenditure are not calculated. This cost is managed within CIT's total salary budget.

19. Within the CIT there are no forms of leave that are considered indefinite. Some staff take periods of leave that would be considered "long term". Long term leave may be taken for a variety of reasons such as a combination of long

CIT - Working groups

ZED SESELJA: To ask the Minister for Education

In relation to : Working Groups involving the Canberra Institute of Technology

1. How many working groups, consultation groups, inter-departmental committees, roundtables or other intra-Government committees have been created (or will be created) by CIT in 2009-10?
2. Will any working groups, consultation groups, inter-departmental committees, roundtables or other intra-Government committees be created by CIT in 2010-11?
3. For each group, committee or roundtable in questions 1 and 2:
    a. What is the cost of creating and maintaining each?
    b. For how long will each run?
    c. How many staff will regularly be involved?
    d. How often will each meet?
    e. Where will each meet?
    f. Which departments, agencies or non-government organisations will be represented, and what is the role of each?

ANDREW BARR : The answer to the Member's question is as follows:–

1. Nil
2. Nil
3. Not applicable.

Budgeted costs

ZED SESELJA: To ask the Minister for Education

BP 4

In relation to : Budgeted Costs and the Department of Education and Training

1. What are the annual depreciation costs for the Department?
    a. How much depreciation is allocated to small capital items which are used in the day-to-day activities of the Department, and how much is related to major capital works or items?
    b. What are those major capital works or items specifically and how much is the depreciation for each annually?
2. What capital initiatives will be completed by the Department in 2010-11, 2011-12, 2012-13 and 2013-14?
    a. What was the original cost of those initiatives when they were first considered by Government?
    b. What is the current budgeted cost of each initiative?
    c. What are the ongoing costs to the Budget of the initiative, including running costs and depreciation costs?
3. What capital initiatives (or expenditure on capital equipment) were completed/will be completed by the Department in 2009-10?
    a. What was the original cost of those initiatives when they were first considered by Government?
    b. What is the current budgeted cost of the initiative?
    c. What are the ongoing costs to the Budget of the initiative, including running costs and depreciation costs?
    d. What was the estimated completion date when the initiative was first considered by Government?

MR BARR : The answer to the Member's question is as follows:–

1. The total depreciation expense for the Department in 2008-09 was $40.2 million (refer 2008-09 Annual Report page 42). The depreciation rates for capital items held by the Department are provided in the table below and are also detailed in the 2008-09 Annual Report on page 60.

Class of Asset	Depreciation Period	2008-09 $m
Buildings	50 years	28.7
Leasehold Improvements	5 years	0.7
Plant and Equipment	5-20 years	3.1
Land Improvements	50 years	6.0
Leased Assets	2-10 years	1.7

2. The table below details capital initiatives expected to be completed between 2010-11 and 2013-14. Please note that depreciation amounts for these items are detailed in the budget papers in the relevant year. Provision of funding for running costs is also detailed in the budget papers in the relevant year. Where running costs are minor and not provided with the capital funding, it is funded through existing Departmental allocations.

	2010-11 $'000	2011-12 $'000	2012-13 $'000	2013-14 $'000	Original Budget $000	Revised Budget $000	Original Completion Date	Actual/ Expected Completion Date
Trade Training Centres[1]	1,659	2,620	2,964	2,964	10,207	10,207	Jun 2014	Jun 2014
Harrison High School - Large Gymnasium	-	2,000	-	-	2,000	2,000	Dec 2011	Dec 2011
Forward Design - Bonner School	1,000	800	-	-	1,800	1,800	Dec 2011	Dec 2011
Traffic Safety and Car Park Improvements	250	500	500	-	1,250	1,250	Jun 2013	Jun 2013
Forward Design - Molonglo Primary School	950	1,000	-	-	1,950	1,950	Dec 2011	Dec 2011
Forward Design - Franklin Early Childhood School	800	600	-	-	1,400	1,400	Dec 2011	Dec 2011
French Australian Preschool at Red Hill	4,300	1,000	-	-	5,300	5,300	Dec 2011	Dec 2011
More Teachers Lower Class Sizes	3,840	500	-	-	6,000	6,000	Jun 2012	Dec 2011
Harrison High School	28,000	14,000	-	-	43,500	43,500	Dec 2011	Dec 2011
Canberra College Performing Arts Centre	1,600	5,600	-	-	7,600	7,600	Jun 2012	Jun 2012
Public Schools Water Tanks[2]	800	800	-	-	2,000	2,375	Jun 2012	Jun 2012
Solar Schools (ACT funding)	500	600	600	-	2,000	2,000	Jun 2013	Jun 2013
Building the Education Revolution[3]	57,812	-	-	-	143,024	150,650	Apr 2011	Apr 2011
School Infrastructure Refurbishment[4]	11,411	-	-	-	90,000	86,000	Jun 2010	Jun 2011
Kambah P-10[4]	23,000	9,200	-	-	50,000	54,000	Jan 2011	Dec 2011
Gungahlin College Construction[5]	35,077	-	-	-	66,025	71,407	Jan 2010	Dec 2010
Calwell High School Performing Arts Centre	3,000	-	-	-	5,000	5,000	Jun 2011	Jun 2011
Smart Schools Smart Students	1,672	-	-	-	20,000	20,000	Jun 2010	Jun 2011
ICT in Public Schools	2,500	1,000	-	-	5,000	5,000	Jun 2012	Jun 2012
Year 12 Certification - Stage 3	723	200	-	-	923	923	Jun 2012	Jun 2012
Online Enrolment Adjustment	60	100	-	-	160	160	Jun 2012	Jun 2012
School Staffing Integrated Management System	306	50	-	-	356	356	Jun 2012	Jun 2012
Solar Schools[1]	362	354	600	600	2,000	2,000	Jun 2014	Jun 2014

Notes
1. Commonwealth projects.
2. An additional $0.375 million associated with water demand management has been transferred to this project.
3. Increased funding reflects revised estimates from the Commonwealth.
4. $4 million from the schools infrastructure refurbishment project will be utilised on the Kambah P-10 school.
5. Increased budget reflects changed scope of works to include a community library as well as some other additional facilities.

3. The table below provides details of capital initiatives expected to be completed in 2009-10 and the original and final budget. Please note that depreciation amounts for these items are detailed in the budget papers in the relevant year. Provision of funding for running costs is also detailed in the budget papers in the relevant year. Where running costs are minor and not provided with the capital funding, it is funded through existing Departmental allocations.

Project	Original Budget $000	Revised Budget $000	Original Completion Date	Actual/ Expected Completion Date
School Renewal Fund	8,300	8,300	Jun 2009	Mar 2010
Kingsford Smith School[1]	45,000	45,000	Jan 2009	Jan 2009
Harrison Preschool and Primary School[2]	22,950	24,370	Jan 2008	Jan 2008
Water Demand Project	375	375	Jun 2008	Jun 2010
Harrison High School (Forward Design)	1,500	1,500	Jun 2009	Dec 2009
Early Childhood Schools	3,500	3,500	Jun 2009	Oct 2009
Roof Replacement at Turner Hydrotherapy Pool	750	750	Oct 2009	Feb 2010
Replace Stormwater and Sewer Pipes	2,400	2,400	Jun 2009	Jun 2010
Roof Access Systems	2,000	2,000	Jun 2009	May 2010
Asbestos Removal Program	3,200	3,200	Jun 2009	Jun 2010
Erindale Leisure Centre Redevelopment	3,000	3,000	Jun 2010	Jun 2010
Fibre Optic	7,697	7,697	Jun 2010	Jun 2010
Business Improvements	1,600	1,600	Jun 2009	Sep 2009
Centre for Teaching and Learning - Replace Heating and Air Conditioning	2,000	2,000	Jun 2010	Jun 2010
Year 12 Certification - Stage 2	1,021	1,021	Jun 2010	Jun 2010

Notes
1. Kingsford Smith School was physically completed and opened on time in January 2009. Additional minor works were held back until the final financial costs for the school facilities were known.
2. Harrison preschool and primary school was physically completed and opened on time in January 2008. Additional minor works were held back until the final financial costs for the school facilities were known. The revised project value relates to funding provided through the 2007-08 2nd Appropriation for increased development application costs and the impact of market conditions.

Environment measures

ZED SESELJA: To ask the Minister for Education

In relation to : Environmental measures for the Department of Education and Training

1. What are the estimated greenhouse gas emissions for the Department in 2010-11, 2011-12, 2012-13 and 2013-14?
2. What initiatives or measures has the Department implemented in 2009-10 to reduce greenhouse gas emissions?
    a. What is the cost of each initiative?
    b. how much greenhouse gas has each initiative saved?

3. What initiatives or measures will the Department implement in 2010-11 to reduce greenhouse gas emissions?
    a. What is the budgeted cost of these initiatives?
    b. How much greenhouse gas will each initiative save?

4. How much paper recycling will be undertaken in 2010-11, 2011-12, 2012-13 and 2013-14, what percentage of total paper used is this, and what benchmark will the Department measure its success in recycling against?

MR BARR : The answer to the Member's question is as follows:–

1. The Department is working within the framework of the ACT Government Greenhouse Strategy – *Weathering the Change* to achieve its targets and anticipates remaining within the targeted framework in the out years. Current progress is reported in the Department's 2008-2009 Annual Report page 292.

2. The Department's initiatives and measures in 2009-10 to reduce greenhouse gas emissions build on those reported in the Department's 2008-09 Annual Report chapter C21 page 291-297.

    a. The individual initiatives are part of a suite of responses and pro active measures to meet targets. The costs are integral to the design and implementation of School Capital Works as well as efficiencies in office locations.

    b. Calculations on green house gas savings are not calculated by each initiative. The Department aims to reduce the greenhouse gas emissions from each new school site

3. The Department's initiatives and measures for 2010-11 to reduce greenhouse gas emissions will continue to be focused on achieving the Government Greenhouse Strategy through innovation as well as efficient and effective use of resources in Central Office locations and new school capital works. Works will also be undertaken in existing schools.

a. The individual initiatives are part of a suite of responses and pro active measures to meet targets. The costs are integral to the design and implementation of School Capital Works.

b. Calculations on green house gas savings are not calculated by each initiative. The Department aims to reduce the greenhouse gas emissions from each new school.

4. The Department undertakes extensive paper recycling at its central office locations as well as school sites. The approach in out years will be to reduce future paper usage, through efficient practices and technology, as well as encouraging an increase in recycling.

Grants programs

ZED SESELJA: To ask the Minister for Education

In relation to : Grants Programs and the Department of Education and Training.

1. What grants programs within the DET's portfolio will commence in 2010-11, and which grants programs will cease?
2. Which grant programs ceased in 2009-10?
3. For each program above, what is the total cost of the program, including a) the cost to administer the program; b) the cost to advertise the program and c) the total amount of grants that are budgeted to be awarded in 2009-10 and 2010-11?
4. For those grants programs commencing in 2010-11, when is the program scheduled to cease?
5. What process will be used to determine the recipients of the grants?
6. Will grants under each program be contingent upon a contribution from the recipient of the grant?

MR BARR : The answer to the Member's question is as follows:–

1. There are no new grant programs to commence or cease within DET in 2010-11. It should be noted that the grant program to support children and young people with a disability will move from a direct grant arrangement to a competitive application process in 2010-11.
2. No grant programs ceased in 2009-10.
3. Not applicable.
4. Not applicable.
5. Not applicable.
6. Not applicable.

Note – the answers above have been provided in relation to Departmental Appropriations.

Overhead costs

ZED SESELJA: To ask the Minister for Education

BP 4

In relation to : Overhead costs for the Department of Education and Training

1. What are the overhead fixed costs for the Department for 2010-11 and how much is each?
2. How are these costs forecast to change between 2010-11 and 2013-14 (please provide a breakdown by output)?
3. What are the variable and marginal costs for the Department for 2010-11 and how much is each?
4. How are these costs forecast to change between 2010-11 and 2013-14, and how has this changed since 2009-10 (please provide a breakdown by output)?

MR BARR : The answer to the Member's question is as follows:–

1-4. The ACT's financial reporting framework requires agencies to provide costs of services by output class and by output. The Department's model for allocating these costs is independently audited by the ACT Auditor-General's Office. The model allocates costs by direct, overhead and centrally controlled rather than fixed and variable. The table below provides details for 2008-09.

Direct Costs – includes costs directly incurred by schools such as salaries and depreciation as well as central costs that directly relate to schools. These functions include learning technologies, learning and development, professional development funds for teachers, literacy and numeracy, provision of curriculum support to schools, statistical data, school operations, student services, indigenous education, Board of Senior Secondary Studies.

Overhead Costs – includes senior executive, schools repairs and maintenance, financial services, human resources, information communication technology, non government schools office and facilities management.

Centrally Controlled – includes items such as superannuation costs and insurance premiums.

2008-09 FINANCIAL YEAR	1.1	1.2	1.3	1.4	TOTAL 1	TOTAL 2	TOTAL 3 Vocational Education and Training	TOTAL 4 Early Learning and Development	Total
	Primary	High	Colleges	Special	Public Schooling	Non Government Schooling			All
Summary	$m	$m	$m	$m	$m	$m	$m	$m	$m
DIRECT COST CENTRES									
Direct Cost In Schools	182.0	110.4	67.0	20.2	**379.6**	**0.1**	**1.6**	**4.1**	**385.4**
Direct Cost Out of Schools	9.6	5.1	3.5	4.4	**22.6**	**0.6**	**0.0**	**1.5**	**24.8**
Training & Tertiary Education	0.0	0.0	0.0	0.0	**0.0**	**0.0**	**21.4**	**0.0**	**21.4**
Pre School & Early Intervention	0.0	0.0	0.0	0.0	**0.0**	**0.0**	**0.0**	**14.6**	**14.6**
International Students	0.8	1.0	4.4	0.0	**6.23**	**0.0**	**0.1**	**0.0**	**6.3**
	192.5	**116.4**	**74.9**	**24.6**	**408.4**	**0.7**	**23.0**	**20.3**	**452.4**
OVERHEAD COST CENTRES									
Office of the Chief Exec\Deputy CEO\Exec Dir Education	2.1	1.1	0.6	0.2	**3.9**	**0.0**	**0.0**	**0.1**	**4.0**
Corporate Resources	18.4	9.6	5.8	1.5	**35.2**	**0.9**	**0.3**	**1.6**	**38.1**
Corporate Services	3.5	2.1	1.3	0.4	**7.2**	**0.0**	**0.1**	**0.4**	**7.7**
Human Resources	2.1	1.3	0.8	0.2	**4.3**	**0.0**	**0.0**	**0.2**	**4.6**
	26.1	**14.0**	**8.4**	**2.2**	**50.7**	**1.0**	**0.4**	**2.3**	**54.4**
CENTRALLY CONTROLLED COST CENTRES									
Comcare	2.6	1.5	0.9	0.3	**5.3**	**0.0**	**0.1**	**0.3**	**5.6**
Redundancies and Terminations	1.7	1.3	0.9	0.2	**4.1**	**0.0**	**0.1**	**0.1**	**4.3**
Superannuation	3.8	2.2	1.5	0.5	**8.0**	**0.0**	**0.1**	**0.3**	**8.5**
Insurance	1.3	0.8	0.8	0.3	**3.3**	**0.0**	**0.2**	**0.2**	**3.6**
	9.3	**5.9**	**4.1**	**1.3**	**20.7**	**0.0**	**0.4**	**0.9**	**22.0**
	227.8	**136.4**	**87.4**	**28.1**	**479.7**	**1.7**	**23.8**	**23.5**	**528.8**

Output programs

ZED SESELJA: To ask the Minister for Education

In relation to : Output programs for the Department of Education and Training

1. Please provide a list of initiatives or programs that are run under each output.
    a. What is the budgeted cost for each in 2009-10 and 2010-11?
    b. How many staff (by ASL) work in each, and what is level of each staff member?
    c. What capital equipment is required by each?
    d. What specialist skills are required by staff in each, and what are the specialists levels?

MR BARR : The answer to the Member's question is as follows:

1. The ACT Government prepares its budget on an outputs basis. Data at that level is published in the Budget Papers, along with budgeted financial statements for agencies. Similar information on actual performance is published in annual reports including audited financial statements. Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from the Department's ongoing business that I am not prepared to authorise.

Staff management

ZED SESELJA: To ask the Minister for Education

BP 4

In relation to : Staff Management within the Department of Education and Training

1. How many staff are currently employed by the Department, and what level is each (please provide a breakdown by output and work area)?
2. What was the total staff turnover rate in 2008-09 and 2009-10 to date, and what is the budgeted staff turnover rate for 2010-11 (please provide a breakdown by output class and level)?
3. How many positions within the Department are currently unfilled as a result of the Government's staffing freeze?
   a. When will these positions now be filled?
   b. How much money has the Department saved as a result of the freeze?
4. How many staff receive a total salary of
   a. below $70,000,
   b. between $70,000 and $80,000,
   c. between $90,000 and $100,000,
   d. between $100,000 and $110,000,
   e. over $110,000; and.
   f. For each salary range, how many staff are considered administrative or policy, and how many are considered frontline service delivery staff?
5. How many additional staff will be employed in 2010 (in FTE), and what level is each (please provide a breakdown by output and level)?
   a. How many are administrative or policy staff, and how many are considered frontline service delivery staff?
6. How much will be spent on training programs 2010-11?
   a. What is the purpose of each training program?
   b. How many staff are expected to participate?
7. Will officers attend any training programs in 2010-11 interstate?
   a. If so, what is the purpose of these training programs?
   b. How many officers will attend?
   c. What is the cost of each programs, including travel expenses?
8. What training programmes in 2010-11 will be held which will result in no marginal cost to the Department?
9. What in-house training programs will be held in 2010-11 which will result in a cost to the Department, and what is this cost expected to be?
10. What is the average oncost for each employee within the Department budgeted to be in 2010-11?
    a. What is included in this oncost?
    b. What is the marginal oncost of an additional worker at the current staffing levels in 2010-11?
11. What specialist qualifications are required by staff for the Department to undertake its roles and responsibilities?
    a. What skills are currently lacking in the Department?
    b. How will these gaps be filled in 2010-11?
    c. Has the staffing freeze contributed to this shortfall?

12. What is the average salary for each employee who has a specialist skill that is required for the Department to undertake its roles and responsibilities? What will be the average salary in 2010-11 (please provide a breakdown by specialisation, output and employee level)?
13. What training must employees undertake on a regular basis to maintain their specialist skills, and what is the budgeted total cost of this training in 2010-11?
    a. What is the average cost per employee?
    b. Who will provide the training?
14. What specialist equipment is required for employees within the Department to undertake their jobs, and how will this change in 2010-11? For each piece of equipment:
    a. How many are required?
    b. What is the capital cost of each?
    c. What is the running cost of each?
    d. Over what period is each piece of equipment depreciated?
    e. What equipment will be purchased in 2010-11 for this purpose?
15. How many graduates will be employed in 2010-11?
    a. What is the cost of employing each graduate, and what is the breakdown of these costs, including on costs?
    b. How many graduates have been employed on average each year since 2001?
16. How many staff will be recruited in 2010-11, and how much has been spent on recruitment in 2009-10 to date?
    a. How much is budgeted to be spent on recruitment in 2010-11, and how is this broken down?
17. How much office space is currently leased by the Department, or the ACT Government on behalf of the Department?
    a. Will this change in 2010-11, if so how will it change and what is the cost of the change?
    b. What is the cost of the current lease, what is the make-good provision, and when will this lease be complete?
    c. If a new lease is to be signed in 2010-11, what is the cost of the lease, what is the make-good provision, and when will this lease be complete?
18. How many staff, are budgeted to receive HDA in 2010-11? For each staff member,
    a. Why will they receive HDA?
    b. How long will they be on HDA?
    c. What is the budgeted expense for staff receiving HDA in 2010-11?
    d. Please provide a breakdown by output class and level
19. How many staff are currently on any form of leave indefinitely?
    a. What are the reasons for these staff being on indefinite leave?
    b. Please provide a breakdown by output class and level.

MR BARR: The answer to the Member's question is as follows:–

1. There are currently 4700 staff (based on the number of staff members rather than FTE) employed by the Department, with the following breakdown:

Schools		Central office	
Classification	No. of	Classification	No. of

	staff			staff
Administrative Services Officer 2	1	Administrative Services Officer 2		8
Administrative Services Officer 3	12	Administrative Services Officer 3		10
Administrative Services Officer 4	97	Administrative Services Officer 4		48
Administrative Services Officer 5	6	Administrative Services Officer 5		30
Administrative Services Officer 6	20	Administrative Services Officer 6		56
Building Services Officer	96	Contract Chief Executive		1
Classroom Teacher	2613	Contract Executive		14
General Services Officer 4	1	Classroom Teacher		132
General Services Officer 5	1	Disability Services Officer 2		2
General Services Officer 6	1	Graduate Administrative Assistant		3
General Services Officer 7	2	General Services Officer 5		1
Information Technology Trainee	1	Health Professional Officer 1		5
Information Technology Officer 1	18	Health Professional Officer 2		2
Information Technology Officer 2	1	Health Professional Officer 3		6
Schools Assistant 2	642	Professional Officer 2		1
Schools Assistant 3	91	Schools Assistant 2		23
Senior Information Technology C	1	Schools Assistant 3		8
School Leader A	87	Senior Information Technology B		1
School Leader B	109	Senior Information Technology C		1
School Leader C	338	School Leader A		13
Senior Officer C	10	School Leader B		14
Total	**4148**	School Leader C		85
		Senior Officer A		9
		Senior Officer B		24
		Senior Officer C		50
		Senior Professional Officer A		3
		Senior Professional Officer B		1
		Senior Professional Officer C		1
		Total		**552**

Note: Of the 552 staff shown as central office-based staff, 188 provide programs directly in schools.

2. Information available to the Department in relation to this question shows the separation rate for 2008-09 and 2009-10 (to date) is as follows:

	2008-09	**2009-10**
All Staff	5.0%	4.9%

Strategic Indicator 7 (page 313, 2010-11 Budget Paper 4) shows the Department's target staff retention rate for 2010 and 2011 is 92 per cent.

3. Since the staffing freeze commenced, five positions have not been approved for filling. Due to advertising and selection delays, an additional six positions are currently vacant.

The need to fill the five vacancies due to the staffing freeze will be further considered by the committee in the new financial year. The impact of the staffing freeze on individual line area 2009-10 budgets will not be known until the end of the financial year.

4. The number of staff at each salary level, by administrative/policy and frontline service delivery staff, is as follows:

	Total	Central Office	Schools
Less than $70 000	**2224**	191	2033
$70 001-$80 000	**1707**	142	1565
$80 001-$90 000	**462**	129	333
$90 001-$100 000	**158**	30	128
$100 001-$110 000	**41**	20	21
>$110 000	**108**	40	68
Total	**4700**	552	4148

5. As stated in Budget Paper 4 (page 310) for the 2010-11 Budget, it is expected that total staff numbers will fall from 4645 to 4610 during 2010-11.

   During the remainder of 2010, additional staff will be employed to prepare for the opening of the new Gungahlin College and Kambah P-10 school, establishment of the Teacher Quality Institute, and implementation of the School Based Management review outcomes:

School Leader A	2
School Leader B	2
School Leader C	4
Senior Officer Grade C	4
Administrative Services Officer 6	2
Administrative Services Officer 4	1

6, 7, 8, 9.

   A total of $683 550 has been allocated for professional learning to be conducted by central office under the Teacher Professional Learning Fund in strategic initiatives for the calendar (school) year 2010. The number of participants will be known after November 2010, when the reporting phase begins on the current programs. Decisions will be made in November/December 2010 about the equivalent programs and funding allocation for the 2011 school year.

   Data is not available at a departmental level for interstate travel for training programs for 2010-11.

10. The average oncost for an employee within the Department is 18.52 per cent of their salary. This percentage includes superannuation, annual leave, long service leave, and Comcare premiums. The Department of Treasury has advised that standard administration on-costs for each employee is $16 480. This average does not take into account the requirement for office space fit-out or other items that do not relate to every employee.

   It is not possible to provide the marginal oncost of an additional worker due to the varied services delivered by the Department.

11. Specialist qualifications required by staff in the Department are:
   - Teacher – four year university trained with at least one year of pre-service professional school teacher education

- School Counsellor – tertiary qualification in educational/clinical psychology with unconditional registration with the ACT Psychology Board
- Senior Professional Officer, Financial Services – qualifications in accounting which are recognised for membership of either the Australian Society of Certified Practicing Accountants or Institute of Chartered Accountants in Australia
- Director, Finance and Corporate Services – relevant tertiary qualification in accounting and full membership of CPA Australia or the Institute of Chartered Accountants or equivalent
- Senior Professional Officer, Educational Measurement and Monitoring – tertiary qualification preferably in statistics or a related discipline
- Information Technology Officer – associate diploma or higher qualification in Computing/Information Science or significant relevant work experience
- Each ACT public college is a Registered Training Organisation (RTO). Under the Australian Quality Training Framework (AQTF) Essential Standards for Registration for RTOs Training and assessment must be conducted by trainers and assessors who:
  - have the necessary training and assessment competencies as determined by the National Quality Council or its successors – at present this is the Certificate IV in Training and Assessment
  - have the relevant vocational competencies at least to the level being delivered or assessed
  - continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

The Department is currently recruiting in all teaching areas for the 2010-11 bulk classroom teacher recruitment round, which commenced on 1 May 2010. The Department maintains a casual employment register of qualified teachers who are able to fill short term and day to day vacancies, supplemented by a pool of staff available for long term contract employment (one term up to a full year). All other positions requiring specialist qualifications will be filled through normal recruitment process if the need arises.

Positions requiring specialist qualifications are currently filled. School Counsellor and Teacher positions are considered frontline positions and are therefore not subject to the staffing freeze.

12. The average salaries for employees with specialist skills are as follows:

		Average salary
Teacher	Classroom teacher	$69 596
	School Leader C	$89 076
	School Leader B	$95 200
	School Leader A	$118 142

School counsellor	Health Professional Officer (School Psychologists)	$66 027
Senior Professional Officer		$103 187
Senior Information Technology Officer		$89 729
Information Technology Officer		$55 470

13. Information is not available at a departmental level on maintenance of specialist skills for individual employees.

14. Information is not available at a departmental level on specialist equipment for individual employees.

15. The Graduate Program runs on a calendar year basis. The Department has committed to employing three graduates in 2010.

    At initial engagement, graduates are on an annual salary of ASO4 Graduate Level $53 616 to $55 317. Salary on-costs are 18.52 per cent of annual salary.

    Graduates are permanently appointed on completion of the graduate program at ASO5 level, with an annual salary of $59 800 to $63 409.

    The following table shows the number of graduates employed each year since 2001:

2001	3
2002	5
2003	7
2004	5
2005	5
2006	2
2007	0 (program did not run)
2008	2
2009	3
2010	3

16. The Department is unable to provide a figure for the number of staff to be recruited in 2010-11.

    The Department has spent $168 144 on recruitment for the financial year 2009-10 to 28 May 2010.

17. The Department currently leases 4424m^2 of office space over two sites: 220 Northbourne Avenue Braddon and 1 Pirie Street Fyshwick. This is not expected to change in 2010-11.

    The cost of the current leases is $1.252 million per annum. The make good provision is that the premises are to be in the same condition as found on occupation. The lease ends for 220 Northbourne Ave at 31 December 2014 and for 1 Pirie Street at 31 December 2011.

18. The Department does not budget for staff to receive HDA. In the response to QON 660 provided earlier this year, the Department reported that 205 staff were on HDA at that time. The Department expects that number to remain fairly constant throughout 2010.

19. There are no staff on any form of leave indefinitely. All leave, including leave without pay, is approved for specific lengths of time for specific purposes.

IT and advertising

ZED SESELJA : To ask the Minister for Education

In relation to : IT and Advertising for the Department of Education and Training

1. What is the budgeted cost of the provision of IT services for the Department for 2010-11?

2. What is the budgeted or forecast increase in costs for the provision of IT services in 2011-12, 2012-13 and 2013-14?

3. What will be the marginal cost and the average cost of the provision of IT services at the forecast staffing levels in 2010-11?

4. How much will be spent on advertising in 2010-11, and what is forecast to be spent in 2011-12, 2012-13 and 2013-14, and how is this spending broken down between i) outputs and ii) design, printing, distribution etc?

5. What form of advertising will be undertaken in 2010-11?

6. What is the purpose of each form of advertising to be undertaken in 2010-11?

7. How much has been spent on graphic design purposes in 2009-10, and how much will be spent on graphic design in 2010-11, 2011-12, 2012-13 and 2013-14?

8. How much has been spent on advertising in 2009-10 to date, and what forms of advertising does this include?

MR BARR : **The answer to the Member's question is as follows:–**
1.

	2010-11 Budget $m	2011-12 Budget $m	2012-13 Budget $m	2013-14 Budget $m
Service costs	17.2 [1]	17.1 [1]	17.5	17.9
ICT projects	6.4	3.35	1.97	0.0

Notes:

i. The 2010-11 budget includes funding relating to ICT establishment costs associated with the Teacher Quality Institute.

ii. Increase in forward years primarily relates to indexation.

iii. Note this does not include ICT costs associated with local school student networks currently managed locally at a school level.

2. Please refer to response in the table above.

3. It is not possible to specifically answer this question due to its broad nature and the varied services provided by the department.

4. The budget for advertising for the Department for 2010-11 has not yet been allocated. This also applies to 2011-12, 2012-13 and 2013-14.

5. Subject to budget allocation, it is expected that major advertising expenditure will be information advertising such as the Telstra White Pages schools listing and enrolment advertising, advertising in the Saturday Canberra Times *Community Noticeboard*, advertising in support of vocational education and training, and advertising to attract international students to the ACT.

6. The purpose of each form of advertising is to provide the ACT community with information on ACT public schools.

7. The total Department expenditure on graphic design for all purposes in 2009-10 as at
27 May 2010 was $38 803. Budget for graphic design has not been allocated for
2010-11, 2011-12, 2012-13 and 2013-14.

8. Excluding recruitment advertising, a total of $123 181.93 has been spent on advertising in 2009-10 as at 27 May 2010. This includes information advertising such as promoting school open nights and enrolment advertising , signage and displays for new schools, display material for the Royal Canberra Show, international education advertising in key target markets and vocational education and training advertising .

Budget initiatives

ZED SESELJA: To ask the Minister for Education

BP 3

In relation to : Budget initiatives involving the Department of Education and Training

1. For each expense, revenue or capital measure reported in Budget Paper No. 3 which applies to the Department:
    a. What is the staffing increase required?
    b. What are the IT requirements, including those which are to be purchased "off the shelf" and those which are to be custom built?
    c. What is the average on cost per additional staff member?
    d. What consultancies are required, including the purpose of the consultancy and budgeted cost, and whether the contract for the consultancy will be single select or open tender?
    e. What are the capital requirements, including any equipment that will be purchased?
    f. Has the Department offset any funding to accommodate any part of the initiative, and what was the offset?
    g. Will the initiative require any form of regulatory change and if so, what change is required, and will a regulatory impact statement be published prior to it being considered by the Assembly?

MR BARR : The answer to the Member's question is as follows:–

a. The staffing increase from initiatives in 2010-11 is 21.6 FTE. Details by initiative are provided in the table below.
b. The IT requirements for the 2010-11 Budget initiatives are approximately $1.3 million for the 2010-11 financial year. These requirements include standard IT support such as computers and telephones and the InTACT Service Level Agreement charges.
c. The average salary on cost is 18.52 per cent. Where appropriate administrative on-costs have been provided in line with Treasury's standard on-costs of
$16 480 which includes costs such as IT, communications and accommodation.
d. 2010-11 budget initiatives that may require consultancy services are identified in the table below.
e. 2010-11 budget initiatives that have capital requirements are identified in the table below.

f. 2010-11 budget initiatives for which offsets have been identified are the ACT Teacher Quality Institute and New Schools Operational Costs. Teacher registration fees paid to the Teacher Quality Institute will offset operational costs while the school closure associated with Urambi Primary School at the end of 2010 will offset some of the running costs of the new Kambah P-10 school.

g. Regulatory change will be required for the implementation of the Teacher Quality Institute. Some change to legislation may also be required. The Institute will be established in consultation with relevant teaching and stakeholder bodies.

Initiative Name	2010-11 Funding $'000	2010-11 FTE	2010-11 IT $'000	Consultancy	Capital
Recurrent Initiatives					
Teacher Quality Institute	1,964	5.0	822	No	Software development and fitout.
ACT Youth Commitment and Youth Attainment and Transitions National Partnership	350	1.6	9	No	No
Productivity Places Program	2,898	1.0	3	No	No
Access to Swimming and Water Survival Skills	75	0.0	0	No	No
SBM Implementation Fund	400	1.0	14	Possible	No
Students with a Disability Funding	386	0.0	0	No	No
New Schools Operational Costs	2,335	12.5	300	No	No
Online Enrolment Process	50	0.0	50	No	No
School Staffing Integrated Management System	75	0.0	75	No	No
Capital Initiatives					
Year 12 Certification	723	n/a	n/a	No	Capital Initiative
Online Enrolment Process	60	n/a	n/a	No	Capital Initiative
School Staffing Integrated Management System	306	n/a	n/a	No	Capital Initiative
Harrison Secondary School - Larger Gymnasium	0	n/a	n/a	No	Capital Initiative
Bonner Primary School Design	1,000	n/a	n/a	No	Capital Initiative
Car Parks and Traffic Safety Improvements - ACT Public Schools	250	n/a	n/a	No	Capital Initiative
Molonglo Primary School Design	950	n/a	n/a	No	Capital Initiative
Franklin Early Childhood School Design	800	n/a	n/a	No	Capital Initiative
French Australia Preschool at Red Hill (Primary site)	4,300	n/a	n/a	No	Capital Initiative
Grand Total	**16,922**	**21.6**	**1,273**		

Budget costs

ZED SESELJA: To ask the Minister for Education

BP 4

In relation to : Budgeted Costs for the Department of Education and Training

1. What is the budgeted cost for the Department in 2009-10, 2010-11, 2011-12,
   2012-13 and 2013-14 of
      a. Electricity
      b. Internet communications
      c. Telecommunications
      d. Travel for senior executive staff
      e. Travel for non-executive staff
      f. Local travel, including taxis, bus fares, and vehicles
      g. Printing
      h. Paper
      i. Official entertainment
      j. Consultant's fees
      k. Office supplies

MR BARR : The answer to the Member's question is as follows:–

1. It should be noted that the questions refer to subsets of supplies and services –
   the Department manages and reports on supplies and services at a higher level,
   consistent with the information reported in the annual financial statements
   (refer page 69 of
   2008-09 Annual Report).   In response to this question the Department has
   provided 2008-09 actual expenditure for the categories requested.

	2008-09 Actual $'000
Electricity	533
Communication[1]	477
Travel[2]	910
Printing	246
Office Supplies including paper	671
Official Entertainment	4
Consultants	414
Total[3]	**3,255**

Notes

1. Communication costs include postage, freight, telephones and internet. In addition, the
   Department also pays InTACT through a service level agreement for other communication
   costs.

2. Travel costs include domestic, international, parking, taxi fares, vehicle hire, accommodation etc.

3. The expenditure in the table excludes school based expenditure. Schools maintain their own data and details of expenditure is consolidated in the Department's accounts at summary level only. Therefore, school information cannot be provided.

Working groups

ZED SESELJA: To ask the Minister for Education

In relation to : Working Groups involving the Department of Education and Training

1. How many working groups, consultation groups, inter-departmental committees, roundtables or other intra-Government committees have been created (or will be created) by the Department in 2009-10?
2. Will any working groups, consultation groups, inter-departmental committees, roundtables or other intra-Government committees be created by the Department in 2010-11?
3. For each group, committee or roundtable in questions 1 and 2:
    a. What is the cost of creating and maintaining each?
    b. For how long will each run?
    c. How many staff will regularly be involved?
    d. How often will each meet?
    e. Where will each meet?
    f. Which departments, agencies or non-government organisations will be represented, and what is the role of each?

MR BARR : The answer to the Member's question is as follows:–

Data is not available in the form and at the level of disaggregation requested without diversion of significant resources from the Department of Education and Training's ongoing business that I am not prepared to authorise.

BER funding

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to BER funding:

1. How many multi-purpose halls are being built under the BER?
    a. At which schools are these halls being built at?
    b. Funding for these school halls are funded under the P21 element of the BER program?
2. How does the stimulus affect the bottom line of the Territory?
3. As the stimulus package has been provided to build assets, what is the impact of the depreciation of those assets and maintenance on the bottom line over time?
4. How do public schools procure services under this program?
    a. What is the value for money criteria?
5. Is there a difference in project costs between government and non-government schools?
    a. If yes, can you give some examples?
    b. What is the reason for the disparity?

MR BARR: The answer to the Member's question is as follows:–

2.   (a./b.) In total, twenty new halls, hall extensions and hall refurbishments are funded in ACT public schools under the Primary Schools for the 21st Century (P21) program and refurbishment work under the National School Pride (NSP) program. See attached list.

3.   The stimulus funding will have a positive impact on the Territory's bottom line in the years it is received and will increase the asset base by $150.65 million. This positive impact will be offset by depreciation expenses over the life of the assets.

4.   Assets provided through the BER will impact on the Territory's bottom line in future years through increased depreciation expenses of approximately $3 million per annum.

        The ACT Government provided increased funding to meet ongoing operating and maintenance costs for the BER in the 2009-10 Budget. Please refer to the Changes to Appropriation table : National Partnership – Nation Building and Jobs Plan- Building the Education Revolution: ACT Contribution, page 371 2009-10 Budget Paper 4.

5.   The Department of Education and Training procured the services through the ACT Government's procurement agency, ACT Procurement Solutions.

        Value for money is ensured through the competitive tendering process and ACT Procurement Solutions' oversight and ongoing management of the contracts.

6. The Department does not have information on the costs and processes employed by
   non-government schools.

CIT's HDA expenditure

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to the CIT's HDA expenditure:

1. Of the $58.45 million budget for employee expenses (BP4, pg 462), how much of this will be used to pay HDA salaries?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1. Data on the yearly projections for HDA expenditure are not calculated, this cost is managed within CIT's total salary budget.

Discontinuation of technology upgrade program

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to the discontinuation of the Technology Upgrade Program:

1. BP4, pg 460—Why was the $1.25 million to fund the Technology Upgrade Program discontinued?
2. What would this initiative have provided?

MR BARR: The answer to the Member's question is as follows:–

1. The Technology Upgrade Program was a $5m Budget initiative that was provided for 4 years ending in 2012-13.
2. Not applicable.

DER funding

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to DER funding:

1. According to DEEWR, the DER funds the following elements:
    a. provide for new information and communication technology (ICT) equipment for all secondary schools with students in years 9 to12 through the National Secondary School Computer Fund
    b. support the deployment of high speed broadband connections to Australian schools
    c. collaborate with states and territories and Deans of Education to ensure new and continuing teachers have access to training in the use of ICT that enables them to enrich student learning
    d. provide for online curriculum tools and resources that support the national curriculum and specialist subjects such as languages
    e. enable parents to participate in their child's education through online learning and access
    f. support mechanisms to provide vital assistance for schools in the deployment of ICT.
2. What of the above list of deliverables have been carried out in the ACT?
    a. What types of funding elements have been most and least subscribed to? Why?
3. What schools in the ACT have been recipients of DER funding?
    a. What has that funding been used for?
    b. Regarding ICT hardware, software and services, what has been purchased?
    c. What is the procurement process in place to facilitate these purchases?
        i.   Are these normally conducted through open tenders?
        ii. What is the value for money criteria?
4. Please explain the following budget adjustments regarding the DER:
    a. <u>Capital Injections</u>—Revised Commonwealth Grants – Digital Education Revolution (BP4, pg 327)
    b. <u>Payment on Behalf of Territory</u>— Revised Commonwealth Grants – Digital Education Revolution (BP4, pg 325)
    c. <u>Government Payment for Output</u>—Revised Commonwealth Grants – Digital Education Revolution (BP4, pg 325)
    d. <u>Technical Adjustments</u>—Revised Commonwealth Grants – Digital Education Revolution (BP4, pg 324)

MR BARR : The answer to the Member's question is as follows:–

1a.   The National Secondary School Computer Fund has provided 3588 computers to ACT schools. This brings provision of ICT equipment for years 9 to 12 students to a ratio of 1 computer to 2 students. The remaining 50% of the funding allocation will be rolled out up to December 2011 to achieve a final ratio of 1:1. Funds have also allowed the provision of Wireless Access Points, central infrastructure and procurement of a wider range of software such as the Adobe suite which will be available later in 2010.

b. Funding to support the ACT's activity in this area has come from the ACT Government. All ACT public secondary schools are now connected to the gigabit ACT Government fibre network. This network is now capable of supporting the threefold increase in computer numbers resulting from the DER.

c. Work continues under the Teacher Quality National Partnership to ensure pre-service training equips new teachers for the classroom environment. The ACT Government has committed funding to support a multi-media centre in partnership with the University Canberra which will upskill pre-service teachers in the technology that is being used in ACT schools.

d. These National programs are in their infancy but will have an impact in the ACT in the next 12 months.

e. This is being delivered through ACT Government funding through the new Virtual Learning Environment that was launched on 25 May 2010. It has no DER funding.

f. This is being provided in the ACT from the centralised SchoolsNET model. Some DER funding has been allocated to support the project.

2a. The largest sum has been spent initially on the provision of ICT equipment so that the ACT can meet the required ratio of one computer to one student in years 9-12.

3. All ACT public secondary schools have received up to 50% of their allocation of hardware to date. All secondary schools are currently being scoped for wireless network access to allow the deployment of netbooks in the subsequent equipment rollouts.

a. This is answered in 2a above.

b. Purchasing has focussed on providing schools with desktops in the first tranche to replace computers greater than 4 years old that could take advantage of the existing network infrastructure. The second round broadened the selection of options to laptops and desktops, some of which were more capable of running multi media applications and CAD software. Specific equipment has also been purchased by three schools to support students with special needs.

c. i. Procurement was undertaken through existing ACT Government contracts which provided bets value for money options over a 4 year period.
ii. The value for money criteria includes assessment of support, warranty, length of term of contract. Comparisons with interstate government procurement options indicated that the ACT contracts were comparable in terms of value

4a. This relates to the revision of DER funding in the Department's appropriation based on the Commonwealth estimates as well as re-classification of expenses between recurrent and capital (refer to response c, table under GPO).

b. This relates to the revision of DER funding in the Territorial appropriation (EBT) for non government schools based on the Commonwealth estimates.

c.   This relates to the net of the following adjustments:

	2009-10 $'000	2010-11 $'000	2011-12 $'000	2012-13 $'000	2013-14 $'000
Revised DER funding based on the Commonwealth Estimates		-	189	219	219
Redistribution of additional DER funding received in 2009-10	700	364	364	364	364
Reclassification of expenses between recurrent and capital (refer a above)		-	-2000	-1970	-
DER funding was received by ACT Treasury in 2008-09, with appropriation to the Department to be provided over 4 years as required. The DER agreement requires any interest to be earned on this program be reinvested into the program. This adjustment reflects the up front payment to DET and reduction to future appropriations.		5233	-2434	-2434	-2434
Total		5597	-3881	-3821	-1852

d.   Refer to response in the table above.

Class sizes in ACT public schools

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to class sizes in ACT public schools:

1. What is the actual class size for all classes at every school in the ACT?
   Disaggregate by:
      a. Name of school
      b. Year of class
      c. Subject
2. What is the date of when this data was collected?
3. What were these figures for the last four financial years?
4. What were these figures budgeted to be for the next four financial years?

MR BARR: The answer to the Member's question is as follows:–

1. The actual class sizes for all classes at every public school in the ACT in 2010
   are listed in the attached tables (<u>Attachment A</u>). *Note: The data for high
   schools does not contain year level as this field was not saved with the
   original data.*

2. This data at <u>Attachment A</u> was collected on 17 February 2010.

3. These figures are not available for the last four financial years. Provided at
   <u>Attachment B</u> are the figures for the last three calendar years, disaggregated by
   school.

4. The targets for average class sizes to be achieved over the 2009/10 – 2012/13
   period are:
      a. Primary schools 21.4
      b. High schools 21.4
      c. Colleges 19.4

Please contact the Committee Office for a copy of Attachment A.

Hiring and retaining of staff

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to the hiring and retaining of staff:

1. What are the Government's main issues surrounding the hiring and retaining of staff?
2. Referring to QON No 660—it was reported by the Government that 205 DET were on a higher duties allowance (HDA). What are DET's main reasons for having HDAs?
    a. It was reported that approximately 49% of HDAs were at the SLC level, what is the reason for this?
    b. How many of HDAs eventually take up these higher duty roles as an eventual job promotion?
    c. In such instances, will the position be publicly advertised?

MR BARR: The answer to the Member's question is as follows:–

1. The main issues surrounding the hiring and retaining of staff include:
   ▪ The availability of applicants in areas that match system needs.
   ▪ The changing nature of the workforce as staff increasingly seek greater diversity in professional and personal opportunities.
   ▪ Salary levels, in comparison to both other jurisdictions, the Commonwealth and private industry.
   ▪ Workload and staffing levels

2. The main reasons for DET having HDAs include:
   ▪ Backfill for staff on extended leave including leave without pay
   ▪ Temporary transfer of staff while waiting gazettal of promotion
   ▪ Backfill for staff on temporary transfer

   a.   Staff are on HDA at the SLC level for the reasons listed above.
   b.   Whether or not staff on HDA take up the higher duty roles as eventual job promotions will depend on the reasons for the HDA.
   c.   Initially SLC positions go through a transfer process for staff already at the SLC level. If not filled on transfer, positions are publicly advertised.

School security

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to school security:

1. On the topic of security at schools, is the Government still committed to prioritising safety and security in schools as per ACT Labor's election promises?
     a. What other school safety measures will be implemented?
     b. Have there been any requests for CCTV in schools to combat vandalism and theft?
          i. How much would it cost to install CCTVs in schools?
     c. How many incidents of violent attacks have been recorded this year in comparison to last?
     d. How is the data on bullying being collected?
     b. How is the data on cyber-bullying being collected?
          i. How is the Government addressing cyber-bullying at schools?

MR BARR: The answer to the Member's question is as follows:–

1. The Government remains committed to providing a safe, secure and supportive learning environment for its students, staff and the school community.

   a. A *Security Arrangements in Schools framework* has been developed to protect people from physical or other harm as well as to protect information and official resources from misuse or compromise.

      The policies under this framework include:
      - Asset Protection
      - School Security (minimum standards)
      - Providing Safe Schools P-12
      - Visitors in School Framework
      - School Holiday Checklist (school holiday closure guidelines)
      - Security Risk Assessment Program (school security audits).

      The Department's Corporate Support section has established a school liaison program with AFP-ACT Policing to develop strategies to improve safety and security at school sites. Each public school in the ACT has a designated Police Liaison Officer who works closely with the principal and school executive. The Department is implementing a series of security measures to increase the physical safety and security of school sites. The installation of perimeter fencing, improved exterior lighting, and security mesh have contributed to the decrease in security incidents at schools.

   b. The Department has received two requests for CCTV installation in schools during the 2009-10 financial year.

      i. Installation of a CCTV system (4 to 6 cameras) in each school, which complies with the ACT Government Code of Practice for Closed Circuit

Television Systems, would cost approximately $400 000 per school, based on cost figures for systems installed as part of the ACT Government CCTV Program.

In addition, an approximate cost to maintain CCTV systems annually would be $2000 per camera.

c. Schools must report instances of bullying, harassment, violence, racism and sexual
harassment that pose an immediate threat to the safety of students and staff as critical incidents as required by the *Providing Safe Schools P-12 Policy*.

A critical incident is defined as an incident, or series of incidents, which result in:
- significant disruption to the school's normal procedures
- a school being locked down, evacuated or requiring closure
- police notification and involvement in the school
- significant threat to the safety of students and/or staff. (Taken from Min09/756)

Critical incidents in ACT public schools are reported to the Department on a quarterly basis. The number of violent attacks reported to the Department for the period:
  January to March 2010 - 10
  January to March 2009 - 5

d. Individual bullying incidents (cyber bullying) are handled at a school level and therefore no record is kept within the Department.

e. Individual cyber bullying incidents are handled at a school level and therefore no record is kept within the Department.

  i. The Department has policies and guidelines for supervising children or young people in an online or offline environment. These policies and guidelines can be located on the website at www.det.act.gov.au. These policies and guidelines include:
  - Providing Safe Schools P-12 policy
  - Keeping Children Safe in Cyberspace
  - Acceptable Use of Internet, E-Mail, Computer Facilities and External Networks policy
  - Countering bullying and harassment web page
  - Mobile Phone policy
  - Appropriate Use of Portable Digital Storage Devices policy.

Schools are required to record incidents of bullying, harassment, violence, sexual harassment and racism under the Providing Safe Schools P-12 policy.

Students are supported through school counsellors, Anti-Sexual Harassment Contact Officers and Anti-Racism Contact Officers, teachers and by referrals to agencies for out of hours support, e.g. KidsHelp line. Parents and students are also referred to endorsed websites that provide information about dealing with cyberbullying. These websites include:

- Cybersmart Kids Online
- Safe in Cyberspace
- Think U know.

Professional development is provided for staff in cybersafety, cyberbullying, technology and wellbeing and schools teach explicitly about bullying and its dynamics, including cyberbullying.

CIT Gungahlin campus

STEVE DOSZPOT MLA: To ask the Minister for Education

In relation to the establishment of the CIT Gungahlin campus:

1. Has a study been conducted to objectively look into the needs of the Gungahlin community in relation to their vocational education needs?
2. What programs will be offered at this college?
3. How many additional jobs will the opening of this campus create?
   a. What roles and corresponding salaries?

ANDREW BARR MLA : The answer to the Member's question is as follows:–

1. Yes.
2. CIT's presence in Gungahlin will include:
   - Recognition of prior learning
   - Self paced, start any time, flexible learning courses
   - Bookable access to computers and internet for any CIT student
   - Semester based classes from a range of courses
   - A drop-in location for occasional support for courses studied online
   - Access to information on any of CIT's courses
   - Place to make enquiries, apply, enrol, pay for any CIT enrolment
   - Drop-in Learning support
   - Access to other CIT services – careers, counselling, recognition services
3. Details of staffing for the Gungahlin campus are:

Establishment Project team

Role	Number of Staff	Cost
Project Officer	1 FTE for 1 year	$111,174
Project officer	.5 FTE for 6 months	$49,109

Administration Team

Role	Number of Staff	Cost
Manager	1 FTE	$98,219
Assistant Manager	1 FTE	$83,623
Learning Centre Officers	1.3 FTE	$99,383

Delivery Team

Role	Number of Staff	Cost
Teachers	3.5 FTE	$357,444

Tradespeople and BER waiver

ZED SESELJA : To ask the Minister for Education

In relation to : Tradespeople and BER waiver

1. What are the requirements and checks that tradespeople must meet and undergo in order to be allowed to work on any school grounds within the ACT?
2. Were any of these requirements or checks waived for tradesmen employed on Building the Education Revolution projects in any ACT school. If so:
    a. How many tradespeople were given waivers?
    b. Why were they given?
    c. What measures were put in place ensure the protection of children within ACT schools?
    d. Who made the decision to provide these waivers?
    e. What involvement did the Commonwealth Government have in this process, and if so, what part of the Commonwealth Government was involved?

MR BARR: **The answer to the Member's question is as follows:–**

1. All tradespeople are required to undergo a site induction and to possess a current Occupational Health and Safety (OH&S) whitecard before entering a school construction site.

    With regard to the Building the Education Revolution initiative, before being permitted to work on an ACT public school construction site, all tradespeople are required to:

    - hold a current OH&S whitecard
    - have a current National Criminal History Record Check (CrimTrac) and/or Statutory Declaration from a company director/proprietor
    - have completed a site induction conducted by the Project Manager, including verification of OH&S qualifications and all required trade certifications
    - have a formal engagement by the project manager (builder)
    - be informed of their obligations to not to interact with school children.

2. (a, b and d)

    For tradespeople working more than five days on site, a CrimTrac clearance or a Crimtrac application and Statutory Declaration are required before they are permitted onto a construction site.

    For tradespeople working less than five days on a site, a waiver can be given. However, these tradespeople are still required to provide photo identification and a Statutory Declaration before being allowed onto the construction site. It is estimated that there are currently around 290 tradespeople in this category.

Waivers are also given by the CrimTrac Agency to tradespeople who are under the age of 18 or had been in the country less then six months. Five tradespeople received such waivers.

(c)   The approved contractor is responsible for ensuring all employees and tradespeople   under the contractor's supervision or responsibility meet the above requirements.

Regular meetings and discussions occur between the school Principal, Department of   Education and Training project officers, ACT Procurement Solutions project officers   and project managers (builders) to discuss issues affecting the school and the   construction work.

(e)   The requirements and checks are either legislative requirements or have been stipulated by either ACT Procurement Solutions or the Department of Education and   Training.

QTON - Parent survey completion rate

Asked by MS BRESNAN on 20 MAY 2010: MS WILKS took on notice the following question(s):

20 MAY 2010 PAGE 131

In relation to :

How many of the parents of the 450 children actually complete the satisfaction survey or send in the survey?

MR BARR: The answer to the Member's question is as follows:–

The 450 children attending early intervention programs represents the total number of children who participated in an early intervention program throughout the year.

At any one time, there are approximately 322 children attending an early intervention program. The parent satisfaction survey is conducted over a period of approximately six weeks each year. Those parents surveyed are those with children in a early intervention program at that time. It is unknown how many surveys were distributed. In the survey conducted in the 2008-2009 financial year, 48 surveys were returned.

503   Education and Training   Bresnan

QTON - Parent survey completion rate

Asked by MS BRESNAN on 20 MAY 2010: MS WILKS took on notice the
following question(s):

20 MAY 2010 PAGE 131

In relation to :

Do parents get access to see the survey results from that survey that was sent out?

MR BARR: The answer to the Member's question is as follows:–

As this is a confidential survey parents do not get direct results from the survey. The
results are published annually through the Department of Education and Training's
Annual Report in Output 4.1 (c).

QTON - Teachers employed out of school environment

Asked MR DOSZPOT on 20 MAY 2010 MR BATEMAN took on notice the following question:

20 MAY 2010 PAGE 101

In relation to :

How many teachers employed by the Department are working out of the school environment?

MR BARR : The answer to the Member's question is as follows:–

There are 108 teachers working in central office.

QTON - Charges following critical incidents

Asked by MR DOSZPOT on 20 MAY 2010 MS BAIRD took on notice the following question(s):

20 MAY 2010 PAGE 106

In relation to :

How many people have actually been charged over incidents at schools?

MR BARR : The answer to the Member's question is as follows:–

The Department of Education and Training does not have access to this confidential information.

QTON - Charges following critical incidents

QTON - DEAC and school leaving age review

Asked by MR DOSZPOT on 20 MAY 2010: DR COLLIS took on notice the following question(s):

20 MAY 2010 PAGE 128

In relation to :

Why was the Disability Education Advisory Council not included on the committee considering whether to remove year 14 as an automatic entitlement at Black Mountain School?

MR BARR: The answer to the Member's question is as follows:–

There is no Disability Education Advisory Council. The working group to align Black Mountain School leaving age with all ACT public schools comprises representatives of the Departments of Education and Training and Disability, Housing and Community Services and parent and community representation, including the Board Chair of Black Mountain School and a past parent of Black Mountain School. It is believed this is an appropriate mix of parent, community and government interests.

QTON - BER hall construction

Asked by MR DOSZPOT on 20 MAY 2010: MR BRAY took on notice the following question:

20 MAY 2010 PAGE 136

In relation to :

How many multipurpose halls have been built under BER and at which schools?

MR BARR: The answer to the Member's question is as follows:–

Twenty ACT public school projects under the Building the Education Revolution initiative relate to halls, including building new halls, hall extensions and hall refurbishments. See attached list.

(Please contact the Committee Office for a copy of the list)

508   Education and Training   Doszpot

QTON - Commonwealth/ACT contribution

Asked by MR DOSZPOT on 20 MAY 2010: MR BRAY took on notice the
following question:

20 MAY 2010 PAGE 138

In relation to :

Which elements of the BER program are funded by the Commonwealth and which by
ACT?

MR BARR: The answer to the Member's question is as follows:–

For projects approved under the Primary Schools for the 21st Century program (P21),
the Australian Government allocated $138.1 million for 68 projects and the ACT
Government contributed a total of $4 547 188 to 34 of those projects.

For projects approved under the National School Pride (NSP) program, the Australian
Government allocated $12.55 million for 84 projects and the ACT Government
contributed a total of $1 153 550 to 40 of those projects.

QTON - Teachers on short term contracts

Asked by THE CHAIR on 20 May 2010: MR BATEMAN took on notice the following question:

20 MAY 2010 PAGE 101

In relation to :

How many teachers do we have in the system at the moment who are on a short term contract?:

MR BARR : The answer to the Member's question is as follows:–

Short term classroom teacher contracts are for periods greater than 21 consecutive days in the same position, but less than a full school term. In the current school term there are 10 classroom teachers on a short term contract.

QTON - Teachers on short term contracts

QTON - Results of school safety survey

Asked by THE CHAIR on 20 MAY 2010: DR COLLIS took on notice the following question(s):

20 MAY 2010 PAGE 122

In relation to :

Can DET provide a copy of the aggregated school survey data on safety in schools?

MR BARR: The answer to the Member's question is as follows:–

Advice from my Department following analysis of the 2009 Satisfaction Survey suggests that within the student environment domain, 90 percent of parents agreed the school encouraged children to take responsibility for behaviour (colleges 89%, high schools 87%, P-10 schools 86%, primary schools 91%, early childhood schools 94%, special schools 83%).

When students responded to the question: "I feel safe at this school/college" their answers varied according sector and setting with an average of 74% . Students' overall satisfaction regarding safety issues for the 2009 school year was 68%.

QTON - Enrolments early childhood schools

Asked by THE CHAIR on 21 MAY 2010: MS STEWART took on notice the following question:

20 MAY 2010 PAGE 143

In relation to :

What are the enrolments at early childhood schools

MR BARR: The answer to the Member's question is as follows:–

In the February 2010 ACT School Census there were 502 students enrolled in early childhood schools.
- Narrabundah Early Childhood School: 104
- O'Connor Cooperative School: 83
- Lyons Early Childhood School: 68
- Southern Cross Early Childhood School: 113
- Isabella Plains Early Childhood School: 134

QTON - HR and ICT expenditure

Asked by MR SESELJA on 20 MAY 2010: MR WHYBROW took on notice the following question(s):

20 MAY 2010 PAGE 85

In relation to :

How much do we currently spend in education on human resources and ICT?

MR BARR: The answer to the Member's question is as follows:–

The table below details the Department's 2009-10 budgeted expenditure in Human Resources and Information Communication Technology (ICT).

	2009-10 Budget $m
Human Resources – Central Office	4.6
Human Resources – Service Level Agreement	4.3
ICT – Service Level Agreement	13.4
ICT – Computers for Teachers Program	2.0
ICT – Schools Direct ICT Expenditure [1]	-
ICT – Capital Expenditure	22.4

[1.] It should be noted that schools may use school based management funding for ICT costs. As schools' ICT information is not maintained centrally, costs directly incurred by schools are not provided.

QTON - Harrison demountables

Asked by MR SESELJA: on 20 MAY 2010: MR BRAY took on notice the following questions:

20 MAY 2010 PAGE 110

In relation to :

1. What is the total cost of the demountables at Harrison, including transportation?

2. What size, in square metres are the demountable classrooms at Harrison?

MR BARR: The answer to the Member's question is as follows:–

1. The total cost for the three demountable buildings installed at Harrison School was $753 725. This includes design, approvals and transportation costs as well as purchase and relocation cost.

2. The total area for the three demountable buildings is 428.2m², comprising:
    (a)   Preschool – 172.8m²
    (b)   Single Classroom – 90.7m²
    (c)   Double Classroom – 164.7m²

QTON - Security fences

Asked by MR SESELJA on 20 MAY 2010 MR WHYBROW took on notice the following question:

20 MAY 2010 PAGE 116

In relation to :

How many schools have had security fences put in?

MR BARR: The answer to the Member's question is as follows:–

As at 20 May 2010, thirty three ACT public schools have perimeter security fences and a further ten schools have fences to protect building courtyards and facilities. A list is attached.

School Name	School Type	Fence Type
Ainslie North	Primary	Partial
Campbell	Primary	Partial
Caroline Chisholm	High	Partial
Garran	Primary	Partial
Lake Ginninderra	College	Partial
Ngunnawal	Primary	Partial
Palmerston District	Primary	Partial
Red Hill	Primary	Partial
Urambi	Primary	Partial
Wanniassa Hills	Primary	Partial
Amaroo	P-10	Perimeter
Belconnen	High	Perimeter
Bonython	Primary	Perimeter
Calwell	Primary	Perimeter
Calwell	High	Perimeter
Canberra	High	Perimeter
Charles Conder	Primary	Perimeter
Charnwood-Dunlop	Primary	Perimeter
Chisholm	K-6	Perimeter
Copland	College	Perimeter
Erindale	College	Perimeter
Evatt	Primary	Perimeter
Florey	Primary	Perimeter
Fraser	Primary	Perimeter
Gilmore	Primary	Perimeter
Gold Creek Senior	High	Perimeter
Gordon	Primary	Perimeter
Gowrie	Primary	Perimeter
Harrison	P-6	Perimeter
Isabella Plains	P-2	Perimeter
Kingsford Smith	P-10	Perimeter
Lake Tuggeranong	College	Perimeter
Lanyon	High	Perimeter
Lyneham	High	Perimeter
Melba	High	Perimeter
Melrose	High	Perimeter
O'Connor Co-operative	P-2	Perimeter
Richardson	Primary	Perimeter
Stromlo	High	Perimeter
Telopea	K-10	Perimeter
Theodore	Primary	Perimeter
Wanniassa Senior	High	Perimeter
Woden	Special	Perimeter

QTON -Installation of security fences

Asked by MR SESELJA on 20 MAY 2010 MR WHYBROW took on notice the following question:

20 MAY 2010 PAGE 747

In relation to :

How many schools have had security fences put in?

MR BARR: The answer to the Member's question is as follows:–

Refer to QTON 514.

QTON - Vandalism costs at Melba Copeland

Asked by MR SESELJA on 20 MAY 2010: MR WHYBROW took on notice the following question:

20 MAY 2010 PAGE 117

In relation to :

What is the year-to-date figure on vandalism at Melba Copland?

MR BARR: The answer to the Member's question is as follows:–

The total cost to repair damage and vandalism at both the Melba and Copland campuses for the period 1 January 2010 to 20 May 2010 has been $30 322.84, including $27 568 paid by the Department of Education and Training and $2754.84 for minor damage paid by the school.

QTON - Vandalism incidents

Asked by MR SESELJA on 21 MAY 2010: MR WHYBROW took on notice the following question(s):

20 MAY 2010 PAGE 118

In relation to :

Have there been incidents where acts of vandalism are actually committed by students at the school?

MR BARR: The answer to the Member's question is as follows:–

The Department does not collect data relating to offenders in its vandalism statistics.

QTON - Vandalism incidents

QTON -Casual teaching staff

Asked by MR SMYTH on 20 MAY 2010 : MR BATEMAN took on notice the following question:

20 MAY 2010 PAGE 101

In relation to :

What percentage of the total teaching hours for a pay period is taught by casual staff?

MR BARR : The answer to the Member's question is as follows:–

In 2010 the estimated average number of hours taught by casual teachers per pay period was 7473. Information is not available about teaching hours by non-casual teachers.

519   Education and Training   Smyth

QTON -Gungahlin College enrolment

Asked by MR SMYTH on 20 MAY 2010: MS GARRISSON took on notice the following question(s):

20 MAY 2010 PAGE 111

In relation to :

What is the number of students enrolled at Gungahlin College on 11 June 2010?

MR BARR: The answer to the Member's question is as follows:–

The Department of Education and Training will provide the Committee with the answer to this question when the data becomes available.

QTON -All College enrolment

Asked by MR SMYTH on 20 MAY 2010: MS GARRISSON took on notice the following question(s):

20 MAY 2010 PAGE 112

In relation to :

What is the number of students enrolled in all ACT colleges on 11 June 2010?

MR BARR: The answer to the Member's question is as follows:–

The Department of Education and Training will provide the Committee with the answer to this question after the 11 June 2010, when the data becomes available.

Ms Meredith Hunter MLA
Chair
Select Committee on Estimates 2010-2011
Legislative Assembly
CANBERRA ACT 2601

30 JUN 2010

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Meredith

Dear Ms Hunter

During the recent 2010-2011 Estimates hearings the Department of Education and Training took two questions relating to college enrolments from Mr Smyth on notice. Mr Smyth asked:

1. what is the number of students enrolled in all ACT colleges on 11 June 2010; and
2. what is the number of students enrolled at Gungahlin College on 11 June 2010?

My response to these questions taken on notice (QTON 520 and QTON 519) was to advise the Committee that I would provide the answers when the data became available. I can now advise the Committee that as of 11 June 2010:

1. 2881 students had completed a year 11 college placement form for the 2011 school year; and
2. 226 students had indicated that Gungahlin College was their first preference for year 11 college placement for the 2012 school year.

The Department is still receiving late applications.

521   Education and Training   Hunter

QTON -VET Priority Report

Asked by MS HUNTER on 21 MAY 2010 : MINISTER BARR took on notice the following question:

Ref: Hansard Transcript PAGE 69

In relation to : the Productivity Places Program

Can the Department of Education and Training provide a copy of the VET priorities report

MINISTER BARR : The answer to the Member's question is as follows:–

A copy of the *ACT Annual Vocational Education and Training Priorities 2010* is available to the Committee at:
http://www.det.act.gov.au/__data/assets/pdf_file/0016/102904/VET_Priorities_2010.pdf.

QTON -RTO allocation of PPP funds

Asked by THE CHAIR on 21 MAY 2010: Ms Blom took on notice the following question(s):

21 MAY 2010 PAGE 71

In relation to :

In relation to PPP: who are the training providers and what percentage of the program is run by the CIT and what percentage is run by the private providers?

MR BARR: The answer to the Member's question is as follows:–

Of the 32 providers delivering Productivity Places Program since 1 July 2009, the Canberra Institute of Technology (CIT) has delivered 12 per cent of the program. The remaining 31 private providers have delivered 88 per cent.

523   Education and Training   Smyth

QTON -Adult and Community Ed Programs

Asked by MR SMYTH on 21 MAY 2010: MS BLOM took on notice the following question(s):

21 MAY 2010 PAGE 84

In relation to :

What programs, like PPP, does DET fund that are not measured against this accountability indicator (a) on page 322?

MR BARR: The answer to the Member's question is as follows:–

Adult and Community Education (ACE) is a funded program that is not measured against this accountability indicator.

The ACT Government provides $250 000 annually for ACE in the ACT. The funds are allocated on a competitive basis, with programs having to meet a range of published criteria. The focus is on learning that may provide pathways to accredited training.

Twenty ACE programs have been funded in 2010. This year's programs include general education, community participation, communications, employment skills, health, self-help, arts, crafts, construction and music.

A list of organisations and programs funded is attached.

Organisations receiving ACT AC E grants in 2010

Organisation	Program
AUSTRALIAN RED CROSS SOCIETY	Mental Health First Aid Training for Adults Helping Adults and Adults Helping Youth in the ACT
CALOOLA SKILLS TRAINING AND JOB PLACEMENTS	Engaging in a Supporting Work Preparation Program
CALOOLA SKILLS TRAINING AND JOB PLACEMENTS	Helping Me Help the Community
CANBERRA BLIND SOCIETY	Let Your Senses Lead the Way
CHARITY COMPUTERS AUSTRALIA INC.	People Builders - General Construction
CHARITY COMPUTERS AUSTRALIA INC.	Basic Retail - Communication
MARYMEAD CHILD AND FAMILY CENTRE	Marymead Family Skills Program
MIGRANT & REFU GEE SETTLEMENT SERVICES OF THE ACT INC	The Home Tutor Program
MIGRANT & REFUGEE SETTLEMENT SERVICES OF THE ACT INC	The English for Living Program
MUSIC FOR EVERYONE	Music for People with Disabilities:Group Activity Classes
COMMUNITIES@WORK LTD	Reload Your Future
NUTURING NORTONS	Literacy & Numeracy Tuition & Training Courses
RSPCA ACT INCORPORATED	The 3Rs of Wildlife - Respect, Rehabilitate and Release
SOUTHSIDE COMMUNITY SERVICES INC T/A OPTIMUM TRAINING AND DEVELOPMENT	Links to Learning: Adult Literacy Program
SOUTHSIDE COMMUNITY SERVICES INC T/A OPTIMUM TRAINING AND DEVELOPMENT	Onwards and Upwards Vocational Literacy Program
SUPPORT ASIAN WOMEN'S FRIENDSHIP ASSOCIATION INC.	Learning Computer Skills in your Own Language
THE RADIANCE DANCE & THEATRE PROJECT	Inclusive Drama
TUGGERANONG COMMUNITY ARTS ASSOCIATION	Art Up Community Arts Education Program
VIETNAM VETERANS AND VETERANS FEDERATION ACT INC.	Metal Manglers & Dove Tails for Diggers
YWCA OF CANBERRA	Mura Interactive Learning Centre (MILC)

QTON -Reconciliation of PPP funding

Asked by MR SMYTH on 21 MAY 2010: MS BLOM took on notice the following question(s):

21 MAY 2010 PAGE 77

In relation to:

In relation to the productivity places program: can DET provide a reconciliation (from 2008) to show where the money – the components of who is putting in what and how it works out – between now and 2011-12?

MR BARR: The answer to the Member's question is as follows:–

Phase I of the Productivity Places Program (PPP) commenced in 2008 and was entirely funded and administered by the Commonwealth Government to provide training to Job Seekers.

Phase II of the Program introduced places for Existing Workers and funding was shared according to a formula of 50% Commonwealth Government, 40% ACT Government and
10% employer or individual contribution. All 83 ACT places in this phase were allocated to ACT Health to enable training of high priority non-clinical staff governed through a Memorandum of Understanding between ACT Health and the Department of Education and Training.

Phase III of the Program commenced from July 2009 under a National Partnership Agreement with the Commonwealth. In this Phase funding of Existing Workers places remains as it was for Phase II and Job Seekers places remain fully funded by the Commonwealth.

In 2009 1625 Existing Workers and 948 Job Seekers commenced training in the ACT under the PPP in Certificate II to Advanced Diploma qualifications. Training providers have received $1.97 million for delivering qualifications to Existing Workers and over $0.84 million for
Job Seekers, from 1 July 2009 to 30 April 2010.

QTON -Indigenous students

Asked by MS HUNTER on 21 MAY 2010 : Mr McNevin took on notice the following question:

Ref: Hansard Transcript PAGE 858

In relation to : the National Partnership on Youth Attainment and Transitions

Do we have any targets around trying to attract and retain that disadvantaged group of young people, that group of young people who have dropped out of their education early on or have other circumstances that make it more difficult? Is there some sort of target there? If so, what are the numbers? And are we reaching that target

MINISTER BARR : The answer to the Member's question is as follows:–

Under the Youth Attainment and Transitions National Partnership, the ACT has a participation target of 10,336 in 2010. That is the enrolment of fulltime equivalent students in Years 11 and 12 and 15 to 19 Year olds without a Year 12 certificate and not enrolled in school who are enrolled in a VET course (full or part time) at Certificate II level or higher. The 2010 figure represents an increase of 216 students on 2008 data.

Under the Youth Attainment and Transitions National Partnership, the ACT has attainment targets of 94.3% in 2012 and 95% in 2015. The attainment target is determined as the percentage of young people aged 20 – 24 who have achieved a Year 12 certificate or a Certificate II or above.

Under the Youth Attainment and Transitions National Partnership, the ACT has an Aboriginal and Torres Strait Islander attainment target of 80.2% in 2020.

The above figures may include a confidence interval adjustment as agreed as part of the negotiations associated with the National partnership development.

QTON -Y12 Destination Survey

Asked by THE CHAIR on 21 MAY 2010: MS STEWART took on notice the
following question:

21 MAY 2010 PAGE

In relation to :

Do we have any idea or any data that lets us know how many might have gone
through down that path and then transitioned out of the school environment into
further vocational education and training?

MR BARR: The answer to the Member's question is as follows:–

Fifty three percent of 2008 ACT Year 12 Graduates (including public and non-
government school students) who completed a VET course as part of their year 11 and
12 studies were studying in 2009. Almost half (47 percent) of these students were
studying at CIT or TAFE. Students who undertook a VET course at school were more
than three times as likely to be undertaking an apprenticeship than students who did
not undertake a VET course (see Figure 1).

**Figure 1: Percentage of 2008 ACT Year 12 Graduates undertaking an
apprenticeship or traineeship in 2009 by selected demographics**
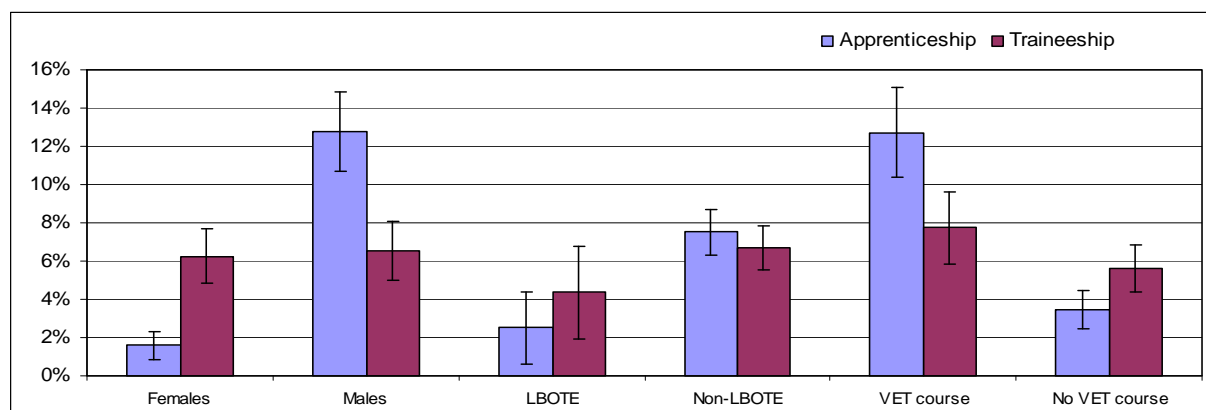
Note: The error bars reflect the 95 percent confidence intervals and where they overlap indicates there is no statistical
difference between the results.

527   Education and Training   Doszpot

QTON -Priority Support Program

Asked by MR DOSZPOT on 21 MAY 2010: MS BLOM took on notice the following question(s):

21 MAY 2010 PAGE 99

In relation to :

How many people with a disability have participated in PSP?

MR BARR: The answer to the Member's question is as follows:–

In the current financial year to date 338 people with disabilities (144 males, 186 females and
8 gender not identified) have undertaken or are currently undertaking PSP funded training courses. This represents 21.6% of the total number of participants in the PSP program.

This year's figure is similar to last year when a total of 340 people with disabilities (143 male , 181 females and 16 gender not identified) undertook PSP funded training courses.

QTON -Special Education Review consultation

Asked by MR DOSZPOT on 21 MAY 2010: DR WATTERSTON took on notice the following question(s):

21 MAY 2010 PAGE 100

In relation to :

Did the Shaddock review consult with the CIT and external education providers?

MR BARR: The answer to the Member's question is as follows:–

The review team, led by Professor Tony Shaddock, was responsible for stakeholder consultation during the Review of Special Education in ACT schools. An open invitation was extended to all service providers to attend a consultation session or provide a submission. The names of individuals and organisations participating in the consultation phase is not held by the Department of Education and Training. CIT did not provide a submission.

QTON -Responsible Service of Alcohol certificates

Asked by MR SMYTH on 21 MAY 2010: MS BLOM took on notice the following question(s):

21 MAY 2010 PAGE 102

In relation to :

What does a certificate in RSA cost?

MR BARR: The answer to the Member's question is as follows:–

The fee charged by training providers to deliver the Responsible Service of Alcohol (RSA) certificate ranges widely, according to delivery method and length of program, with an indicative price range being from $50 to $100.

At the February 2010 Census, there were 2905 students enrolled in Year 12 in public schools and 1800 in non-government schools, making a total of 4705 students.

The cost of delivering the RSA to all of the ACT's Year 12 students might therefore be between $235 250 and $470 500.

QTON -Reconciliation of salary estimates

Asked by MR SMYTH on 21 May 2010 : PETER KOWALD took on notice the following question:

Ref: Estimates 21-05-10 Page 877

In relation to : Canberra Institute of Technology, Budget Paper 4, Page 462, Operating
        Statement

Could we have a reconciliation of that number (Employee Expenses 2010-11 and
        2011-12)?

MR BARR : The answer to the Member's question is as follows:–

The reduction in Employee Expenses in the 2011-12 financial year relates to a return to normal levels of overseas student enrolments and revenue requiring less staffing resources for decreased outputs combined with the initial effects of ACT Government efficiency dividends.

	$m
2010-11 Budget	58.453
Decreased Activity	(2.128)
Efficiencies	(0.661)
CIT Vocational Education Delivery at Gungahlin	0.575
Salaries Indexation (1.3%)	1.084
2011-12 Estimate	57.323

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QTON -Staff Satisfaction Survey

Asked by MS HUNTER on 21 May 2010 : MR BARR took on notice the following question:

Ref: Estimates 21-05-10 Page 879

In relation to : Canberra Institute of Technology

Is it possible for the Committee to have a copy of the outcome of that [staff] survey?

MR BARR : The answer to the Member's question is as follows:–

The outcomes of the survey will be provided to the Committee after 2 June, the date for finalisation.

QTON -Staff Turnover

Asked by MS HUNTER on 21 May 2010 : SHANE KAY took on notice the following question:

Ref: Estimates 21-05-10 Page 880

In relation to : Canberra Institute of Technology

And what are those figures (staff turnover)?

MR BARR : The answer to the Member's question is as follows:–

The non-casual employee initiated turnover rate for 2009 was 9.7%.

QTON –Canberra Institute of Technology

Asked by MR SESELJA on 21 May 2010 : MR BARR took on notice the following question:

Ref: Estimates 21-05-10 Page 884

In relation to : Canberra Institute of Technology

What is the interstate engagement that has kept [the CIT Chief Executive] from coming to Estimates? …. Is it business or personal?

MR BARR : The answer to the Member's question is as follows:–

The engagement was a personal one.

QTON -Higher duties comparison

Asked by MR DOSZPOT on 21 May 2010 : MR BARR took on notice the following question:

Ref: Estimates 21-05-10 Page 890

In relation to : Canberra Institute of Technology

How does the percentage of staff acting on higher duties compare with DET?

MR BARR : The answer to the Member's question is as follows:–

This information was provided in answer to Legislative Assembly Question on Notice 660.

QTON -CIT Solutions

Asked by MS BRESNAN on 21 May 2010 : PETER KOWALD took on notice the following question:

Ref: Estimates 21-05-10 Page 892

In relation to : CIT Solutions, Budget Paper 4, Page 469, 2010-11 Priorities

How much or what proportion of the ACT Government's training program do you attract.?

MR BARR : The answer to the Member's question is as follows:–

Between February 2009 and April 2010, CIT Solutions attracted 18.5 per cent of training provided under the Whole of Government training provider contract.

Gugan Gulwan Aboriginal Corp

Jeremy Hanson CSC MLA: To ask the Minister for Aboriginal and Torres Strait
        Islander Affairs
(redirect to Education and Training)

In relation to Gugan Gulwan Aboriginal Corporation's numeracy and literacy
        programme:

1. Is there funding in the 2010-11 Budget to ensure the numeracy and literacy
   program is funded in future given the abolition of the Community
   Inclusion Fund?
2. Is funding for this service guaranteed or will Gugan Gulwan have to apply
   every year for funding for this program?

MR BARR: The answer to the Member's question is as follows:–

1. Funds are available in the 2010-2011 budget for the Department of Education and
   Training (the Department) to continue to support the numeracy and literacy
   program delivered by the Gugan Gulwan Aboriginal Corporation. Both parties
   will continue to explore ongoing funding programs to support pathways options
   for Aboriginal and Torres Strait Islander young people.

2. Funding for the Gugan Gulwan program is not currently ongoing. It is dependent
   on continuing evidence of need and effectiveness of the program delivered. The
   Department and the Gugan Gulwan Aboriginal Corporation are planning a
   funding proposal to the Department of Education, Employment and Workplace
   Relations to enable the Department to continue to support literacy and numeracy
   learning for Aboriginal and Torres Strait Islander young people, in partnership
   with the Gugan Gulwan Aboriginal Corporation.

QTON -2008-2009 student satisfaction survey

Asked by MR SMYTH on 20 MAY 2010: MS STEWART took on notice the following question(s):

20 MAY 2010 PAGE 103

In relation to:

Can the 2008 figures for the student satisfaction survey be converted to the methodology used in the 2009 survey?

MR BARR: The answer to the Member's question is as follows:–

Data from the 2008 satisfaction survey were reported in the ACT Department of Education and Training 2008-2009 Annual Report on p.108. The information reported contained analysis where neutral responses were both included and excluded. A summary of the Annual Report data is included in the table below.

Recalculation of Output Class 1 – Public School Education Satisfaction 2007

	2008-09 Target	Result	
		excluding neutral responses	including neutral responses
a. Overall satisfaction with public primary school education.	92%	89%	95%
a. Overall satisfaction with high school education.	86%	70%	84%

QTON -Tertiary discussion paper

Asked by THE CHAIR on 21 MAY 2010: MS BLOM took on notice the following question(s):

21 MAY 2010 PAGE 95

In relation to :

Can DET provide a copy of the tertiary discussion paper to the Committee?

MR BARR: The answer to the Member's question is as follows:–

In addition to the copy tabled at Estimates, the tertiary discussion paper, *Creating a connected ACT tertiary education environment*, is available from the Department's website: http://www.det.act.gov.au/. There is also a form on the website for feedback from stakeholders.

Shepherd centre

STEVE DOSZPOT MLA : To ask the Minister for Education and Training

In relation to : The Shepherd Centre

1. Does the ACT Government support early intervention services such as those offered by the Shepherd Centre?
2. Why is funding for the Shepherd Centre by the Department of Education discontinued as of 1 July 2010?
3. Has funding that would be used to support the Shepherd Centre been allocated to other initiatives?
    a. What initiatives has this funding been reallocated to?
4. As of 1 July 2010, what other disability services and organisations will have their funding discontinued?
5. It was noted on the front page of the Canberra Times on Wednesday 19 May that the Shepherd Centre was in discussions to secure interim funding. What are the latest developments from these discussions?
6. Do children at the Shepherd Centre fit the ACT Government's disability profile?
    a. If no, in what ways do these children not fit within the ACT Government's disability profile?
    b. What is the Government's disability profile?
    c. How does this differ from the Commonwealth Government's disability profile?

MR BARR: The answer to the Member's question is as follows:–

1. The ACT Government provides early intervention programs through the Department of Education and Training and Therapy ACT. The Department of Education and Training has 16 specialist teaching positions for the provision of programs for children and young people with hearing impairment from diagnosis to end of schooling. Therapy ACT provides speech pathology programs for children and young people with hearing impairment.
2. With the introduction of the New Education Agreement, the targeted program through which the Shepherd Centre received grant funding ceased. Funding under this program was supplementary and non-recurrent.
3. Yes. From 2010-2011 the funding will be used for services for students with a disability provided by non-government organisations that are aligned to current ACT Government priorities. These services are: therapy services not currently provided by ACT Government agencies; work experience and social placements; sexual health and education. Providers are being identified through an open tender process.
4. Grant recipients in 2009-2010 are: Marymead Child and Family Centre, Leapfrog, Riding for the Disabled, Sexual Health and Family Planning, the Shepherd Centre, Noah's Ark. All these organisations are able to apply for funding under the open tender process.
5. The Shepherd Centre has been advised of the tender process and has also been advised of the Government's priorities in relation to non-government organisation funding.
6. Yes.

a. Not applicable
b. A child or student is considered eligible for education services in the ACT if they have a sensorineural hearing loss or on-going conductive loss greater than 30db (unaided) impacting on speech, language, auditory processing, cognitive, social and educational development
c. The Commonwealth's disability criteria used for the eligibility of children to access funding under its targeted program was: "A child with a disability means a child who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment or more than one of those impairments to a degree that if the child is of school age, satisfies the criteria for enrolment in special education programmes or services provided by the government of the state in which the child resides; or, if the child is below school age, would satisfy those criteria upon reaching that age".

The MOU with Non-Government schools

Meredith Hunter : To ask the Minister for Education and Training

Budget paper no 4, page number 317

In relation to : The MOU with Non Government schools.

1. Under the MOU the Government has with the non government education sector what procedures are the schools required to follow in relation to preparing for, conducting and reporting on NAPLAN testing?

2. How do you ensure that these procedures are followed?

MR BARR: The answer to the Member's question is as follows:–

1.   The *NAPLAN 2010 School Administration Handbook* details the nation wide protocols for NAPLAN administration. The Memorandums of Understanding (MOU) established between the Department of Education and Training and the Catholic Education Office (CEO), and between the Department and each independent school, set out the agreed terms and conditions for the provision of student information and participation in NAPLAN. Under these agreements, the CEO and independent schools:

  • Ensure all eligible students undertake all assessment tasks of the Assessment Program
  • Ensure staff compliance with the conditions of administration in relation to:

    o   security of test materials-storage at schools
    o   protocols for distribution to teachers acting as test administrators

    in accordance with the Common Standards agreed by the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC)
  • Maintain records of those students undertaking the Assessment Program, those exempted from the tasks and those with special conditions
  • Distribute reports provided by the Department to parents of participating students
  • Comply with the *Privacy Act 1998* (Commonwealth) and the related *Information Privacy Principles* in respect of the collection, management, use and transfer of information related to the use of Assessment Program and census data
  • Acknowledge that the school principal (or authorised representatives) are responsible for the security of all test materials on arrival in school and for the duration of the testing period
  • After investigation, undertake appropriate action dealing with any security breaches of test materials, administration of tests and data use.

2. The *NAPLAN 2010 School Administration Handbook* is published every year to ensure principals and teachers understand what is required to administer the NAPLAN tests. The Department of Education and Training also conducts information sessions in February each year to inform all school principals and NAPLAN contact officers of their obligations. Compliance with these guidelines is the responsibility of the principal at each school. Any reported breaches to security or protocols must be investigated, and the relevant information provided to the Australian Curriculum, Assessment and Reporting Authority.

QTON -Special education in the ACT

MEREDITH HUNTER: To ask the Minister for Education and Training

[Ref: Education and Training, Budget paper no 4, page number 313-316, output class 1.4 Special Education

In relation to : Special Education in the ACT.

1. What is being done to provide information and training to bus drivers of special needs   transport services, in relation to the needs of the students?

MR BARR: The answer to the Member's question is as follows:–

Transport providers and bus staff consult regularly with parents and schools about specific support for students with complex needs. Transport providers are also supplied with copies of transport application/renewal forms in which parents provide specific medical/behavioural information about students.

The Department of Disability, Housing and Community Services is developing information to assist transport providers in ensuring the safety and wellbeing of students during transport. Either the bus driver or the attendant is required to have a current first aid certificate.

QTON -Board Certified Behavioural Analysts

Asked by MR DOSZPOT on 28 MAY 2010: DR COLLIS took on notice the following question:

28 MAY 2010 PAGE 78

In relation to :

Can you tell us if the department has looked or would be considering employing people who are board certified behavioural analysts, BCBA? Or board certified associate behavioural analysts

MR BARR: The answer to the Member's question is as follows:–

Psychologists employed by the Department of Education and Training must be registered with the ACT Psychologists Board. The Department of Education and Training has no knowledge of "board certified behavioural analysts" and is not currently considering their employment .

QTON -Library skills for students (answer at hearings)

Asked by MR SMYTH on 28 MAY 2010: DR WATTERSTON took on notice the following question:

28 MAY 2010 PAGE 84

In relation to :

What I would like is a summary of what is being taught around library skills in ACT government schools

MR BARR: The answer to the Member's question is as follows:–

Library skills, as they used to be taught, have been replaced by a process known as Information Literacy. Information Literacy is considered an essential skill for all students to have and when the ACT Curriculum Framework *Every chance to learn* was developed, it became one of the six interdisciplinary Essential Learning Achievements (ELAs) which permeate all content areas. The ELAs are statements of what is essential for ACT students to know, understand, value and be able to do from preschool to year 10. Information Literacy is part of ELA 2 and in this context is referred to as the inquiry process. More information can be found in the ACT curriculum framework, available at http://activated.act.edu.au/ectl/index.htm.

In summary, this ELA develops students' capacity to use the inquiry process to seek information, use it to draw conclusions and generate new knowledge. ELA 2 is linked to the other ELAs through the key role of the inquiry process in generating knowledge across all disciplines.

Through its links with all of the other ELAs, the skills previously taught only in the library now pervade all discipline areas and are taught by teachers across the school.

QTON -Data on alternative pathways post-Y10

Asked by MR SMYTH on 28 MAY 2010: MS STEWART took on notice the following question:

28 MAY 2010 PAGE 104

In relation to :

What information does DET have in relation to the percentage of students who are not captured by this data set and where they are captured, in terms of alternative pathways beyond year 10 other than going on to a public secondary college?

MR BARR: The answer to the Member's question is as follows:–

In August 2009 there were 2425 students in year 10 at an ACT public school. In February 2010:

- 2178 (89.8%) were attending year 11 at an ACT public school

- 13 (0.5%) were attending year 9 (1), year 10 (11) or year 12 (1) at an ACT public school

- 33 (1.4%) were attending an ACT non-government school

- 201 (8.3%) were not attending a school in ACT (moved interstate, moved overseas, left school or home schooled)

QTON -Average class sizes

Asked by MR SESELJA on 28 MAY 2010: MS STEWART took on notice the following question:

28 MAY 2010 PAGE 101

In relation to class sizes in primary schools: at individual school levels do we see significant divergences?

MR BARR: The answer to the Member's question is as follows:–

Table 1 lists the student to teacher ratios in public primary and combined (P-10) schools based upon data from February Census 2010. Year 7 – 10 enrolments in combined schools have been included in the calculation as it has not been possible to disaggregate teacher allocations further at this time.

With the exception of the four early childhood schools (marked in yellow) there is no significant difference (at 95% confidence) between the student-teacher ratios in public primary and combined schools in 2010.

Table1: Student to teacher ratio in public primary and combined schools (P-10) – February Census 2010

School Name	Student teacher ratio
Garran Primary School	16.6
Kaleen Primary School	16.0
Curtin Primary School	15.2
Red Hill Primary School	14.8
Forrest Primary School	14.5
Ainslie School	14.3
Arawang Primary School	14.3
Hawker Primary School	14.2
Macquarie Primary School	14.2
Wanniassa Hills Primary School	14.1
Torrens Primary School	14.0
Chapman Primary School	13.9
Macgregor Primary School	13.9
Florey Primary School	13.8
Majura Primary School	13.8
Fraser Primary School	13.7
Farrer Primary School	13.4
Aranda Primary School	13.2
Campbell Primary School	13.0
Gold Creek School	13.0
Charles Conder Primary School	12.9
Harrison School	12.9
Amaroo School	12.8
Maribyrnong Primary School	12.7

Telopea Park School	12.7
Gilmore Primary School	12.6
Lyneham Primary School	12.6
Miles Franklin Primary School	12.5
Latham Primary School	12.3
Ngunnawal Primary School	12.3
Palmerston District Primary School	12.3
Bonython Primary School	12.2
Fadden Primary School	12.1
Gordon Primary School	12.1
Hughes Primary School	12.1
Monash Primary School	12.0
Weetangera Primary School	12.0
Evatt Primary School	11.9
Theodore Primary School	11.9
Calwell Primary School	11.6
Mount Rogers Primary School	11.6
North Ainslie Primary School	11.6
Kingsford Smith School	11.5
Gowrie Primary School	11.1
Charnwood-Dunlop School	11.0
Urambi Primary School	10.4
Yarralumla Primary School	10.2
Duffy Primary School	10.0
Taylor Primary School	9.9
Turner School	9.9
O'Connor Cooperative School	9.7
Wanniassa School	9.6
Mawson Primary School	9.5
Caroline Chisholm School	9.0
Richardson Primary School	9.0
Giralang Primary School	8.4
Jervis Bay Primary School	7.7
Isabella Plains Early Childhood School	6.4
Southern Cross Early Childhood School	4.9
Narrabundah Early Childhood School	4.8
Lyons Early Childhood School	2.6
Public primary and combined schools	**12.2**

QTON -Parental feedback on ILP

Asked by THE CHAIR on 28 MAY 2010: DR COLLIS took on notice the following question:

28 MAY 2010 PAGE 118

In relation to :

ILPs – the question is, how many parents are satisfied that their child's ILP was followed, what is the indicator and how do we know that things have moved forward and are improving?

MR BARR: The answer to the Member's question is as follows:–

Questions in relation to Individual Learning Plans are included in the annual satisfaction survey conducted of parents whose child is accessing a disability education program. Unaudited preliminary results from the 2009 survey indicate a 2-3% increase over 2008 in positive responses to the following questions:

- I worked collaboratively with school staff on my child's ILP in term one (2008 84%positive response)
- My child's ILP has included useful academic and social goals (and vocational goals where appropriate) (2008 86% positive response)
- I think the ILP was useful (82% positive response)

QTON -Funding for students with a disability across all sectors

Asked by MR SESELJA on 28 MAY 2010: MR WHYBROW took on notice the following question:

28 MAY 2010 PAGE 127

In relation to:

In relation to non-government schools – are we able to guess those numbers, though, of the level of funding per student with special needs?

MR BARR: The answer to the Member's question is as follows:–

The table below details funding levels provided under the Student Centred Appraisal of Need (SCAN) to students with a disability in non-government schools. The band is related to the level of need.

SCAN Band	2009-10 Rates $000
1	0
2	0
3	0
4	1,905
5	2,017
6	2,297
7	2,409
8	3,305
9	3,865
10	4,369
11	4,369
12	4,537
13	5,546
14	6,722

Note - funding is not provided for students in Bands 1-3.

QTON -GSEC & NSGEC meeting frequency

Asked by MR DOSZPOT on 28 MAY 2010: MR CARROLL took on notice the following question

28 MAY 2010 PAGE 131

In relation to :

How regularly does the Government Schools Education Council meet with Non Government Schools Education Council to discuss issues relevant to both organisations?

MR BARR: The answer to the Member's question is as follows:–

The two Councils decide when to meet together in order to discuss matters of mutual interest (as referred to in section 55(d) and section 107(c) of the *Education Act 2004*). The most recent joint meeting occurred on 5 August 2008.

The next joint meeting is scheduled for 27 July 2010.

QTON -Class sizes in primary schools

Asked by MR SESELJA on 28 MAY 2010: MS STEWART took on notice the following question(s):

28 MAY 2010 PAGE 101

In relation to :

In terms of individual schools, do individual colleges for instance, say colleges for a secondary, if the average in colleges I think is 19.5 now across the board, are there colleges that have averages significantly higher than that and therefore some that have significantly lower?

MR BARR: The answer to the Member's question is as follows:–

Table 1 lists the student to teacher ratios in public colleges based upon data from February Census 2010. Year 7 – 10 enrolments at Melba Copland Secondary School have been included in the calculation as it has not been possible to disaggregate teacher allocations further at this time.

There is no significant difference (at 95% confidence) between the student-teacher ratios in public colleges in 2010.

Table1: Student to teacher ratio in public colleges (including Melba Copland Secondary School) – February Census 2010

School Name	Student teacher ratio
Lake Ginninderra College	14.8
Hawker College	14.0
Canberra College	13.9
Narrabundah College	13.6
Lake Tuggeranong College	13.5
Erindale College	12.9
Dickson College	11.8
Melba Copland Secondary School	11.0
College	**13.1**

QTON -Details of proposal to broaden student movement data collection

Asked by MR SMYTH on 28 MAY 2010: MS STEWART took on notice the following question:

28 MAY 2010 PAGE 106

In relation to tracking students as they leave year 10 – given that it is under consideration, could you perhaps take on notice and if it is available following discussions, give the committee some indication of when it might start, what might be collected and what cost is attached to it?

MR BARR: The answer to the Member's question is as follows:–

The ACT Government provided funding of $1.1 m over 4 years in the 2010/11 Budget for the establishment of the ACT Youth Commitment and the development of the ACT Career and Transition Framework aiming to increase participation of young people in education and training. This funding supports the implementation funding provided by the Commonwealth for the ACT Youth Commitment and Youth Attainment and Transitions National Partnership.

The ACT Youth Commitment will require all agencies that serve young people to the age of 17 to commit to seek to ensuring that no young person is lost from education, training or employment.

The ACT Youth Commitment is being overseen by the Youth Commitment Steering Group. The Steering Group is being chaired by Jim Watterston, Chief Executive of the ACT Department of Education and Training. The Terms of Reference for the YGSG include:
- o Implementing and monitoring the ACT Youth Commitment
- o Monitoring of progress against the Youth Attainment and Transitions National Partnership (YAT NP)
- o Aligning programs and service delivery associated with the ACT Youth Commitment and YAT NP.
- o Advising the ACT Government on policy responses needed to achieve the successful implementation of the Youth Commitment and YAT NP.

Representation on the Steering Group is across ACT government agencies involved in supporting young people and includes non-government agencies, non-government schools, the ACT Youth Coalition and the Australian Federal Police.

The Department is exploring ways in which existing processes including school enrolment data and the use of the Transfer Register can underpin this important work.

Additional requirements to track students under the new arrangements will increase information about the choices and movements of students up to 17 years of age. This information will complement existing survey information about the movements of students completing year 12.

Other data sets that will inform the achievement of the ACT progress towards the targets in the Youth Attainment and Transitions National Partnership include: The

Australian Bureau of Statistics (ABS) National Schools Statistics Collection, the Australian Vocational Education and Training Management Information Statistical Standard collection, the ABS Census of Population and Housing and the ABS Survey of Education and Work.