

# ESTIMATES 2008-2009

## Question on Notice

### Education and Training

#### Table of Contents

<u>QoN</u>	<u>Description</u>	<u>Page</u>
	Table of Contents .....	1
7.	Education and Training Seselja .....	4
	Trades Training.....	4
8.	Education and Training Seselja .....	5
	Fyshwick Trade Skills Centre.....	5
9.	Education and Training Seselja .....	6
	New Horticulture Facility - Bruce .....	6
31	Education and Training Seselja .....	7
	Staff Numbers at the Dept of Education & Training.....	7
32	Education and Training Seselja .....	8
	Staff Numbers at the CIT.....	8
33	Education and Training Seselja .....	9
	Staff Numbers at CIT Solutions Pty Ltd .....	9
34	Education and Training Seselja .....	10
	Staff Numbers at the Building & Construction Industry Training Fund Authority .....	10
63	Education and Training Smyth.....	11
	Cost of employing Public Servants .....	11
98	Education and Training Mulcahy .....	12
	National education benchmarks for indigenous students .....	12
99	Education and Training Foskey.....	14
	Students transitioning from early childhood schools .....	14
100	Education and Training Seselja .....	15
	TV Advertisements.....	15
101	Education and Training Seselja .....	18
	Calwell High Performing Arts Centre .....	18
102	Education and Training Seselja .....	19
	Early Childhood Schools.....	19
103	Education and Training Seselja .....	20
	Harrison High School .....	20
104	Education and Training Seselja .....	21
	Fibre Optic Cabling to ACT Govt Primaries.....	21
105	Education and Training Seselja .....	22
	Arts for all - musical instruments .....	22
106	Education and Training Seselja .....	23
	Quality teaching for better outcomes.....	23
107	Education and Training Seselja .....	24
	Literacy and numeracy for all.....	24
108	Education and Training Seselja .....	26
	Leading for leadership.....	26
109	Education and Training Seselja .....	28
	The ACT Schools Standards Authority .....	28
110	Education and Training Seselja .....	29
	The best start in life - Early childhood schools .....	29
111	Education and Training Seselja .....	30
	Carbon neutral schools .....	30

112	Education and Training Seselja	31
	Moving forward - transitions, careers and vocational learning	31
113	Education and Training Seselja	32
	Strengthening governance	32
114	Education and Training Seselja	33
	Curriculum support - physical education, arts and languages 2nd appropriation ...	33
115	Education and Training Seselja	34
	Indigenous education 2nd appropriation	34
116	Education and Training Seselja	37
	Student welfare (Pastoral care)	37
117	Education and Training Seselja	38
	Non-govt schools - student support services 2nd appropriation	38
118	Education and Training Seselja	39
	Disability access in non-govt schools	39
119	Education and Training Seselja	40
	Funding offsets	40
120	Education and Training Seselja	41
	Satisfaction of stakeholders	41
121	Education and Training Seselja	42
	New non-govt sector capacity	42
122	Education and Training Seselja	43
	Former schools sites	43
123	Education and Training Seselja	44
	Staffing changes	44
124	Education and Training Seselja	46
	Bullying and violence	46
125	Education and Training Seselja	48
	Lyons Primary	48
126	Education and Training Seselja	49
	Hospitality costs in the Education portfolio	49
127	Education and Training Seselja	52
	Use of Shared Services Centre	52
128	Education and Training Foskey	53
	ACT Govt system	53
129	Education and Training Foskey	54
	Language learning	54
130	Education and Training Foskey	56
	Re-current funding for government schools	56
131	Education and Training Mulcahy	62
	Environment education for primary school children	62
132	Education and Training Mulcahy	63
	Public education with political content	63
134	Education and Training Foskey	64
	Arts education funding	64
260	Education and Training Smyth	65
	QTON – CIT Brue Campus Horticulture facilities	65
261	Education and Training Smyth	67
	QTON - CIT – Equipment bids	67
262	Education and Training Seselja	69
	QTON - CIT – funding	69
393	Education and Training Seselja	71
	QTON - Delays in capital projects	71
394	Education and Training Seselja	72
	QTON - Recruitment process - project officer for the Tuggeranong P-10 school ..	72
395	Education and Training Dunne	73

QTON - Sav our schools .....	73
396 Education and Training Smyth.....	74
QTON - Gungahlin college students .....	74
397 Education and Training Foskey.....	75
QTON – Quicksmart .....	75
398 Education and Training Smyth.....	76
QTON - missed coded error at P391 .....	76
399 Education and Training Dunne.....	77
QTON - Spending per capital.....	77
402 Education and Training Dunne.....	78
QTON – School infrastructure refurbishment money .....	78
407 Education and Training Dunne.....	79
QTON – Decisions to renovate and refurbish the four P-2 schools .....	79
455 Education and Training Committee.....	80
QTON – Arrangements for school renovation .....	80

**Trades Training**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : new Commonwealth funding in the **2008-09 federal budget relating to trades training (including measures in the Skilling Australia package)**.

1. Of the \$50 million which the Minister said he anticipates will be received in 2008-09, which of the federal budget measures does that include and what is the approximate breakdown among federal measures?
2. How much extra is expected to be received in each of the forward years from 2009-10 to 2011-12?
3. The Minister said during the 2008 Estimates Committee hearings that he anticipated four regional facilities to provide school-based training on a cluster model in the ACT and named three of these (a Gungahlin College campus, the P-10 Tuggeranong school and a CIT facility at Bruce). What is the fourth intended facility?
4. To what degree would the Bruce facility involve new versus replacement services and facilities?
5. Will the Minister permit independent schools in the ACT to receive direct grants from the Commonwealth for its vocational education and training initiatives, where that is the wish of an individual school?
6. Where the Minister's proposals involve greenfields developments that will take some years to be built and come on-line, will this reduce the amounts provided to the ACT in the early years of the Commonwealth program?

Mr Barr: The answer to the Member's question is as follows:—

1. The figure of around \$50m represents an overall estimation of what would be available across the territory to the 41 eligible Government and non-government secondary schools. This amount is available over the 10 year life of the program, not for 2008-09 only. Schools can apply for between \$50 000 and \$1.5m of Trades Training Centre Funding.
2. Approximately \$50m is available over the ten years of the program.
3. I mentioned the possibility of three, not four facilities.
4. The CIT Trades Training Centre at Bruce will need to include building works and fit-out to accommodate additional year 11 and 12 students.
5. Independent schools are, by their nature, able to make decisions independent of Government policy
6. No.

***Fyshwick Trade Skills Centre***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Fyshwick Trade Skills Centre – Feasibility Study and Design (page 86, BP5)**

1. The CIT Annual Report for 2006 says at page 17 that the government has been considering a “possible rationalisation of campuses”. Is it an option that the feasibility study may recommend that the government consolidate services from Fyshwick to another campus?
2. What was the outcome of the feasibility study funded in 2006 to investigate a collocated Gungahlin secondary college with a CIT campus in Gungahlin? Is it still proposed that there be a CIT campus in Gungahlin? What would be the timeframe for that?
3. Will any courses or training places be either cut or added at Fyshwick as a result of the re-development?
4. What is the notional timeframe for construction of the new Fyshwick facility and when would it open?
5. Why is the electro technology operation being moved from Bruce? Does this have anything to do with making space at Bruce for the relocation of horticulture students from Weston Creek?
6. How was the cost for this measure calculated?
7. What is the current condition of the buildings and what is the remaining serviceable life of the current facilities?

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

1. The feasibility study and design will look at expansion of the Fyshwick campus. The scope of the project will not include consolidating services from Fyshwick to another campus.
2. It is proposed that CIT will have a flexible learning centre within the Gungahlin secondary college. It is proposed to open Gungahlin College in 2010.
3. Training courses will be added to the Fyshwick campus as a result of the redevelopment.
4. It is not possible to answer this until the Government considers the results of the feasibility and design assessment.
5. There are synergies in terms of courses, management structures and industry connections that provide positive outcomes for students and CIT if the electrotechnology operation is moved to Fyshwick. The proposed move is not as a result of making space at Bruce for the relocation of horticulture students from Weston Creek.
6. The cost for the feasibility study and design is based on latest estimates of the price of these services.
7. The current condition of buildings at the Fyshwick campus is very good and they are expected to have a substantial remaining serviceable life.

***New Horticulture Facility - Bruce***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **New Horticulture Facility – Bruce (page 86, BP5)**

1. Do the savings shown indicate the reversal of depreciation for the Weston Creek site after it is de-commissioned?
2. What further operational savings accrue to the CIT in addition to depreciation in relation to the closed site?
3. When does training at the Weston Creek site cease and when does teaching at Bruce campus start for students and staff in horticultural courses? Will there be any disruption to courses, or loss of capacity during the transition period?
4. When will facilities at Weston Creek begin to be taken down, and when will plant and equipment be removed?
5. What is the value of the vacated land at the Weston Creek site that previously handled horticulture?
6. How much of the vacated land will be sold for housing (by area and/or by value)?
7. How many students currently travel between the Bruce and Weston Creek campus to undertake what is described in the budget documents as “complementary” courses?

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

1. No.
2. The savings shown in 2009-10 of \$0.085 million and in subsequent years of \$0.170 million relate to savings in facilities-based operational costs upon vacating the Weston site.
3. There will be a progressive ceasing of some parts of some courses at Weston during Semester 2, 2009. A full array of programs will commence at the Bruce campus from Semester 1, 2010. CIT does not expect any disruption to courses or loss of capacity during the transition period.
4. Facilities and plant and equipment than can be easily relocated will be moved from Semester 2, 2009, and be staged so as not to disrupt course delivery to students.
5. This is not a matter for the Minister for Education and Training.
6. This is not a matter for the Minister for Education and Training.
7. Up to 12 students currently travel from Weston to Bruce to undertake Computer Aided Drafting classes as part of their Certificate IV in Landscape Studies.

***Staff Numbers at the Dept of Education & Training***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Staff Numbers at the Department of Education and Training**

1. What was the actual number of casual and contractor staff in 2007-08 in full-time equivalent terms?
2. What amount was spent in 2007-08 on contract staff?
3. What are the anticipated numbers of casual and contractor staff for 2008-09 in full-time equivalent terms?
4. What amount is budgeted to be spent in 2008-09 on contract staff?

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

1. For the 12 month period from May 2007 to May 2008 the average full time equivalent (FTE) number of casual and temporary contract staff was 888.31. This includes teaching and administrative staff in schools and central office staff. The actual FTE varied from month to month depending on leave usage (maternity, long service, personal and without pay), school vacations and fluctuations in the specific needs and priorities of individual schools.
2. Salaries for these categories of staff in 2007-08 to 30 May 2008 amounted to \$41.216m.
3. The anticipated full time equivalent number in 2008-09 is likely to be similar to 2007-08 and the figure mentioned in the answer to Part 1.
4. The budget does not allocate a specific budget for temporary contract staff. The actual amount spent will depend on a variety of factors (refer to 1. above).

***Staff Numbers at the CIT***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Staff Numbers at the Canberra Institute of Technology**

1. What was the actual number of casual and contractor staff in 2007-08 in full-time equivalent terms?
2. What amount was spent in 2007-08 on contract staff?
3. What are the anticipated numbers of casual and contractor staff for 2008-09 in full-time equivalent terms?
4. What amount is budgeted to be spent in 2008-09 on contract staff?

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

1. 96.3 FTE casual and 4.1 FTE contractor.
2. \$0.280 million.
3. 87.3 FTE casual and 2.7 FTE contractor.
4. \$0.185 million.



**Staff Numbers at CIT Solutions Pty Ltd**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Staff Numbers at CIT Solutions Pty Ltd**

1. What was the actual number of casual and contractor staff in 2007-08 in full-time equivalent terms?
2. What amount was spent in 2007-08 on contract staff?
3. What are the anticipated numbers of casual and contractor staff for 2008-09 in full-time equivalent terms?
4. What amount is budgeted to be spent in 2008-09 on contract staff?

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

1. 26.5 FTE.
2. \$2.484 million.
3. 27.8 FTE.
4. \$2.608 million.

***Staff Numbers at the Building & Construction Industry Training Fund Authority***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Staff Numbers at the Building and Construction Industry Training Fund Authority**

1. What was the actual number of casual and contractor staff in 2007-08 in full-time equivalent terms?
2. What amount was spent in 2007-08 on contract staff?
3. What are the anticipated numbers of casual and contractor staff for 2008-09 in full-time equivalent terms?
4. What amount is budgeted to be spent in 2008-09 on contract staff?

Mr Barr: The answer to the Member's question is as follows:-

1. Nil.
2. Nil.
3. The Building and Construction Industry Training Fund Authority does not anticipate employing any casual or contract staff in 2008-09
4. The Authority has not budgeted any funds to be expended in 2008-09 on contract staff.

***Cost of employing Public Servants***

MR SMYTH : To ask the Minister for Education:

In relation to the cost of employing public servants:

What is the average salary, including superannuation and all other on-costs, for each of the following categories of public servant:

- (a) A classroom teacher
- (b) A school leader A
- (c) A school leader B
- (d) A school leader C

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

The average gross, yearly salary, including superannuation and on-costs, for each of the categories is as follows:

- (a) A classroom teacher - \$80,988
- (b) A school leader A - \$135,216
- (c) A school leader B - \$110,620
- (d) A school leader C - \$103,213

**National education benchmarks for indigenous students**

**Richard Mulcahy MLA** to ask the **Minister for Education** in relation to national education benchmarks for indigenous students (2008-09 Budget, BP4, p. 366):

- How small are the groups of indigenous students in each of the year levels used for calculation of the accountability indicators for reading, writing and numeracy on page 366 of the Budget Paper 4 of the Budget?
- Why is the Government failing to meet its national education benchmark targets for concrete improvements in outcomes for indigenous students?

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

1. The number of Indigenous students in the 2007-2008 estimated outcome for each of the year level for reading, writing and numeracy, referred to on page 366 of Budget Paper 4 of the 2008 – 2009 Budget was:

Year Level	Reading	Writing	Numeracy
3	68	66	70
5	68	66	70
7	57	58	58

2. In 2007-08, ACT Indigenous students achieved seven of the nine national benchmark accountability targets, when the confidence levels are taken into account, which is essential when dealing with small numbers of students. The targets met were years 3 and 7 reading, years 5 and 7 writing and years 3, 5 and 7 numeracy.

The only results statistically lower than expected were in year 3 writing and year 5 reading.

The Department has in place a number of strategies to improve Indigenous student outcomes including:

- monitoring attendance rates daily in every school. Any unexplained absence is followed up
- providing literacy and numeracy support to Indigenous students from Kindergarten to year 4
- providing support to Indigenous students in years 6 and 10 to successfully transition to high school and college
- enhancing leadership for Indigenous education through professional development programs for school leaders
- the provision of Indigenous Home School Liaison Officers and Indigenous Literacy and Numeracy Consultants who support schools in their efforts to improve attendance and maintain the connection between schools and their Indigenous communities.

In addition, 71 public schools have joined the *Dare To Lead* coalition of schools. *Dare To Lead* is managed by the Australian Principals Association Professional Development Council Inc to encourage and support school principals across Australia to improve educational outcomes for Indigenous students through innovative resources and teaching methods.

***Students transitioning from early childhood schools***

DR FOSKEY : To ask the Minister for Education -

1. What guarantees are available for students transitioning from early childhood schools to primary schools to ensure that they can attend the primary school of their choice?
  - a. Does this include students who are attending the early childhood schools out of area?

MR BARR - the answer to Dr Foskey's question is:

Students transitioning at the end of 2008 from schools which are to become Early Childhood Schools are guaranteed a place at a primary school within the same region. From 2009, a student transitioning at the end of year 2 from an early childhood school to a primary school is guaranteed a place at the public school served by their place of residence, that is, their Priority Enrolment Area (PEA) school.

**TV Advertisements**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Television Advertisements**

1. What is the schedule for the current television advertisement campaign, which boasts about an investment of over \$300 million by the ACT Government in schools? On what date did the advertisements commence, on what date do they conclude and how many ads will run during each week of the campaign?
2. How many advertisements will be broadcast between 12 September and 18 October 2008?
3. What is the value of this advertising campaign, broken down by production cost, media cost and departmental costs?
4. What other advertising materials will support the television campaign, including printed materials?
5. Who are the booking agents for the advertisements?
6. Who are the advertising companies and production companies for the advertisements?
7. Who was the research company for the advertisements?
8. Have any focus groups or polls been conducted for purposes of testing the advertisements or preparing for the advertising campaign? How much did these cost?
9. How was a Target Audience identified and defined for purposes of booking the television advertising slots?
10. When were the advertisements booked?
11. When were the advertisements made?
12. How many minutes of the broadcast footage was shot in the ACT?
13. Did all contracts relating to the campaign go to competitive tender, or were some select source contracts and what were those arrangements for each contract?
14. Does the television advertisement include a written or verbal authorisation consistent with ACT electoral laws?
15. Has the ACT Electoral Commission been consulted regarding appropriate authorisation for the advertisements?
16. How many different television advertisements have been recorded for purposes of the campaign and what is the length for each advertisement?
17. In relation to the boast in the advertisement about an investment of over \$300 million by the ACT Government in schools, (a) what is the year-by-year breakdown for this figure; (b) what is the year-by-year split between components of this figure which comprise new funding in the 2008-09 budget and components that are base education spending; and (c) the year-by-year split between capital and recurrent spending?
18. Did the department seek legal advice on the lawfulness of budget promotional activity that is booked in advance of when the Legislative Assembly will pass the ACT Government Budget for 2008-09? On what grounds did the legal advice indicate it would be lawful to promote the budget ahead of its passage by the assembly?
19. How many of the ads will be broadcast during Public Education week and how many ads will be broadcast outside of Public Education week?
20. Has the Chief Minister's Department had any involvement in any aspect of the advertising campaign, its funding, its approval, its testing, or its facilitation?

21. What is the total television advertising budget for the Education Department for each of 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12?
22. What is the total marketing and communication budget for the Education Department for each of 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12?
23. What was the total television advertising budget for the Education Department for each of 2005-06 and 2006-07?
24. What was the total marketing and communication budget for the Education Department for each of 2005-06 and 2006-07?
25. Did the proposal for the advertisements come from the department, or did the Minister direct the department to book an advertising campaign?
26. At what officer level were decisions made in the department for authorising the preparation of the campaign?
27. When did officers in the department authorise preparation of the campaign?
28. When were Ministers involved in decisions regarding preparation and authorisation of the campaign?

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

1. The television advertisement was scheduled to run from Saturday 24 May to Friday 30 May 2008. The advertisement was scheduled to be shown a minimum of 107 times.
2. Nil.
3. The value of this advertising campaign is \$28,063 for media costs and \$25,323 for production costs, which were all departmental costs.
4. Posters and bookmarks were provided to public schools as well as radio advertisement on commercial radio networks. An advertisement was also placed in The Chronicle.
5. Grey Advertising and HMA Blaze.
6. Grey Advertising, ACT Government Publishing Services and HMA Blaze.
7. Nil.
8. No.
9. Advice from Grey Advertising.
10. Tuesday 13 May 2008.
11. Filming on Monday 19 May. Production Tuesday 20 May 2008.
12. All.
13. A single select tender process was used for the television advertisement. For the radio and print advertising, the ACT Government preferred supplier, HMA Blaze, was used.
14. Yes.
15. Yes.
16. One 30 second advertisement.
17. The \$350m investment referred to in the advertisement relates to the capital investment over five years from 2006-07 to 2010-11. Attachment A provides funding for each initiative by year based on the appropriation provided in the original budget.
18. The promotional activity was not booked in advance of the announcements of the 2008 –09 ACT Government Budget.
19. The advertisement was only aired during Public Education Week.
20. No, other than being advised of the campaign.
21. The total television advertising budget for the Department of Education and Training in 2007-08 is \$53,386. Similar levels of funding for television advertising are likely to be allocated in 2008-09, 2009-10, 2010-11 and 2011-12.
22. The total marketing and communication budget for the Department of Education and Training in 2007-08 is \$100,000. Similar levels of funding for marketing and



communication are likely to be allocated in 2008-09, 2009-10, 2010-11 and 2011-12.

23. The total television advertising budget for the Department of Education and Training was nil in 2005-06 and \$30,500 in 2006-07.
24. The total marketing and communication budget for the Department of Education and Training was \$53,386 in 2006-07. A budget line is not readily available for 2005-06 due to changed functional arrangements within the Department.
25. The Minister's office liaised with the Department of Education and Training about the advertising campaign.
26. Chief Executive.
27. 13 May 2008.
28. The Minister's office was kept informed of the development and scheduling of the television campaign by Departmental officers.

**Calwell High Performing Arts Centre**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Calwell High Performing Arts Centre (page 78, BP5)**

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

1. Initial discussions on the project have been held with the school principal and staff. The design brief is currently being prepared and will be provided to the school for review and comment by the principal, curriculum teachers and school board members.
2. The Department of Education and Training has drawn from the experience of centres at Erindale College and the new centre being designed for Lyneham High School. Performance spaces at other schools such as at Lake Ginninderra and Lake Tuggeranong Colleges will also be investigated in the development of the design.
3. The project originated with a submission by the school in mid 2007 for an upgrade to the existing performing arts area. The project budget was based on the estimated cost for the Lyneham High Performing Arts Centre as the projects are similar in nature. However, the Calwell High Performing Arts Centre project cannot be effectively costed against market prices until the Preliminary Sketch Plans are completed in September 2008.

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

4. Initial discussions on the project have been held with the school principal and staff. The design brief is currently being prepared and will be provided to the school for review and comment by the principal, curriculum teachers and school board members.
5. The Department of Education and Training has drawn from the experience of centres at Erindale College and the new centre being designed for Lyneham High School. Performance spaces at other schools such as at Lake Ginninderra and Lake Tuggeranong Colleges will also be investigated in the development of the design.
6. The project originated with a submission by the school in mid 2007 for an upgrade to the existing performing arts area. The project budget was based on the estimated cost for the Lyneham High Performing Arts Centre as the projects are similar in nature. However, the Calwell High Performing Arts Centre project cannot be effectively costed against market prices until the Preliminary Sketch Plans are completed in September 2008.

**Early Childhood Schools**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Early Childhood Schools (page 79, BP5)**

1. Which of the schools will get new buildings and which of the schools will have some of the existing buildings refurbished?
2. Given that all the work is scheduled for just the 2008-09 year, how will these construction works be managed to avoid displacement of children in existing facilities at Scullin, Narrabundah, Lyons and Isabella Plains?
3. What will be the number of places available in 2009 for each respective site and how do these numbers compare to the numbers of places previously existing in 2006 at each of these sites from preschool to year six?

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

1. All of the schools will have existing spaces refurbished. There are no new buildings to be constructed at any of the sites.
2. It is intended that the works will be staged in each school. Each stage of the works can be completed with all noisy, dusty or intrusive work that may impact on the school's operation being undertaken after school hours, on weekends or during school holidays.
3. Each of the Early Childhood Schools will offer 176 places across preschool to year 2 in 2009. In addition to this number, childcare places will be also be available.

In 2006 the places existing at each of these sites were:

<i>Site</i>	<i>Capacity K-6</i>	<i>Enrolment K-6</i>	<i>Preschool enrolment</i>
Southern Cross	325	219	Scullin – 38
Narrabundah	250	78	30
Lyons	175	74	17
Isabella Plains	525	255	62

***Harrison High School***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Harrison High School (page 79, BP5)**

1. While this measure provides \$1.5 million for the design phase of the project, what is the anticipated construction cost after 2008-09? How much of the construction cost is presently provided for in the forward estimates, as broken down by year, by value and by proportion of the estimated total construction cost?
2. What was the outcome of the feasibility study funded in 2006 to investigate a collocated Gungahlin secondary college with a CIT campus? Is it still proposed that there be a CIT campus in Gungahlin?
3. What CIT functions and facilities have been identified for inclusion in the design brief for the Harrison High School facilities?

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

1. There is currently no funding allocated in the forward years for construction of the school. A cost plan will be prepared as part of the design process.
2. Design of the college is progressing and the Government has allocated \$ 67.025m to build it. The college will include a CIT flexible learning centre and a public (joint-use) library.
3. No CIT facilities are proposed to be included in Harrison High School.

***Fibre Optic Cabling to ACT Govt Primaries***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Fibre Optic Cabling to ACT Govt Primaries (page 79, BP5)**

1. How many schools currently have fibre optic cabling?
2. What new standard of download speed will the new cabling deliver?
3. Will this budget measure enable all terminals in the 53 schools to have high speed access at the new standard? If not, what number and proportion of terminals are expected to have high speed access at the new standard?
4. With more than half the funding provided in the year commencing in July, what is the timeframe for the tender, from opening of the tender to entering into contracts? What is the risk assessment of potential problems with supply of labour and materials for work commencing in the early months of 2008-09?
5. The depreciation expense is set at 10% of capital cost. To what degree will the network need replacing or repair after ten years?

MR BARR - the answer to the Member's question is:

1. Two primary schools currently have a fibre optic connection.
2. The school connection to the ACT Government Fibre Network will be a 1Gb connection.
3. All terminals connected to the school local area network (LAN) within the 53 schools will have access to utilise the new high-speed connection.
4. The project can be accommodated under an existing tender process, to be finalised by the end of June. Risks regarding supply of labour and equipment are low.
5. The underground fibre optic cabling is expected to have a working life of at least 20 years.

**Arts for all - musical instruments**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Arts for All – Musical Instruments (page 79, BP5)**

1. How many musical instruments does the \$250,000 provide for?
2. When was the need identified and are there any studies to demonstrate the nature and extent of shortfall?
3. Why is this measure in the capital programme? Have instruments previously been purchased from recurrent or capital funding?
4. What will be the insurance cost for this increase in stock of instruments and what will be the source of the insurance funding (will insurance be deducted from the cost of the measure, taken from existing school funding, or taken from education department funding)?
5. What is the timeframe for purchasing the instruments?
6. Who will be the decision-makers on selection of number and type of instruments?

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

1. The total number of instruments purchased will be determined by the type and cost of instruments chosen.
2. Staff of the IMP regularly review the quality of the instruments so that replacements can be scheduled as necessary. Additional instruments will allow some expansion of the program.
3. The ACT Accounting policy requires the musical instruments purchased under this measure to be capitalised, accordingly capital funding has been appropriated. When the program commenced in 1973, capital funding was used to purchase instruments. Since that time instrument purchases have been funded by school contributions.
4. The Department of Education and Training is self-insuring.
5. Depending on instruments and brands chosen, instruments will be purchased between now and the end of the year. All instruments will be available for schools at the start of the 2009 school year.
6. The IMP has nine specialist teachers and a specialist music principal who will decide on the number and type of instruments.

**Quality teaching for better outcomes**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Quality Teaching for Better Outcomes (page 99, BP3)**

1. Why does the extra funding reduce in the 2010-11 financial year and why is there no funding in the 2011-12 year?
2. Is there a link between the extra funding and the Collective Agreement, and if so, why?
3. Does any of the extra funding goes towards funding for teaching scholarships?
4. Will there be a change to the maximum amounts for teaching scholarships from current levels and what will those changes be?
5. Will the new funding permit short courses or conferences for teachers scholarships funding?
6. What is the breakdown of programs or activities supported by the extra funding?
7. How does the funding split between the Schools Allocation and the Strategic Initiatives Allocation for teacher professional development?

MR BARR - the answer to Mr Seselja's question is:

- (1) This is a three-year initiative from 2008-2010.
- (2) No.
- (3) No.
- (4) No.
- (5) The new funding will support teacher's professional learning about Quality Teaching. This may include short courses or conferences. Teacher's scholarships are funded from a separate source – the Teacher Professional Learning Fund – and this will continue.
- (6) The initiative will fund three new School Leader C (SLC) positions within the Department of Education and Training for three years, an additional 0.5 full-time equivalent allocation to a SLC within each school cluster for one year and additional resources to support the implementation of the Quality Teaching initiative.
- (7) Funds for this initiative are additional to the Teachers Professional Learning Fund.

**Literacy and numeracy for all**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Literacy and Numeracy for All (page 99, BP3)**

1. How much is currently spent on professional development in the area of literacy and numeracy training and under what programs is this support delivered?
2. Will the professional learning support funded under this budget measure be delivered through the Teacher Professional Learning Fund, or as a new stand alone program?
3. What are the practices that will be implemented to deliver a “whole school approach”?
4. What specific literacy and numeracy teaching techniques will be supported by the funding?
5. How many new staff will be employed under this measure and what will be the nature of their duties?
6. What is the breakdown of funding between salary, staff on-costs, printed material, travel funding and other categories of expenditure?

MR BARR - The answers to the Member’s question is:

1. The major professional development programs for literacy and numeracy, and their 2007-08 budget allocations are:
 

• Reading Recovery -	\$ 57 000
• First Steps Reading and Writing –	\$132 000
• Tactical Teaching	\$ 35 000
• Count Me In Too	\$ 10 000
• Middle years computation	\$107 000
• Learning Assistance Network	\$ 40 000
• Indigenous Literacy and Numeracy Program – and on costs)	\$319 000 (salaries and on costs)
• Early Literacy and Numeracy Officers	\$216 000 (salaries)
2. Funding for this initiative is in addition to funds available under the Teacher Professional Learning Fund. All professional learning related to literacy and numeracy will be linked to the Department’s overall Literacy and Numeracy Strategy.
3. Each school will be asked to identify leading practitioners in their schools to act as literacy and numeracy coordinators. These coordinators will take a leadership role within their school in regard to the development of the school’s Literacy and Numeracy Plan. Taking a ‘whole school approach’ to planning a school’s Literacy and Numeracy Plan involves:
  - using available information about student literacy and numeracy achievement to identify priority areas and targets for attention in the school
  - matching the target areas to available and appropriate resources, strategies and programs
  - planning for the implementation of the specific programs and strategies
  - identifying any school-based professional learning and support needs and allocating or prioritising resources to meet those needs



- planning strategies for monitoring progress.

This initiative will fund professional learning and support to assist literacy and numeracy coordinators to led this whole school approach in their schools.

4. Teachers will be provided with professional development and resources to help them to use the specific literacy and numeracy techniques of the major literacy and numeracy programs implemented by the Department. These include First Steps Reading, First Steps Writing, Reading Recovery strategies, Middle Years Reading, Stepping out Writing, Count Me In Too, Mental Computations and Incorporating Strategies for an Inclusive Curriculum (InSinc).
5. None.
6. In 2008-09 the breakdown of funding will be:

Teacher release	\$86 000
Licenses and resources for professional development	\$ 45 000

**Leading for leadership**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Leading for Leadership (page 99, BP3)**

1. How much is currently spent on professional development in the area of leadership development and succession planning and under what programs is this support delivered?
2. Will the professional learning support funded under this budget measure be delivered through the Teacher Professional Learning Fund or through the Principal Professional Learning Fund or through Professional Pathways Planning, or as a new stand alone program?
3. Why is there no funding in the 2010-11 and 2011-12 financial years?
4. Is there a link between the extra funding and Collective Agreements?
5. What are the practices that will be implemented to deliver succession planning and leadership development?
6. Will the funding support any new succession planning and leadership development techniques, and if so, what techniques?
7. How many new staff will be employed under this budget measure and what will be the nature of their duties?
8. What is the breakdown of funding between salary, staff on-costs, printed material, travel funding and other categories of expenditure?

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

1. In the 2007-2008 financial year, \$220,057 was spent on leadership development activities run by the Department of Education and Training. The main programs were:
  - *Leading to Leadership* program for aspiring School Leader As, Bs, and Cs.
  - Leadership conference for principals on performance management
  - E Leadership programs
  - Resilience for School Leaders program
  - Finance for school leaders professional development.
2. It will be delivered as a new stand alone program.
3. This is a two-year initiative from 2008 to 2010 to support the finalisation of a new School Leadership Framework and professional development program. Existing system resources will be used to facilitate the professional development program once it is in place.
4. No.
5. & 6. A current school principal will be deployed to support the development and implementation of the new School Leadership Framework and professional development programs. Elements of the program will include:

- quality professional development packages to support specific aspects of leadership sourced from other jurisdictions or elsewhere
- a series of introductory leadership activities, focussing on self-analysis against the new School Leadership Framework, using self-analysis tools, such as a 360 degree instrument
- a residential program for each group of aspiring School Leader As, Bs and Cs with a focus on the dimensions of the new School Leadership Framework
- professional development packages and expertise to provide quality learning experiences at the residential school and action learning activities within school settings to follow the residential programs
- a mentoring program to support aspiring School Leaders and training for mentors
- recently retired and experienced principals to be employed to work as coaches and mentors to support new principals and other new leaders
- an executive shadowing program for experienced principals to shadow senior Department or industry executives for short periods of time.

7. One full time School Leader A will be employed to coordinate the finalisation of the new School Leadership Framework and development of the professional development strategy aligned with the Leadership Framework.

8.	Salary for one SLA	\$207,000
	On-costs	\$ 39,000
	Administration (including travel accommodation, resources and professional development)	\$175,000
	TOTAL	<u>\$421,000</u>

***The ACT Schools Standards Authority***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **The ACT Schools Standards Authority (page 100, BP3)**

1. What total amounts does the department budget to spend on administering educational standards from pre-school to Year 12 for the years 2008-09, 2009-10, 2010-11 and 2011-12, including through the Board of Senior Secondary Studies and subsequently through the new ACT Schools Standards Authority?
2. What is the timeframe for start-up events as the new Authority commences full operations?
3. Why is funding provided for consultation but not for other aspects of start-up for the Authority?
4. Will further funding be provided for establishing and monitoring educational standards from pre-school to Year 12 in a subsequent appropriation bill?
5. How many weeks will be provided for consultation and when does consultation commence and conclude?
6. How many consultation forums will be held and how many people are expected to attend?
7. Has a contract for this consultation effort been let and if so, what is the company or individual leading the exercise? If not, when will the contract be let?

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

1. The administration of educational standards is coordinated and managed across a number of units within the Department of Education and Training and a dollar figure amount cannot be readily calculated.
2. If public consultation results in the recommendation that an ACT School Standards Authority be established, it will commence by 2011.
3. The consultation process will determine whether a Standards Authority will be established. It is not considered necessary or appropriate to provide funding beyond that required for the consultation.
4. Decisions on future funding will be made at the appropriate time.
5. The consultation period commenced on Monday 2 June 2008 and closes on Monday 1 September 2008, a period of 13 weeks.
6. Department officers will provide briefing for major stakeholder groups during June 2008. Two rounds of consultation forums, a total of 8 forums, will be conducted by an independent consultancy from mid July until mid August.
7. A contract for the consultation has not been let. The procurement process has commenced. The outcome of this process will be known in time to commence the consultation forums.

***The best start in life - Early childhood schools***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **The Best Start in Life – Early Childhood Schools (page 100, BP3)**

1. What will be the maximum number of days and hours provided per week per child in the new Early Childhood Schools?
2. Will there be any compulsory fees or voluntary contribution arrangements, and what is the estimated average contribution?
3. What will be the staff-child ratio for each age group, excluding administrative staff?
4. What sources of Commonwealth funding will the schools be eligible for, by age group?
5. What sources of Commonwealth funding will parents be eligible for, by age group?
6. How many weeks per year will the centres be open to children, by age group, and what will be the timing and length of any annual closures, by age group?
7. What is the timeframe for staff recruitment?
8. How many places are available for children and how many children are on the waiting lists?

MR BARR - the answer to the Member's question is:

1. Children in preschool groups will attend for 12 hours per week in either long or short day sessions depending on community preferences. Children in Kindergarten to year 2 attend on Monday to Friday for the full school day for 40 weeks of the year.
2. School Boards will set the voluntary contributions at the start of the school year. There will be no compulsory fees.
3. The staff-child ratio for each age group excluding administrative staff is one teacher and assistant to 25 children in preschool and one teacher to 21 children from kindergarten to Year 2.
4. The Department of Education and Training will receive recurrent Commonwealth funding for the Early Childhood Schools on the same basis as other public schools in the ACT.
5. Recurrent Commonwealth funding is provided to the ACT Department of Education and Training based on student enrolments. This is allocated to schools by the Department of Education and Training. Parents do not apply for the funding.
6. The preschool-Year 2 school facility is fully staffed between 8.30 am and 4.51 pm during school terms with reduced staff during stand down periods (school holidays). It is anticipated that child care programs and allied health and welfare services will be provided for up to 50 weeks each year.
7. The Principal positions were advertised in late May 2008 to take up appointment at the commencement of term 3. Staff for the schools will be placed during the Classroom Teacher Transfer/Placement Round in Term 4 2008.
8. Each of the Early Childhood Schools will have the following places available in 2009:

Classes	Number in each class	Total
2 x preschool groups	25	50
2 x kindergarten classes	21	42
2 x year 1 classes	21	42
2 x year 2 classes	21	42
Total capacity		176

Enrolments have opened. Placements have yet to be made.

**Carbon neutral schools**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Carbon Neutral Schools (page 100, BP3)**

1. What activities will be undertaken to make schools carbon neutral?
2. Will individual schools be certified as carbon neutral?
3. How many schools will become carbon neutral in each of the four forward years?
4. What proportion of carbon offsets will be created offset versus on-site at individual schools?
5. How was the annual amount of \$400,000 determined as an appropriate spend?
6. How will the funds in the Carbon Neutral Schools program be divided up between government and non-government schools?

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

1. The Budget initiative will initially allow a process to be set up to assist government and non government schools to reduce their carbon emissions predominantly through the installation of energy efficient equipment; and to monitor their emissions.
2. This is yet to be decided.
3. It is unlikely that any school will become completely carbon neutral in the next four years as the program seeks to move towards carbon neutrality by 2017.
4. This will not be known until the energy reducing initiatives have been implemented and the remaining carbon deficit calculated.
5. \$400,000 per annum is only part of the government's \$20m commitment over the next 10 years.
6. The government committed \$20 million over ten years to the carbon neutral initiative for both government and non-government schools. \$16 million has been allocated to government schools and \$3 million to non-government schools. The remaining \$1million is to employ a project officer for 10 years to administer and co-ordinate the initiative across both sectors.

***Moving forward - transitions, careers and vocational learning***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Moving Forward – Transitions, Careers and Vocational Learning (page 101, BP3)**

1. What is the base spending for 2008-09 on career transitions into and through the college sector, separate to the new funding provided under this budget measure?
2. How many staff will be recruited in each of the four forward years under this measure and what will be the total of estimated staff funded under this measure for each of the four forward years?
3. On average how many staff will be provided at each ACT Secondary College?
4. How many administrative and other system-wide staff will be appointed, on top of staff which are attached to specific teaching institutions?
5. How many of the new staff positions will be targeted at people with teaching skills and experience, and how many of the positions will be targeted at people with experience across a broad range of vocational fields (including retail, manufacturing, primary industries, government)?
6. What is the timeframe for recruitment of staff in 2008?

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

1. Career advice is provided by staff in all ACT public colleges. Given the nature of school based management it is not possible to provide an accurate assessment of base spending in the time available.
2. Each of the 8 colleges will have one additional staff member.
3. Each ACT public secondary college will have one additional FTE staff member.
4. An additional 0.4 FTE will be appointed to the Department's central office to coordinate the Transitions, Careers and Vocational Learning initiative.
5. Each of the new positions will require teaching skills and qualifications and knowledge of vocational programs.
6. It is anticipated that recruitment will be finalised by September 2008.

**Strengthening governance**

MR SESELJA: To ask the Minister for Education and Training

In relation to: Strengthening Governance (page 101, BP3)

1. How many staff will be recruited in each of the four forward years under this measure and what will be the total of estimated staff funded under this measure for each of the four forward years?
2. How many of the staff positions will be teaching positions, how many will be school based administrators and how many will be officers located in the department?
3. What will be the breakdown in numbers of staff by public service level or classification of seniority?
4. Which “national and local initiatives” will be supported by this funding, and what is the breakdown of funding by initiatives?
5. Why is the spending greater in the 2008-09 year than in the subsequent forward years?
6. What is the timeframe for recruitment of staff in 2008?

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

1. Three ongoing positions will be created, all in the 2008-09 financial year.
2. The positions will be located within the Department’s central office and none are teaching positions.
3. The positions are for one Executive Director (SES Band 2), one Director (SES Band 1) and one Senior Officer Grade B.
4. The Executive Director position will provide additional support in managing the activities of the Department and will have responsibility for business improvement services. The Director will have responsibility for managing the significant national and local reform agenda in early childhood and indigenous education. The Senior Officer will provide executive support to the Executive Director.
5. Additional one off funding has been provided in the 2008-09 financial year to cover recruitment and establishment costs for each officer.
6. All positions will be filled as soon as possible.



**Curriculum support - physical education, arts and languages 2nd appropriation**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Curriculum Support – Physical Education, Arts and Languages 2<sup>nd</sup> Appropriation (page 102, BP3)**

1. What is the funding under this budget measure in each of 2008-09, 2009-10, 2010-11 and 2011-12, as broken down by spending on:
  - professional development and software for language teachers in primary schools;
  - physical education and sports curriculum funding; and
  - professional workshops for students and teachers in drama and dance?
2. How many new staff positions are funded under this budget measure?
3. How many of the staff positions will be teaching positions, how many will be school based administrators and how many will be officers located in the department?

MR BARR - the answer to the member's questions is:

(1)

	<b>2008-9</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Languages</b>	\$ 99 000	\$100 000	\$ 51 000	\$ 52 000
<b>Physical Education</b>	\$397 000	\$407 000	\$208 000	\$231 000
<b>Dance and Drama</b>	\$ 65 000	\$ 65 000	\$ 25 000	\$ 25 000
<b>Total</b>	<b>\$561 000</b>	<b>\$572 000</b>	<b>\$284 000</b>	<b>\$308 000</b>

- 2&3. Three School Leader C positions, located in central office, are funded under the budget measure for physical education. The funding allocated to languages and the Arts does not provide for new staff positions.

***Indigenous education 2nd appropriation***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Indigenous Education 2<sup>nd</sup> Appropriation (page 102, BP3)**

1. What is the base spending on indigenous education for 2008-09, separate to the new funding provided under this budget measure?
2. How many specialist indigenous education staff positions will be funded under this measure?
3. How many of the staff positions will be teaching positions, how many will be school based administrators and how many will be officers located in the department?
4. In what schools will staff be placed?
5. What is the timeframe for recruitment of additional staff?
6. What will be the breakdown in numbers of staff by public service level or classification of seniority?
7. What are the processes and steps to be taken to improve learning outcomes from Kindergarten to year 4?
8. Does this budget initiative include any funding for individual tuition of indigenous students?
9. In what cluster of student year groups in the ACT are the outcomes between indigenous student outcomes and average student outcomes the greatest?
10. Which schools in the ACT have the greatest indigenous populations?
11. What is the funding in each of 2008-09, 2009-10, 2010-11 and 2011-12, as broken down by:
  - initiatives to improve outcomes from Kindergarten to Year 4;
  - support to students in Year 6 to transition to high school; and
  - professional development programs for all schools?

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

1. A total of \$1,856,000 is the base allocation for Indigenous education in 2008-09. This figure provides for funds for employment and related operation costs for Departmental officers, Koori Preschool programs, Indigenous Literacy and Numeracy initiative and Indigenous Education Officers who support schools and their Indigenous students.
2. Funds provided under the Second Appropriation Bill will allow for the employment of five additional teachers at School Leader C and classroom teacher level.
3. All five are five teaching positions. While all will have an office base, all will work with and in identified schools.
4. Staff will operate across targeted schools as outlined in the previous response.
5. Recruitment has been undertaken for all additional staff and will be finalised by the end of Term 2 2008.
6. There will be two officers at School Leader C, three Level 1 teachers and an Administrative Services Officer 4.

7. The additional Level 1 classroom teachers provided under the new initiatives enable the expansion of the existing Indigenous Literacy and Numeracy program to cover Kindergarten to year 4. Their role is to work with the school, teachers and Indigenous students that have been identified using the 2007 ACTAP and PIPS assessment programs data and in future from national assessment and school data. Teachers in schools where there are small numbers of students, for example two or three Indigenous students across the five grades, will be provided with professional development to assist them in developing and delivering literacy and numeracy programs that meet the needs of students.
8. The funding provided for the new initiatives is intended to support Indigenous students and their teachers. Individual instruction will occur in classrooms as part of the implementation.
9. Currently the greatest gap between Indigenous and non-Indigenous student outcomes is in years 7-8-9. However, research indicates that strategies to close this gap must be implemented in the earliest years of schooling, which is why the new initiatives address Kindergarten to year 4.
10. The ACT public schools that have more than 20 Indigenous students are: Calwell and Lanyon High Schools, Melba Copland Secondary School, Telopea Park and Wanniasa Schools, Richardson, Conder and Narrabundah Primary Schools, and Erindale College.

11. The funding broken down for each initiative by financial year from 2008-09 to 2011-12 is as follows:

Initiative	2008-09 \$000	2009-10 \$000	2010-11 \$000	2011-12 \$000
<b>2002-03 Initiatives</b>				
Enhanced Indigenous Support	220	226	232	238
<b>2004-05 Initiatives</b>				
Indigenous Student Support	475	487	499	511
Indigenous Early Childhood Support	227	232	238	244
<b>2008-09 Initiatives</b>				
Indigenous Education	934	958	982	1,006
<b>Total</b>	<b>1,856</b>	<b>1,903</b>	<b>1,951</b>	<b>1,999</b>

***Student welfare (Pastoral care)***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Student Welfare (Pastoral Care) Package 2<sup>nd</sup> Appropriation (page 102, BP3)**

1. How much of this expenditure is supported by or offset by Commonwealth funding? If Commonwealth funding has been used, under what program, or grant, or payment purpose was the funding provided?
2. How many of the staff positions will be teaching positions, how many will be school based administrators and how many will be officers located in the department?
3. What is the timeframe for recruitment of additional staff?
4. What will be the breakdown in numbers of staff by public service level or classification of seniority?

MR BARR - the answer to Mr Seselja's question is:

1. Nil.
2. All 24 are teaching positions, nil school based administrators, nil located in the department.
3. 16 School Leader C Pastoral Care Coordinators (teachers) commenced duty in 16 high schools at the commencement of the 2008 school year. Recruitment of seven classroom teachers, the health professionals and the youth support worker is currently underway. One School Leader C Pastoral Care Coordinator will be recruited later in the year to take up duty at the new school in west Belconnen in 2009.
4. 17 x School Leader C  
7 x Classroom teachers  
9 x Health Professional Officer 3  
1 x ASO4 Youth Support Worker.

***Non-govt schools - student support services 2nd appropriation***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Non-Government Schools – Student Support Services 2<sup>nd</sup> Appropriation (page 102, BP3)**

1. Does this budget measure meet an election commit of the government's from 2004?
2. Why was no funding provided in 2005-06, 2006-07 and 2007-08?

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

1. Yes.
2. Election commitments are implemented over the term of the Government.

***Disability access in non-govt schools***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Disability Access in Non-Government Schools (page 103, BP3)**

1. How will the additional funding for disability access in non-government schools be allocated among schools?
2. How many students with disabilities have been identified in the non-government sector?
3. How are these students classified by type or level of disability for funding purposes and how many students are in each category?
4. After implementation of this budget measure, how will the funding for students with disabilities in non-government schools compare against funding for students with disabilities in government schools, including on a per student basis?

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

1. Funding will be distributed on a per capita basis against disability need each year determined on the basis of the Department of Education and Training's Student Centred Appraisal of Need (SCAN) process.
2. In the 2008 February census there were 424 students in non-government schools identified with special needs.
3. Disability need is determined on the basis of the Department of Education and Training's Student Centred Appraisal of Need (SCAN) process.
4. Full assessment of the level of need in the non-government sector for 2008-09 has not been completed.

**Funding offsets**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Funding Offsets**

1. What amount of the new funding for measures in this budget relating to education will be sourced from new appropriations; what amount will be sourced from offsets taken from previous cuts to government sector spending; and what amount is sourced from offsets taken from funding previously earmarked for the Interest Subsidy Scheme?

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

With the exception of the measure below all new funding measures relating to education in this Budget, are sourced from new appropriations.

The funding for 'Disability Access in Non-Government Schools' totalling \$0.4m per year has been funded by the re-direction of surplus funding from the now closed Interest Subsidy Scheme.

The school closures announced in the 2006-07 Budget will save \$21.3m over four years. Since that time, new measures totalling \$48.25m for education (over the same four years) have been announced.



**Satisfaction of stakeholders**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Satisfaction of Stakeholders (page 367-8, BP 4)**

1. Satisfaction with the ACT government of the non-government schools is measured at 87% for the 2007-08 estimated outcome. What are the issues of concern among dissatisfied stakeholders in the sector and how have these concerns been measured?
2. Satisfaction with public high school education is measured at 88% for the 2007-08 estimated outcome. What are the issues of concern among dissatisfied stakeholders in the sector and how have these concerns been measured?

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

1. The 87% figure is an estimated outcome. The 2007-08 non-government education stakeholder survey is currently being conducted by the Department.
2. The satisfaction of public school stakeholders is measured by an annual survey, which is conducted as a component of the three-year school review process. A school, in the first year of its three-year cycle, administers the satisfaction survey. Areas of concern in the 2007 cycle included:
  - school buildings and grounds maintenance
  - concerns of student not being taken seriously
  - students wanting a greater say in the things they learn
  - students' property not being respected

***New non-govt sector capacity***

Zed Seselja MLA : To ask the Minister for Education and Training

**In relation to : New Non-Government Sector Capacity**

1. What non-government entities are currently in discussions with the government with a view to accredit new non-government schools or to explore options to open new non-government schools, and where does the non-government sector propose to locate new capacity?
2. What non-government schools are currently in discussions with the government with a view to expand existing capacity and how many new student places have been proposed, as broken down by student year groups, by school and by year of proposed commencement?
3. What is the planned construction timeframe and commencement year for the proposed Non-government school at Harrison, and what is the planned construction timeframe and commencement year for the proposed ACT Government school at Harrison?
4. What proposed new school facilities at Harrison have been considered as shared facilities, and what options have been considered for Government or non-government financing for each of these proposed shared facilities?
5. What requests or proposals has the government received from non-government entities for reopening closed school sites, what were the entities that made the requests, what were the sites concerned and what was the government's response in each case?

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

1. The Catholic Education Office (CEO) has applied to me for in-principle approval for registration of a new Catholic primary school in Harrison in January 2008. The CEO has recently indicated that it wishes to change the application to in-principle approval for registration of a new campus of the Good Shepherd Primary School, Amaroo.
2. The following schools have applied for in-principle approval to apply for the registration of an additional campus.

Name of School	Proposed student places	Year groups	Year of proposed commencement
Emmaus Christian School (West Belconnen campus)	80	K-6	2009
Good Shepherd Primary School, Amaroo (Harrison campus)	329	K-6	2010

3. If approved the non-government campus of the Good Shepherd Primary School, Amaroo in Harrison is planned to commence in term 1 2010. The construction timeframe is unknown. The Harrison public school commenced operation for years P-6 on 1 February 2008. The high school is planned to open on the same site in 2012.
4. Shared facilities between the Harrison school and the proposed Harrison campus of the Good Shepherd Primary School, Amaroo are currently not under consideration.
5. In their application for in-principle approval to apply for the registration of an additional campus, which is currently being assessed, the Emmaus Christian School asked that the Government consider the former Holt and Higgins school sites as two of their three preferences for the location of their additional campus.

**Former schools sites**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Former School Sites – Closed under “Towards 2020”**

1. What number and proportion of the students attending schools closed as part of Towards 2020 are still in the ACT Government school system?
2. What number and proportion of the students attending schools closed as part of Towards 2020 have moved to the non-government school system?
3. How is the department involved in government deliberations on future uses of former school and preschool facilities and sites, which were closed or are to be closed following the 2006 budget? What is the extent of that involvement?
4. Has the department received any approaches from prospective tenants seeking to use the former school sites at Cook, Melrose and Weston Creek primaries? If so, what were the entities that made approaches and what prospective usages were proposed in relation to specific sites? Have any of the proposals included requests for zoning changes?
5. Has the department received any approaches from potential buyers of the sites at Giralang, Macarthur and McKellar preschools? If so, what were the entities that made approaches and what prospective usages were proposed in relation to specific sites? Have any of the proposals included requests for zoning changes?
6. What has the department been informed of regarding the progress of the government’s consultations and deliberations on the Flynn Primary site?
7. What has the department been informed of regarding the progress of the government’s consultations and deliberations on the Downer Primary site?
8. What proposals has the department been informed of regarding options for uses of former school sites in Cook, Melrose, Weston Creek, Holt, North Curtin and Village Creek?

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

1-2.

In 2006 there were 676 students attending the schools that were closed as part of Towards 2020. Of these students, 581 (85.9%) were identified as still attending a public school in the February 2007 census. The Department did not have student level data for non-government schools in 2006 and was not able to determine the number of students who had moved to the non-government sector.

In 2007 there were 403 students attending the schools that were closed as part of Towards 2020. Of these students, 361 (89.6%) were identified as still attending a public school in the February 2008 census. Only 11 students (2.7%) were identified as having moved to the non-government sector in the ACT.

3-8.

The use of former schools sites is being managed through the Department of Territory and Municipal Services. The Department of Education and Training's involvement is limited to the normal consultation on policy documents across Government agencies. The detail of these questions should be directed to the Minister for Territory and Municipal Services.

**Staffing changes**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Staffing Changes**

1. Has the department made exit surveys of teaching staff departures or kept information on reasons for voluntary teaching staff departures and how is that information collected?
2. What are the reasons for teaching staff exits and what proportion of teaching staff departures are attributed to each reason?
3. How do exit numbers in the year-to-date 2007-08 compare as against exit numbers in the years 2004-05, 2005-06, 2006-07?
4. Why is the revised estimate for staff numbers in 2007-08 above the previous budget estimate by 40 positions? (page 354 BP4)
5. What will be the responsibilities of the 38 additional staff forecast for 2008-09? (page 354 BP4)

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

1. The Department currently conducts voluntary exit surveys for all employees separating from the Department. The process allows staff to provide their reasons for separation.
2. Over the past 12 months, the following were the most common reasons identified through exit surveys as to why teaching staff elected to exit the Department:
  - (a) retirement (16%)
  - (b) needing new challenges (12%)
  - (c) access to greater career opportunities elsewhere (11%).
3. The exit number for permanent full-time and part-time teaching staff for 2007-08 year to date is 269; for 2006/07 - 230; for 2005/06 - 253. Figures are not available for the year 2004-05 due to the transition to a new human resource system.

4. The revised estimate for staff numbers is for 42 positions included in the second appropriation initiatives. This figure was further adjusted due to changes in the previous estimate of casual employment.
  
5. The Budget contained new initiatives accounting for 37 positions. This figure was adjusted due to expected variations in student enrolment and the estimated level of casual employment. The responsibilities for the 37 positions are as follows:
  - 13 positions: Quality Teaching for Better Outcomes
  - 1 position: Leading to Leadership program
  - 4 positions: Equity in Student Learning – Students with a disability
  - 4 positions: The Best Start in Life – Early Childhood schools
  - 8 positions: Moving Forward – Transitions, Careers and Vocational Learning
  - 1 position: Carbon Neutral Schools
  - 2 positions: Responding to Skills Shortages
  - 1 position: Fibre Optic Cabling
  - 3 positions: Strengthening Governance

***Bullying and violence***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Bullying and Violence**

1. How many students and what proportion of students responsible for inappropriate behaviour have been made to read the single sheet Code of Conduct since it was publicly released?
2. How has the Code of Conduct had a positive effect on the problems of violence and bullying in and around schools?
3. Are any current AFP operations underway to address violence in and around schools?
4. What current AFP operations are underway to address violence in and around schools, where are each of these operations focussed by school or by locality, and how were each of these operations initiated?
5. Has the government increased or decreased collection of data on bullying and violence and what new categories of data have been added or subtracted from collections?
6. What does the latest data on bullying and violence indicate about changes in 2007-08, as compared to behaviour in 2006-07 and 2005-06?
7. What new resources or forms of support have ACT Government schools been given by the ACT Government in 2007-08 to cope with outbreaks of violence?

MR BARR - the answer to Zed Seselja MLA question is:

- (1) The Chief Executive of the Department of Education and Training (DET) wrote to all principals on 3 March 2008 and encouraged them to promote the Code of Conduct with students, staff, parents and the wider community and asked that the brochures be distributed to all students in schools. Principals were also asked to prominently display posters with the Code of Conduct. Schools have not been required to report to central office when an individual student has been asked to read the Code.
- (2) The Code of Conduct is a strategy for raising awareness about the expected protocols regarding respectful interaction and standards of behaviour on school premises.
- (3) The Australian Federal Police (AFP) works closely with Directors of Schools and principals to provide advice on prevention strategies and effective reporting of incidents. A partnership between DET and the Police and Citizens Youth Clubs (PCYC) has been established. The PCYC is promoting an AFP supervised Dance Party program. Through this program they will be promoting healthy lifestyles and constructive activities for young people. The AFP has also recently developed a webpage of contacts and procedures for principals to follow in accessing support from the AFP. This webpage was linked to both the DET internal and public websites this year.

- (4) Schools have effective relationships with local community AFP officers, allowing strategies to be developed and implemented to address specific issues on a needs basis. In addition, primary schools can invite the 'Constable Kenny Koala' program in to speak with groups of students on a range of topics.
- (5) Schools complete an electronic record when a student is suspended from school for unacceptable behaviour. A new category of Bullying, with four sub-categories of verbal, physical, social/psychological and cyber, was added to this form in 2007.
- (6) The bullying fields were only added to the database during the second half of 2007. In the second half of 2007 there were 168 incidents involving bullying (of these 98 involved verbal bullying, 116 physical, 31 social and 5 cyber). Some incidents involved a combination of these categories; hence the totals of these categories are greater than the total number of incidents.
- (7) The ACT Government is continuing to resource and support public schools to develop positive school climates where violence and bullying are diminished. In May 2007 the Department introduced a suite of several new behaviour management policies for ACT public schools under the Providing Safe Schools banner: *Countering Bullying, Harassment and Violence in ACT Public Schools; Countering Sexual Harassment in ACT Public Schools; Countering Racism in ACT Public Schools; and Suspension, Exclusion and Transfers in ACT Public Schools*. The Department established a Safe Schools Taskforce to ensure that appropriate stakeholders would inform the development and implementation of these policies. The Safe Schools Taskforce, school directors and principals work together to consider further strategies that might be implemented to provide safer schools for staff and students. These strategies complement broader initiatives funded under the Second Appropriation, such as the appointment of Pastoral Care Executive Teachers to every high school in 2008, the appointment of a range of non-teaching professionals to provide counselling, welfare and health services to students and the establishment of Achievement Centres.

**Lyons Primary**

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Lyons Primary**

1. Why was Lyons School Board Chair Michelle Wright advised by a Department spokeswoman over the phone that (1) the department wanted children out before the end of the school year in order to complete renovations and (2) the options included conducting all classes in the school hall for the rest of the year?
2. Did the Canberra Times report of 1 April 2008 misrepresent what the department had communicated to the school board chair, and if so what was communicated in that specific phone call?
3. If the hall option had proceeded, albeit for a temporary period, what would have been the period that the children would have been in the hall?

MR BARR - the answer to Zed Seselja MLA's question is:

1. Discussions were occurring at the time with the Lyons School Board and the Principal about the possibility of relocating classes to other parts of the school if renovations were to start in July. If Ms Wright was advised, as reported in *The Canberra Times*, that (1) the department wanted children out before the end of the school year in order to complete renovations and (2) the options included conducting all classes in the school hall for the rest of the year, the advice did not represent the Department's official position. In fact, Ms Wright wrote to senior departmental officers on 1 April 2008 expressing her satisfaction with the consultation process.
2. Yes. The School Board Chair has also expressed her concerns to the Department about the misrepresentations in the newspaper.
3. Senior officers of the Department did not present the option of relocating all classes to the school hall in their discussions with the Lyons School Board and community members.



***Hospitality costs in the Education portfolio***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : **Hospitality Costs in the Education portfolio**

1. Other than spending by schools on events for students, parents and the community, what is the Department of Education and Training spending on hospitality costs (including catering, venue hire, promotion and accommodation) in the 2007-08 year and what is the provision for expenditure in 2008-09?
2. How many such events were hosted by the Department of Education and Training in the 2007-08 year to date involving hospitality expenditure of over \$500 (including catering, venue hire, promotion and accommodation)? When and where were each of those events held, how many people attended each event and what was the total expenditure for each event?

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

1. At the end of May 2008, expenditure coded to hospitality and venue hire codes totalled \$104 885. Of this amount, \$71 425 was funded from Commonwealth programs, ticket sales, sponsorship and other revenue raising measures.

The Department does not have a separate budget for hospitality. Expenditure will be incurred based on requirements and approved during the year.

2. The attached table sets out all expenditure over \$500 coded to hospitality.

**Expenditure over \$500 coded to hospitality**

<b>Date:</b>	<b>Where:</b>	<b>No. of Attendees:</b>	<b>Expenditure</b>	<b>Event:</b>
20/06/07	Rydges	60	\$1,201.82	Provider Forum Breakfast for Registered Training Organisations
16/08/07	Vikings Auditorium, Tuggeranong	550	\$42 824.55	ACT Training Excellence Awards
08/07	Various venues, including the Canberra Theatre	1821 people attended the events	\$22 261.00	Step into the Limelight - Arts showcase event of visual and performing arts created and presented by students of ACT public schools.
08/07	Canberra Careers Market	(a) see below	\$1 700.00	Stall at Canberra Careers Market.
18-19/10/07	Pavilion on Northbourne	190	\$1 901.90	Information Session for Registered Training Organisations
13-14/11/07	Centre for Teaching and Learning	200	\$2 515.00	Lets talk VET conference (2007)
29/11/07	Centre for Teaching and Learning	150	\$900.00	Excellence Awards ceremony
4/12/07	Canberra Playhouse Theatre	160	\$4 359.00	High School Awards (2007)
18/12/07	220 Northbourne	50	\$516.00	Accreditation & Registration Council function
18/12/07	National Library of Australia	270	\$572.73	Recognition of Excellence Ceremony
19/02/08	Centre for Teaching and Learning	120	\$1 160.45	Capital Chemists scholarship ceremony

28/03/08	Clifton on Northbourne	36	\$709.10	Chamber of Commerce Breakfast (Industry Advice)
31/03/08	Edith Cowan University	(a) see below	\$681.00	Careers and Employment Fair
3/04/08	La Trobe University	(a) see below	\$681.00	Graduate Recruitment Expo
28/04/08	Centre for Teaching and Learning.	200	\$3 418.03	Lets talk VET conference (2008)
26/05/08	Centre for Teaching and Learning	150-200	\$940.00	Recognition of Service Awards ceremony
12/08	Canberra Playhouse Theatre	Not Yet Held. 180 expected.	\$2 365.00 (security deposit)	High School Awards (2008)

(a) The Department holds stalls at Fairs and Markets to promote employment opportunities in the ACT education system. There can be thousands of attendees at these events.

***Use of Shared Services Centre***

Zed Seselja MLA : To ask the Minister for Education and Training

In relation to : Use of Shared Services Centre

1. Has the cost of your department in providing corporate services increased or decreased as a result of using the Shared Services Centre?
2. Have there been any unexpected costs imposed on your department arising from the use of the SSC?
3. Have the turnaround times for the payment of invoices been better or worse through the SSC?
4. Has there been any change in the number of complaints from external organisations about slow paying of accounts?
5. Have there been any other issues in dealing with matters through the SSC in contrast to the way in which these were dealt with by the department?

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

1. The Department has operated within the resources the Department has been allocated to deliver the corporate services.
2. No.
3. The Department is not aware of any material change in the turnaround time for invoice payments.
4. The Department is not aware of any material change in complaints from external organisations about slow payment of accounts.
5. The Department is not aware of any material issues relating to dealing with matters through the Shared Services Centre in contrast to the way in which these were dealt with by the Department.

**ACT Govt system**

DR FOSKEY : To ask the Minister for Education

1. **Can the Minister provide all the information the Department has on**
  - (a) Why parents move their children from ACT Government school system for non government schools
  - (b) Why students chose to move from Government to non government schools
  - (c) Why parents chose to send their children to Government rather than non-government schools
  - (d) Why students choose ACT Government over non-government schools
  
2. **What research is currently being conducted on how and why these decisions**
  
3. **Does the Minister have**
  - (a) advice from the Department on an appropriate strategy, to address perceived weaknesses in the ACT Government school system,
  - (b) any discussion papers commissioned by or prepared within the Department exploring those issues
  
4. **can that advice be provided to the Committee**

**Language learning**

DR FOSKEY : To ask the Minister for Education

1. Can the Minister provide the relevant documents to support the decision to offer all primary school students one hour a week in language learning, including
  - a. The pedagogical model which supports classes of one hour a week
  - b. Comparison with more concentrated approaches including immersion programs, and bilingual schools
2. What strategies are being pursued to identify, attract and retain additional high quality language teachers in both primary school and high school
3. What approach is being taken by thy department to ensure the ongoing support of primary principals in the ACT for this language program for all students, in all schools
4. What processes are in place to ensure a high morale among language teachers in both high school and primary school

MR BARR: The answers to the Member's questions are:

- 1.(a) According to the Centre for Applied Linguistics in the United States, <http://www.cal.org/resources/Digest/myths.html> there is no definitive research that provides an optimal time for school students to spend on language learning. There are, however, crucial factors to successful language acquisition. The most important factor is being immersed in the language through a sustained use of the target language in the classroom by the teacher. This includes listening, reading, writing, speaking, and studying words and phrases. The provision of one hour per week is aimed at exposing students to learning a language and developing their intercultural understanding. In Years 7 and 8 students will be exposed to the target language more frequently and become more competent users of the language.
- 1.(b) It is expected students in bilingual or immersion programs are likely to become more competent users of the language of immersion in a shorter time as they are exposed to the target language more frequently.
2. Officers from the Department of Education and Training have visited universities in all States and Territories to recruit suitably qualified languages teachers. The Department is also conducting an audit to identify language teachers already employed in schools who are currently teaching other subjects, and working with principals to identify mechanisms for sharing and supporting language teachers across clusters of schools.
3. A working group of principals and Department curriculum officers has been formed to provide advice on the implementation of the languages strategy. Regular district meetings of principals are also used as a consultative mechanism. A professional learning workshop entitled *Languages in Primary Schools: Getting started and building capacity* was provided on 15 May 2008

for principals of primary schools who will introduce a language in their school in 2009. Department officers will support principals on an ongoing basis in planning languages to be introduced, identifying staffing models and in the provision of any specific support requirements for their school.

4. The Government has indicated its commitment to languages education by requiring all public schools to offer a languages program to all students from year 3 to year 8 by 2010. Other support provided to languages teachers includes:
  - language specific networks coordinated by language network leaders
  - targeted professional learning for teachers of language, such as the *Languages Matter* conference held in February 2008
  - in country experience where teachers spend time in the country where the language they teach is spoken
  - additional resources for schools where languages education is being introduced for the first time.

***Re-current funding for government schools***

DR FOSKEY : To ask the Minister for Education

**1. Re-current funding increase**

- a. What is the basis for the Minister's claim that re-current funding for government schools will increase in real terms (that is, adjusted for inflation) in 2008-09 by 6% overall and 8% per capita over 2007-08?

**2. Targeted equity programs**

- a. What targeted equity programs are available in the ACT government school system?
- b. What were the funding allocations to each program for each year from 2003-04 to 2007-08?
- c. What are the funding allocations for 2008-09?

**3. School Equity Fund**

- a. How was the School Equity Fund allocation previously provided to Mt. Neighbour PS expended in 2007?
- b. What professional development was funded under the School Equity Fund in each year of the 2004-06 triennium and what was the cost of each program?
- c. What research projects were carried out under the School Equity Fund in the 2004-06 triennium? Are the results of those projects available and will you make them available to the Committee?
- d. Has an evaluation report been prepared on the operation of the School Equity Fund for the 2004-06 triennium? If so, will you make it available to the Committee?
- e. What is the total funding available to the Schools Equity Fund in 2007?
- f. Have the funding allocations to schools in School Equity Fund for the 2007-09 triennium been determined and, if not, when will this be done?
- g. What are the funding allocations in 2008 for each school in the School Equity Fund?

**4. Student Support Funds**

- a. What is the procedure by which parents can request financial support under the Student Support Fund? Who assesses requests from parents for support?
- b. What is the eligibility criteria used to provide Student Support Funds to parents/families?
- c. What activities can Student Support Funds be used for?



- d. How is funding under the Student Support Fund allocated between schools?
- e. What was the total funding available to the Student Support Fund in 2006, 2007 and 2008?
  - i) What were the funding allocations to each school in 2007 under the Student Support Fund?
  - ii) How much of each allocation to each school was distributed to parents/families in 2007?
- f. How many parents/families received financial support under the Student Support Fund in each school in 2007?

MR BARR: The answers to Dr Foskey's questions are:

(1) Re-current funding increase

(a) In discussing the recurrent funding increase, I gave a detailed explanation to committee showing how the 6% increase was arrived at, which clearly showed that the figure was not intended to be net of inflation.

(2) Targeted Equity Programs

- (a)
  - (i) *Secondary Bursary Scheme*
  - (ii) *School Equity Fund*
  - (iii) *Student Support Fund*
  - (iv) Individual schools' support funds
- (b)
  - (i) \$500 is available to all secondary students whose families have a pensioner Concession Card or Health Care Card. Funding is drawn down from ACT Treasury as needed and is paid directly to eligible students. There is no 'allocated' funding as such.
  - (ii) 03-04 \$210,000, 04-05 \$292,000, 05-06 \$292,000, 06-07 \$292,000; 07-08 \$292,000
  - (iii) 04-05 \$500,000, 05-06 \$500,000, 06-07 \$500,000; 07-08 \$538,000. Fund commenced in 2005.
  - (iv) Individual schools set aside additional funds to support needy students. Amounts differ from school to school.
- (c)
  - (i) Funding is drawn from ACT Treasury as needed for the number of eligible students.
  - (ii) Estimated payment \$353,000
  - (iii) Estimated payment \$554,140.
  - (iv) See (2)(b)(iv)

(3) School Equity Fund

- (a) As the School Equity Fund (SEF) is allocated on a triennial funding model, the funding allocated to Mt Neighbour was not spent in 2007.

When a new triennium begins this funding will be added to the available funding pool and will be distributed amongst the identified SEF schools.

- (b) Up to \$10,000 is allocated each year for professional development for the SEF recipient schools. The SEF schools determine the priorities through their representative Professional Development Committee.

2004 Three evening presentations by Dr Bob Hince on coping with change and stress management. Cost: Dr Hince's fee \$4224 plus catering costs for staff attending.

2005 SEF schools worked in groups to share information about programs.

2006 Workshops were held on the following topics:  
Pedagogy for intellectual quality  
Managing students with challenging behaviour  
Developing a play based curriculum.  
Total costs: \$7600.00

- (c) The Australian College for Education Research was awarded a contract to conduct a literature search and study into *Engaging Families and Home School Connectedness*. Copies are enclosed for the Committee.

- (d) The schools receiving funding in the last triennium have had the funding extended through 2008. An evaluation will be prepared in 2009.

- (e) \$292,000.

- (f) Data gathered in the Australian Census (Index of Relative Socio Economic Disadvantage – IRSED) is used to identify schools to receive SEF funding. It was not considered appropriate to use data from the 2001 census and therefore current SEF schools had their funding extended until up to date data was available. The data gathered in the 2006 census became available this year. Schools to receive funding and the level of funding to be allocated to each school in the next triennium will be identified in the first six months of the 2008-09 financial year.

(g) School	Amount per annum
Charnwood	\$17,865
Chisholm Primary	\$27,778
Florey	\$29,382
Gilmore	\$25,353
Higgins Primary School	\$16,438
Holt Primary School	\$16,331
Latham Primary	\$14,762
Macquarie	\$15,725
Narrabundah PS	\$7,845
Richardson	\$21,359
Southern Cross	\$19,184
Urambi	\$15,448
Wanniassa School	\$22,821

Funding allocated to closed schools has been rolled over and will be allocated in the new funding round.

#### (4) Student Support Funds

- (a) Parents request assistance through their schools by contacting the principal, school executive or class teacher. Students in need are identified by teachers. Principals assess requests from parents.

- (b) Principals have significant discretion around the use of the funds. The guidelines given to schools are:

- The funding is for educational support for individual students rather than family support.
  - The privacy of students and families in allocating these funds must be observed.
  - Parent involvement in determining the use of funds may be considered by schools.
- (c) Funds are used for a variety of purposes to support individual students. This includes provision of food, non-essential excursions and camps, cultural experiences, representative sporting commitments, clothing and transport.
- (d) Funding is allocated on a per capita basis using the February census, with the balance distributed according to type of school and degree of disadvantage.
- (e) See 2(b)(iii).

(i)	
Ainslie Primary	\$4,779.00
Alfred Deakin High School	\$9,865.00
Amaroo School	\$14,200.00
Aranda Primary	\$4,339.00
Arawang Primary	\$4,600.00
Belconnen High	\$12,000.00
Bonython Primary	\$4,817.00
Calwell High	\$7,463.00
Calwell Primary	\$4,636.00
Campbell High School	\$7,009.00
Campbell Primary	\$2,900.00
Canberra College	\$10,900.00
Canberra High	\$10,800.00
Caroline Chisholm High School	\$9,200.00
Chapman Primary	\$4,716.00
Charnwood Primary	\$6,300.00
Chisholm Primary	\$4,475.00
Conder Primary	\$6,375.00
Cook Primary	\$1,700.00
Co-operative School	\$870.00
Copland College	\$6,400.00
Cranleigh Special School	\$1,070.00
Curtin Primary	\$4,800.00
Dickson College	\$8,200.00
Duffy Primary	\$2,200.00
Erindale College	\$12,736.00
Evatt Primary	\$6,200.00
Fadden Primary	\$3,300.00
Farrer Primary	\$3,540.00
Florey Primary	\$6,652.00
Forrest Primary	\$5,360.00
Fraser Primary	\$4,800.00
Garran Primary	\$4,408.00
Gilmore Primary	\$4,400.00
Giralang Primary	\$1,760.00
Gold Creek School	\$14,200.00

Gordon Primary	\$7,400.00
Gowrie Primary	\$2,800.00
Hawker College	\$12,900.00
Hawker Primary	\$2,810.00
Higgins Primary	\$4,400.00
Holt Primary	\$4,400.00
Hughes Primary	\$3,400.00
Isabella Plains Primary	\$3,700.00
Jervis Bay Primary	\$519.00
Kaleen High	\$3,723.00
Kaleen Primary	\$5,394.00
Kambah High	\$2,800.00
Lake Ginninderra College	\$7,517.00
Lake Tuggeranong College	\$13,000.00
Lanyon High	\$9,974.00
Latham Primary	\$3,298.00
Lyneham High	\$13,652.00
Lyneham Primary	\$5,400.00
Lyons Primary	\$1,059.00
Macgregor Primary	\$5,217.00
Macquarie Primary	\$3,356.00
Majura Primary	\$5,032.00
Malkara Special School	\$1,533.00
Maribyrnong Primary	\$2,400.00
Mawson Primary	\$2,232.00
Melba High	\$9,200.00
Melrose High	\$11,000.00
Miles Franklin Primary	\$5,000.00
Monash Primary	\$6,000.00
Mount Rogers School	\$2,400.00
Narrabundah College	\$11,961.00
Narrabundah Primary	\$1,635.00
Ngunnawal Primary	\$5,717.00
North Ainslie Primary	\$4,500.00
Palmerston Primary	\$5,560.00
Red Hill Primary	\$6,360.00
Richardson Primary	\$4,400.00
Southern Cross Primary	\$3,200.00
Stromlo High School	\$8,600.00
Taylor Primary	\$3,200.00
Telopea School	\$13,989.00
The Black Mountain School	\$1,299.00
The Woden School	\$1,150.00
Theodore Primary	\$6,500.00
Torrens Primary	\$6,000.00
Turner School	\$4,900.00
Urambi Primary	\$4,200.00
Village Creek Primary	\$3,600.00
Wanniassa Hills Primary	\$4,768.00
Wanniassa School	\$9,975.00
Weetangera Primary	\$3,600.00

Yarralumla Primary

\$1,400.00

- (ii) Funding is not distributed to parents/families. The funding is used by schools to support individual students from socio-economically disadvantaged families.
- (f) See (ii) above. The number of students supported through this program is being sought as part of the annual acquittal process, due to be completed by 8 July 2008.

*Environment education for primary school children*

**Richard Mulcahy MLA** to ask the **Minister for Education** in relation to environmental education for primary school children:

- o Can you confirm that the ACT Sustainable Schools Initiative currently recommends a website for primary school children called 'Planet Slayer' where:
  - (a) they are asked to "find out what age you should die at so you don't use more than your fair share of Earth's resources?"
  - (b) the amount of money a person spends adversely affects when they 'should' die?
  - (c) the recommended age at which an average Australian 'pig' should die is 9.3 years;
  - (d) in order to be granted a recommendation of living 77 years of more (the 'greenhouse friendly' recommendation), the person should, for example:
    - (i) usually bicycle or walk to get around;
    - (ii) not use a car or fly;
    - (iii) live in a small house with more than four other people;
    - (iv) use only low amounts of electricity;
    - (v) use electricity from renewable sources;
    - (vi) recycle waste and compost organic and green waste;
    - (vii) never eat meat;
    - (viii) spend less than \$10,000 per year; and
    - (ix) spend 46% of their budget on energy or fuel efficient, second hand or recycled things.
- o Can you confirm that the ACT Sustainable Schools Initiative currently also recommends a website for primary school children that says you can save the Earth from such things as logging, fossil fuels and 'consumerism'.
- o Does the Government believe that websites of this nature are suitable for ACT children?

MR BARR - the answer to Richard Mulcahy MLA's question is:

- (1) Yes.
- (2) No.
- (3) Teachers and schools, in conjunction with their school communities, make decisions about the resources they will use to support teaching and learning, depending on the local context. They will exercise their professional judgement in choosing whether or not to use websites referred to on the ACT Sustainable Schools website.

***Public education with political content***

Richard Mulcahy MLA to ask the Minister for Education in relation to public education with political content:

- What safeguards are currently in place to ensure that children are not propagandised with political causes under the guise of environmental or social education while attending public primary schools?
- What safeguards are in place to ensure that parents give informed consent to events at public schools that involve political advocacy?

MR BARR - The answer to Mr Mulcahy's question is:

- (1) The *Education Act 2004* requires school education to be secular, broad and provide the foundation for a democratic society.

The ACT curriculum framework complies with this requirement.

All teachers in ACT public schools are required to comply with the *Teacher's Professional Code of Practice Policy* which specifically states their obligation to respect the dignity, rights and opinions of others, implement government policies, refrain from making unauthorised public comment and to act with probity and impartiality. The policy also gives specific advice on teachers' participation in political activity. Volunteers in classrooms are similarly bound by the *Code of Conduct for Volunteers*.

The *Protocol for school visits by Members of Parliament or Members of the Legislative Assembly* details school procedures for involving politicians in schools. All policies and the curriculum framework can be found on the ACT Department of Education and Training website.

- (2) The *Education Act 2004* and the Government policies supporting the implementation of the Act ensure events at public schools do not involve political advocacy.

The *Education Act 2004* outlines the obligation of schools to provide their communities with information about the operation of their school. Through school newsletters and websites, parents are informed of upcoming events and are able to request that their children do not participate in particular events. Teachers and principals also ensure that guests to the school deliver appropriate material and debrief with students to ensure their understanding.

All ACT public primary schools have open door policies that encourage parents to participate in the learning community of the school, the meetings of the school board and classroom curriculum and events. Guests, parents and members of the community are invited to participate and are bound by the *Code of Conduct of Volunteers*. This code can be found on the Department's website.

**Arts education funding**

DR FOSKEY : To ask the Minister for Education –

In regard to the Arts education funding which was a part of the 2<sup>nd</sup> appropriation for 2007-08, which included grants to Kulture Break, Bell Shakespeare and Ausdance,

Can you advise the Assembly, when the Executive made the decision to take this arts education initiative

- (1) Did it consider
  - a) awarding this special purpose funding to existing ACT based multiyear funded organisations
  - b) the potential of the contracts awarded to conflict with, duplicate or diminish the sustainability of services provided by organisations multiyear funded by artsACT.
- (2) did it seek any advice from artsACT, the ACT v Cultural Council, or its artform advisory committees;
- (3) did it seek any advice from the relevant sections of the Education Department before making its decision.

MR BARR - the answer to Dr Foskey's questions are:

I note that you subsequently asked these questions of the Minister for the Arts during estimates hearings on 27 May 2008 and the Minister indicated that he would provide the information on notice.



***QTON – CIT Brue Campus Horticulture facilities***

BRENDAN SMYTH MLA : To ask the Minister for Education and Training:

In relation to the Canberra Institute of Technology, Output Class 1:

Plan of the proposed Bruce Campus Horticulture Facilities.

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

The plan is attached.

LEGEND

- 1. 200' BOUNDARY
- 2. ROAD/ALTERNATIVE
- 3. AIR PHOTOGRAPH
- 4. EXISTING BUILDINGS AND STRUCTURES
- 5. EXISTING PAVEMENT
- 6. EXISTING UTILITIES
- 7. EXISTING TREES
- 8. EXISTING PLANTINGS
- 9. EXISTING LANDSCAPE
- 10. EXISTING SITEWORK
- 11. EXISTING DRIVEWAYS
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CIT BAILEY CAMPUS - HORTICULTURE FACILITIES  
 200' BOUNDARY

LIBO + EMTB  
 1100 11th Street, Suite 100  
 San Francisco, CA 94103  
 415.774.4444  
 www.liboemt.com

SCALE: 1" = 100' 0"  
 0 10 20 30 40 50 60 70 80 90 100

**261 Education and Training Smyth**

***QTON - CIT – Equipment bids***

BRENDAN SMYTH MLA : To ask the Minister for Education and Training:

In relation to the Canberra Institute of Technology, Output Class 1:

List of approved equipment bids.

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

The list is attached.

## CIT 2008 BUDGET

### Approved Equipment Bids

Type	Centre	Description of Initiative	2008 Approved Funding
2008 Bid	CIT Corporate	Replacement of High end Data projects – theatres	\$4,500
2008 Bid	Student Services Hub	Completion of outstanding items from the CIT Disabilities Action Plan	\$30,000
2008 Bid	Learning Centre	Update teaching equipment in Bruce and Southside Library and Learning Centre	\$12,573
2008 Bid	Business Skills	Flexible delivery resources for the Certificate IV in Bookkeeping	\$14,460
2008 Bid	Information Communications Technology	Shelving for Training Library	\$10,000
2008 Bid	Health, Community and Wellbeing	Replacement of NIL Lab	\$15,945
2008 Bid	Creative Industries	Outside Broadcast Unit upgrade	\$51,500
2008 Bid	Health, Community and Wellbeing	Training resources for Community Services and Health	\$20,000
2008 Bid	Health, Community and Wellbeing	Resistance Package	\$66,650
2008 Bid	Health, Community and Wellbeing	3 Electric Massage Tables	\$8,612
2008 Bid	Fyshwick Trade Skills	Educational video eye glasses	\$32,000
2008 Bid	Fyshwick Trade Skills	CIT Fyshwick Metal Fabrication Equipment replacement	\$80,000
2008 Bid	Science, Forensic and Engineering	Digital data sensors and adapters and software	\$20,943
2008 Bid	Science, Forensic and Engineering	Electrical Wiring Classroom Upgrade – new and replace equipment	\$18,597
2008 Bid	Tourism and Hotel Management	Small mixers x 2 sets (16 ea)	\$23,400
2008 Bid	Creative Industries	Ergonomic Chairs for Fashion Studio	\$13,140
2008 Bid	Creative Industries	Industrial Button Holer	\$9,000
2008 Bid	Creative Industries	Industrial Sewing Machines	\$58,000

***QTON - CIT – funding***

ZED SESELJA MLA : To ask the Minister for Education and Training:

In relation to the Canberra Institute of Technology, Output Class 1:

Real changes in recurrent funding from 1998-99 through to 2002-03 and from 2003-04 to 2008-09 and the proportion of total expenditure.

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

See table attached.

Funding for the CIT has remained relatively constant at 2 per cent of total General Government Sector expenditure for the period 2003-04 to 2008-09.

**Table 1: Total Recurrent Funding for CIT, 1998/99 to 2008/09**

Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Total Recurrent funding (\$m)	52,652	47,524	43,939	45,759	48,450	51,022	57,499	61,100
Change on previous year (\$m)		-5,128	-3,585	1,820	2,691	2,572	6,477	3,601
Funding change per annum		-9.7%	-7.5%	4.1%	5.9%	5.3%	12.7%	5.7%
CPI changes per annum		3.2%	6.0%	2.8%	2.7%	2.5%	2.5%	2.5%

(source ABS statistics)

Funding change 1998-99 to 2002-03 (\$'000)	-4,202
Funding change 1998-99 to 2002-03 (%)	-8%
CPI change 1998-99 to 2002-03 (%)	15%
<b>Real (CPI adjusted) change</b>	<b>-23%</b>

Funding change 2003-04 to 2008-09 (\$'000)	13,173
Funding change 2003-04 to 2008-09 (%)	26%
CPI change 2003-04 to 2008-09 (%)	19%
<b>Real (CPI adjusted) change</b>	<b>7%</b>

\*Note: estimated CPI changes in these years as final figures are not available.

***QTON - Delays in capital projects***

MR SESELJA : Asked the Minister for Education and Training

In relation to : delays in capital projects (Hansard P501)

Which schools have been troubled with site access?

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

The sites where work has had to be managed around school use needs include Garran Primary School, Melrose High School and Narrabundah College and some preschools. In these cases, significant work is generally scheduled for school holiday periods, after hours, weekends and during stand-down periods.

***QTON - Recruitment process - project officer for the Tuggeranong P-10 school***

MR SESELJA: In relation to the recruitment process to engage of a project officer for the Tuggeranong P-10 school, asked:

So when was that initial process run? (Hansard P502)

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

Funding for the position became available from 1 July 2007. The position was advertised on 26 July 2007 and interviews were held on 30 August 2007. The applicant selected was in the process of migrating to Australia from the United Kingdom and a number of additional checks were required to be undertaken before the applicant could take up the position.

The successful applicant commenced in the position on 29 October 2007.



***QTON - Sav our schools***

Mrs Dunne: Asked the Minister for Education and Training:

In relation to a response to Save our Schools (Hansard P520-521)

Was it written in your office or was it written in the department?

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

I sought advice from the Department of Education and Training on the issues raised in the Save Our Schools media release.

**QTON - Gungahlin college students**

MR SMYTH asked:

Where do the majority of Gungahlin college students currently go? (Hansard P545)

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

The public colleges attended by year 11 or 12 students resident in Gungahlin are as follows:

**Gungahlin district students attending ACT public colleges**

College	Students
Dickson College	120
Lake Ginninderra College	194
Melba-Copland Secondary School	59
Hawker College	107
Narrabundah College	38
The Canberra College	5

***QTON – Quicksmart***

DR FOSKEY: In relation to a numeracy program called Quicksmart, asked:

I would like to see more information about that, if that is okay? (Hansard P499)

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

QuickSmart is an intervention program aimed at supporting and increasing the numeracy skills of low performing students in years 5 – 7. The program has been developed through the National Centre of Science, ICT and Mathematics Education for Rural and Regional Australia at the University of New England. Students are provided with 3 x 30 minutes of tuition for 30 weeks.

The program has been trialled in the Northern Territory for four years and New South Wales for seven years. In semester 2 2008, a pilot program will be introduced to 12 ACT public schools.

More information about this program is available at <http://simerr.une.edu.au>

***QTON - missed coded error at P391***

MR SMYTH: Asked the Minister for Education and Training (Hansard P494):

If we go to page 391 the very last page of education budget document 4 there is the second-last dot point under early learning and development total expenses that says a decrease of \$1.7 million is due to breaking a missed coding error..... where is it corrected in these documents?

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

The \$1.725m error was corrected by transferring the amount from Output Class 4 to Output Class 1. The note in relation to Output Class 1 shows \$1.225m, but should have shown \$1.725m. This was due to a typographic error.

***QTON - Spending per capital***

MRS DUNNE: Asked the Minister for Education and Training (Hansard P524 - 525):

What was the per capita spend this year and the per capita spend last year?

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

The per capita expenditure for public school students in the 2007-08 Budget equates to \$12 202 per student. The per capita expenditure for public school students in the 2008-09 Budget equates to \$13 423 per student.

***QTON – School infrastructure refurbishment money***

MRS DUNNE asked: The school infrastructure refurbishment money could you provide - this is something I want you to take on notice - could you provide a breakdown of all of the projects, when they were anticipated to be commenced, finished and how much was rolled over, has been rolled over, this amount of money has been going on for - this is the third budget. (Hansard P503)

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

A breakdown of all school infrastructure renewal projects is attached.

***QTON – Decisions to renovate and refurbish the four P-2 schools***

MRS DUNNE: Asked the Minister for Education and Training (Hansard P513):

" ... can you provide to the committee the documents that relate to the decisions to renovate and refurbish the four P-2 schools."

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

Documents relevant to the request are attached\*.

\*For details of the attachment document, please contact Committee Office

***QTON – Arrangements for school renovation***

The Committee: Asked the Minister for Education and Training on 10 and 12 June 2008:

Re: Question taken on notice - arrangements for school renovations:

".. documentation in relation to the decision to ... b) the arrangements for re-location of classes and students during the period of the renovations."

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

Although some preliminary discussions have occurred about possible relocation of students during the renovation process, no decisions about such arrangements have been made by the principals of the four schools involved. Accordingly, there are no relevant documents.