

STANDING COMMITTEE ON EDUCATION, TRAINING
AND YOUTH AFFAIRS

**Report on Annual and Financial Reports
2010-2011**

AUGUST 2012

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Resolution of appointment

On 9 December 2008, the Legislative Assembly for the ACT resolved to establish the Standing Committee on Education, Training and Youth Affairs to:

examine matters related to early childhood education and care, primary, secondary, post secondary and tertiary education, non-government education, youth services, technology, arts and culture;¹

Terms of reference for examination of Annual Reports

On 22 September 2011, the Legislative Assembly for the ACT resolved, that:

- (1) the annual and financial reports for the calendar year 2011 and the financial year 2010-2011 presented to the Assembly pursuant to the *Annual Reports (Government Agencies) Act 2004* stand referred to the standing committees, on presentation, in accordance with the schedule below;
- (2) the annual reports of ACT Policing and the ACT Legislative Assembly Secretariat stand referred to the Standing Committee on Justice and Community Safety and Standing Committee on Public Accounts, respectively;
- (3) notwithstanding standing order 229, only one standing committee may meet for the consideration of the inquiry into the calendar year 2011 and financial year 2010-2011 annual and financial reports at any given time; and
- (4) the foregoing provisions of this resolution have effect notwithstanding anything contained in the standing orders.²

¹ Legislative Assembly for the ACT, *Minutes of Proceedings No 2*, 9 December 2008, pp 12–13.

² Legislative Assembly for the ACT, *Minutes of Proceedings No 120*, 22 September 2011, pp 1532–1537.

Reports Referred to the Committee

Reports referred to the Committee were:

Annual Report	Reporting Area	Ministerial Portfolio
ACT Building and Construction Industry Training Fund Authority	Entity within the Minister for Educations and Training's responsibility	Minister for Education and Training
Canberra Institute of Technology (and CIT Solutions Pty Ltd)	Entity within the Minister for Educations and Training's responsibility	Minister for Education and Training
Community Services Directorate	Arts Policy, Advice and Programs (including artsACT)	Minister for the Arts
Community Services Directorate	Office of Children, Youth and Family Services	Minister for Community Services
Community Services Directorate	Official Visitor – <i>Children and Young People Act 2008</i>	Minister for Community Services
Cultural Facilities Corporation		Minister for the Arts
Education and Training Directorate		Minister for Education and Training
Canberra Institute of Technology		Minister for Education and Training

Acronyms and abbreviations

ACT	Australian Capital Territory
ACTPS	ACT Public Service
ATSI	Aboriginal and Torres Strait Islander
CSD	Community Services Directorate
ETD	Education and Training Directorate
NAPLAN	National Assessment Program – Literacy and Numeracy. NAPLAN commenced in Australian schools in 2008. Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.
NESB	Non-English speaking background
NDIS	National Disability Insurance Scheme
OECD	Organisation for Economic Cooperation and Development
QToN	Question taken on notice at one of the Committee’s hearings. Questions, including the name of the Member asking the question, together with answers provided to the questions are attached as Appendix C to this report
The Committee	Legislative Assembly Standing Committee on Education, Training and Youth Affairs

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RECOMMENDATIONS

RECOMMENDATION 1

2.11 The Committee recommends that the Minister for Education and Training, in consultation with Canberra Institute of Technology (CIT), ensure that during calendar year 2012, follow-up action is taken to ensure CIT is able to maximise its opportunities to attract and facilitate enrolment by overseas students.

RECOMMENDATION 2

2.14 The Committee commends CIT for its interaction program with schools, colleges and with Bimberi Centre, and recommends that CIT include in its annual report details of the goals, achievements, and milestones which highlight the support CIT offers in this area of educational support and training.

RECOMMENDATION 3

2.23 The Committee recommends that, in its 2012 annual report, CIT provide details of the progress made to comply with and implement the actions required of CIT in the April 2012 Worksafe ACT report of Worksafe's investigation into allegations of bullying and harassment at CIT.

RECOMMENDATION 4

2.38 The Committee recommends that the results of the ACT student satisfaction survey results be published in the ETD annual report.

RECOMMENDATION 5

2.54 The Committee considers the provision of teacher-librarians to schools is one of considerable importance and recommends that information on library support staff be monitored and that a summary of library support, and particularly teacher-librarian numbers and distribution in schools be provided in future annual report.

RECOMMENDATION 6

2.67 The Committee recommends that a more focussed and public program of professional development be undertaken by the Education and Training Directorate and that details of how the program is being taken up be provided in the next annual report.

RECOMMENDATION 7

3.22 The Committee recommends that the CSD annual report provide a detailed account of the support and facilitation provided to grandparent and kinship cares in the ACT

RECOMMENDATION 8

3.28 The Committee recommends that the therapeutic foster care program be fully implemented as planned and provided in the Youth justice Plan and that the Minister report to the Assembly on the outcomes of any rescoping of the program.

1 INTRODUCTION

- 1.1 On 22 September 2011, the ACT Government's annual and financial reports for 2010 11 were tabled in the Legislative Assembly and referred to the relevant standing committees for inquiry and report.
- 1.2 Annual reports referred to the Standing Committee on Education, Training and Youth Affairs were:

Annual Report	Reporting Area	Ministerial Portfolio
ACT Building and Construction Industry Training Fund Authority	Entity within the Minister for Education and Training's responsibility	Minister for Education and Training
Canberra Institute of Technology (and CIT Solutions Pty Ltd)	Entity within the Minister for Education and Training's responsibility	Minister for Education and Training
Community Services Directorate	Arts Policy, Advice and Programs (including artsACT)	Minister for the Arts
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Community Services Directorate	Official Visitor – Children and Young People Act 2008	Minister for Community Services
Cultural Facilities Corporation		Minister for the Arts
Education and Training Directorate		Minister for Education and Training
Canberra Institute of Technology		Minister for Education and Training

Conduct of Inquiry

- 1.3 The Committee held two public hearings for the Inquiry. Details of the hearings are in Table 1.1. A full list of witnesses is at Appendix A.
- 1.4 The Committee notes that during the Inquiry, but following the Committee's public hearings, the Chief Minister announced the promotion of Dr Bourke MLA to be the Minister for Education, Training and Youth Affairs. The new Ministry became effective on 23 November 2011.
- 1.5 Following the public hearings, the Committee asked xx supplementary questions to assist in the Inquiry. A full list of these is at Appendix B and the responses to these questions are available on the Assembly website.
- 1.6 A total of 12 responses were received to questions taken on notice by Ministers during public hearings. A full list of these is available at Appendix C and responses to these questions are also available on the Committee website.

Table 1.1 –Public hearings – summary details

Date	Directorate / Area of scrutiny	Minister
10 November 2012	Education and Training Directorate	Mr Andrew Barr, MLA, Minister for Education Training and Youth Affairs
21 November 2012	Community Services Directorate	Ms Joy Burch MLA, Minister for Community Services

Purpose and intent of annual reporting

- 1.7 The primary function of annual reports by government agencies is to report to the Legislative Assembly and the general public on the work of the agency. They provide information about the achievements, issues, performance, outlook and financial position of the agency at the end of each reporting year. Annual reports are also means through which the Legislative Assembly can review the actions of the Executive.
- 1.8 Agencies' annual reporting requirements are set out in the Annual Report (Government Agencies) Notice 2009.³ This Notice includes the Chief Minister's Annual Reports Directions (the Directions) which are issued under the Annual Reports (Government Agencies) Act 2004 (ACT). That Act requires that agencies comply with the Directions, rendering them mandatory.⁴
- 1.9 As key accountability documents concerning management performance, annual reports reflect on the agency's performance, achievements and outcomes during the reporting year. They are also a concise way of accounting for the expenditure of public monies.
- 1.10 Agencies account for management performance through Ministers to the Legislative Assembly and the wider community. Since annual reports are tabled in the Assembly, they are historical documents on the public record, and are available for use by stakeholders, including educational and research institutions, the media and the public. Annual reports are also key reference documents, and documents for internal management.
- 1.11 As specified in the Directions, annual reports 'should not be designed for promotional, marketing, commercial or morale-building purposes' but should be 'an objective account, primarily to the Legislative Assembly, of how the entity has performed during the reporting year'.⁵

³ Annual Reports (Government Agencies) Notice 2009 (No 1) NI2009-283 , accessible at <<http://www.legislation.act.gov.au/ni/2009-283/default.asp>>

⁴ ss5(2)(b) and 6(2) the *Annual Reports (Government Agencies) Act 2004* <<http://www.legislation.act.gov.au/a/2004-8/default.asp>>

⁵ *Chief Minister's 2007–2010 Annual Report Directions*, p 7.

1.12 The Directions also specify that an effective annual report will:

- provide a clear picture of the agency's purpose, priorities, outputs and achievements;
- focus on results and outcomes – communicate the success or otherwise, including shortfalls, of the agency's activities in achieving ACT Government policy outcomes in the reporting year, while accounting for the resources used in the process;
- discuss results against expectations – provide sufficient information and analysis for the Assembly and community to make a fully informed judgement on agency performance;
- clearly identify any changes to structures or functions of the agency in the reporting period and explain changes in performance over time;
- report on agency financial and operational performance and clearly link with budgeted priorities and financial projections as set out in annual Budget Estimate Papers and the agency Statement of Intent and Corporate Plan;
- provide performance information that is complete and informative, linking costs and results to provide evidence of value for money;
- discuss risks and environmental factors affecting the agency's ability to achieve objectives including any strategies employed to manage these factors, and forecast future needs and expectations;
- recognise the diverse needs and backgrounds of stakeholder groups and present information in a manner that is responsive to the maximum number of users while maintaining a suitable level of detail;
- comply with any specific legislative reporting requirement; and
- comply with the Annual Reports (Government Agencies) Act 2004 and the Chief Minister's Annual Report Directions.⁶

1.13 Annual reports, which have been nominated by agencies, may also be assessed for an award by the Institute of Public Administration (ACT Division).⁷

⁶ *Chief Minister's 2007–2010 Annual Report Directions*, pp 5–6.

⁷ Institute of Public Administration Australia [ACT Division], 'Annual report awards', accessed 7 December 2009, <http://www.act.ipaa.org.au/annual_report_awards>

- 1.14 The Inquiry process also provides an opportunity for non-executive Members of the Legislative Assembly to pursue issues of public concern raised by constituents, or through other avenues. Transcripts of proceedings can be accessed on the Legislative Assembly website at www.parliament.act.gov.au.

Structure of the ACT Government

- 1.15 In September 2010, the then Chief Minister of the Australian Capital Territory (ACT) commissioned a comprehensive review of the effectiveness, capacity and structure of the ACT Public Service (ACTPS).
- 1.16 The Terms of Reference canvassed:
- the capacity of existing public-sector structures to support the government of the day with strategic and direction-setting advice;
 - effectiveness in delivering on government policies and objectives;
 - performance and accountability mechanisms;
 - how existing structures differentiate between the roles of policy and regulation;
 - across-government coordination of service delivery; and
 - structures that would improve resilience and innovation across the public sector.⁸
- 1.17 The report on the review identified the following areas as requiring attention:
- the specification of strategic priorities should be enhanced through development of a clear line of sight from vision to delivery and back – the entirety of what the ACTPS does should be explicitly aligned with achievement of the Government's priorities;
 - objectives, priorities and actions should be specified at a level that is meaningful and measureable, and should also be manageable in number;

⁸ Hawke, A., *Governing the City State*, Report of the ACT Public Service – Executive Summary, February 2011, p. 13.

- the trend to fragmentation of responsibility across the ACTPS must be reversed;
- current arrangements in relation to land and planning are at best hindering, if not actively obstructing achievement of the Government's priorities;
- the ACTPS needs to work better together in a genuinely collaborative and aligned way in pursuit of the Government's priorities;
- the ACTPS needs to work better with the community and genuinely engage with the recipients of services, and centres of expertise, in policy and program design;
- the ACTPS needs to embrace learning, adopt leading practice and harness the capability of its workforce to improve systems and ways of working; and
- the ACTPS needs to be structured in a way that supports the ways of working, alignment and cohesion of effort that will be critical if it is to continue to meet the expectations of governments of the day, and the people of Canberra.⁹

1.18 The Review recommended that all existing Administrative Units in the ACTPS be abolished and replaced by a single, unified ACTPS organisation. Rather than a traditional bureaucratic structure comprising discrete, hierarchically organised entities, the Review concluded the ACT would be better served by a unified ACTPS agency, reporting to a single Chief Executive who would be the Head of the ACTPS.

1.19 The Review argued that this structure would:

- provide greater flexibility in transferring resources to meet emerging issues;
- facilitate greater cohesion, consistency and coordination;
- enhance institutional alignment; and
- create opportunities to unlock the benefits of the ACT's scale.

⁹ Hawke, A., *Governing the City State*, Report of the ACT Public Service – Executive Summary, February 2011, p. 3.

1.20 It was also argued that:

... a unified structure would ... reduce fragmentation and opportunities for coordination to unravel resulting in people and issues going through the cracks. The recommended structure allows the ACTPS to be agile, and unites it behind a clear set of shared and commonly understood priorities, providing a mechanism for navigating the uncertainties that the ACT will continue to face and facilitating flexible responses to changing circumstances.

The single ACTPS agency will be reinforced through unified common branding, common website presence, and enhancements to the Canberra Connect and Government shop front models of service delivery to the people of Canberra.

1.21 The Committee notes that the recommendation to create a unified ACTPS commenced in the year under review, 2010-11. The single agency model formally commenced on 1 July 2011, with the nine directorates reporting to the Head of the Public Service. Each directorate will be headed by a Director-General.¹⁰ The Head of the Service will also serve as the Director-General of the Chief Minister's Directorate.

1.22 The new directorates are:

- Chief Minister's;
- Territory and Municipal Services;
- Economic Development;
- Treasury;
- Health;
- Education and Training;
- Justice and Community Safety;
- Sustainable Development; and
- Community Services.

¹⁰ 2011-12 Budget Paper No. 4, p. 523 Appendix A.

- 1.23 It is important to note that, at the time of its public hearing program, there continued to be some areas of administration where the new arrangements had not been settled. The Committee notes that the ACT Government will need to ensure that improvement in 'bedding down' the new structure with the Assembly and the community continues in the next year.

2 EDUCATION AND TRAINING DIRECTORATE

- 2.1 The Education and Training Directorate has the following role in the ACT Government structure:

To deliver high quality education services through government schools, register non-government schools and administer vocational education and training in the ACT.

- 2.2 The Committee met with the Minister for Education and Training, as well as with representatives of the ACT Building and Construction Industry Training Fund Authority and the Canberra Institute of Technology in a public hearing on 10 November 2011.
- 2.3 A range and number of issues within the Directorate's responsibility, including matters and areas of interest raised at previous annual report and estimates hearings, were examined and the principal issues raised are summarised and discussed in the following part of the Committee's report.
- 2.4 Summary of the issues raised and discussed in its hearing ACT Building and Construction Industry Training Authority, with CIT and with Education and Training Directorate, are summarised in this table:

Table 2.1 – Issues examined by the Committee – Education and Training Directorate

Subject	Comment and subject matter of Committee questioning
ACT Building and Construction Industry Training Fund Authority	Trade training trends in 2011-2012 and trends in apprenticeships take-up rate.
Canberra Institute of Technology	•Overseas student enrolments and factors affecting enrolment; suitability and acceptability of courses and costs. •Sustainable skills hub building and its role •Feedback on the Knight Strategic Review of the Student Visa Program. •Interaction with schools, colleges and other institutions. •CIT approach to resolving claims of bullying. •Workforce preparation of students. •Indigenous student enrolments. •Proposals resulting from the Bradley Report on options for future collaborations of Canberra Institute of Technology and University of Canberra
Education and Training Directorate	•ACT student survey results. •Use of solar panels in schools. •School autonomy trials and their results. •School libraries software acquisition and use. •Early-age school leavers. •Alternative education programs. •ACT Aspirations program for Indigenous students. •Implementation of the Australian Curriculum. •Professional development budget and outcomes. •Development of a Catholic school at Throsby. •ACT Teacher Quality Institute. •ESL teachers; increase in numbers and outcomes to date •Outcomes of the recommendations of the Human Rights Commission report into youth justice services. •Traffic concerns – Burgmann Anglican School. •Capital works; upgrades to schools buildings. •Air quality and chemical use in schools. •Attendance record-keeping changes.

- 2.5 The Committee has considered the following matters arising from its hearings with the Minister for Education and Training:

Canberra Institute of Technology (CIT)¹¹

- 2.6 The Committee considered the following matters related to the CIT:

- Overseas student enrolments
- CIT and workforce preparation of students
- Response by CIT to claims of bullying
- Responses to the Bradley Report

Overseas student enrolments

- 2.7 CIT told the Committee that as at 30 September 2011, overseas student enrolments totaled 1,666, which translates to about 1,075 students, due to enrolment by some in more than one program. This represents a fall of about 16.4 per cent on the previous reporting year, (a fall which CIT confirmed during the Committee's hearing was 11.7 per cent for calendar year 2011 to 30 October 2011¹²), CIT noted, as a basis for comparison across the VET sector in Australia, this figure probably gives CIT a result on the better side of the current downturn in overseas students, given that many institutions other places experienced a greater downturn.¹³
- 2.8 CIT did emphasise negatives imposed by a number of changes and amendment to visa rules and associated processes to be followed by students and institutions have affected the VET sector more than the higher education sector. In particular elements of the recommendations and findings from the review by Mr Michael Knight AO of the student visa program, CIT said, had disappointed the TAFE sector.¹⁴

¹¹ Note – CIT presents an annual report on a calendar year basis; not financial year. Hence, some discussion emphasize the updating on CIT's 2010 annual report required to the date of the Committee's hearing on 10 November 2011.

¹² *Hansard*, 10 November 2011, p. 6.

¹³ *Hansard*, 10 November 2011, pp. 4-5.

¹⁴ See – Commonwealth Department of Immigration and Citizenship, <http://www.immi.gov.au/students/knight/>

2.9 Minister Barr told the Committee that:

There has been a distinction drawn in the Knight report between universities, effectively self-accrediting institutions, and the VET sector. That is the point that we are seeking to see the Commonwealth shift their current policy position on. I understand that a number of other jurisdictions and first ministers will be raising this when COAG next meets as well.¹⁵

2.10 Mr Marron, Chief Executive of CIT told the Committee that CIT and Canberra offered a number of positives to overseas students:

I think that Canberra is seen by our students as a safe place. We know this because we did an i-graduate survey in 2009 or 2010. The i-graduate survey was done across the country. There is another one coming this year, so we will have that verified. Our students were very explicit about security, quality and appreciation of the teaching and the course that they did, so we know that that is important and we know that in some other jurisdictions it has not been. It is the point where the price point matters—what premium people are prepared to pay for those sorts of things. We are probably not the cheapest place to come—we know we are not the cheapest place to come—but we position ourselves as the place that has those things that people value.¹⁶

RECOMMENDATION 1

2.11 **The Committee recommends that the Minister for Education and Training, in consultation with Canberra Institute of Technology (CIT), ensure that during calendar year 2012, follow-up action is taken to ensure CIT is able to maximise its opportunities to attract and facilitate enrolment by overseas students.**

¹⁵ *Hansard*, 10 November 2012, p. 8.

¹⁶ *Hansard*, 10 November 2011, p.p. 6-7.

CIT and workforce preparation of students

- 2.12 CIT advised the Committee that it continues to develop an active relationship with schools in the ACT. The features of this relationship, and the individual programs were explained to the Committee, as follows:
- *'Smarter schools' program* - which has actively works with four primary schools identified by CIT as good candidates for encouraging students to consider CIT as an option for further education.
 - *'Central' programs*—where year 9 and year 10 students engage in courses at CIT over a six to eight-week period. The program is for one afternoon a week for approximately six or eight weeks to establish and complete the competencies and is viewed as part of a process of attaining some form of accredited training.
 - *Secondary colleges* - CIT is also working extensively with the colleges in terms of supporting the new initiatives around the trade training centres. This program works with a range of colleges that may use CIT where they are not scoped to deliver or use CIT facilities. The new Gungahlin College, with CIT not only supports Gungahlin College but is also supporting the wider Gungahlin community.
 - *Bimberi Youth Justice Centre* - CIT is also part of the program, to the extent that CIT can support the challenging component of what the Centre can deliver.¹⁷
- 2.13 The Committee sought detail by way of a question taken on notice from CIT on the courses it provided at Bimberi Centre in 2011. CIT subsequently advised it provided four courses in 2011, namely: a hospitality course in terms 1 and 3; and a computing course in terms 2 and 4. In addition, CIT advised all young people at Bimberi were offered a place in the computing course.¹⁸

RECOMMENDATION 2

- 2.14 **The Committee commends CIT for its interaction program with schools, colleges and with Bimberi Centre, and recommends that CIT**

¹⁷ Hansard, 10 November 2012, pp. 8-9.

¹⁸ See: *Appendix C*, answer to QToN No 7 from Ms Hunter MLA; answer provided 14 December 2011.

include in its annual report details of the goals, achievements, and milestones which highlight the support CIT offers in this area of educational support and training.

Response by CIT to claims of workplace bullying

- 2.15 The Committee had a detailed discussion with CIT regarding continuing public comment and allegations regarding claims of workplace bullying at CIT.
- 2.16 The Committee explored the circumstances giving rise to the allegations in question, and CIT's understanding and response to them. Mr Marron, Chief Executive of CIT told the Committee that several claims made by staff had been made for workers' compensation and that these claims had not raised workplace bullying or harassment at CIT as principal issues of concern.¹⁹
- 2.17 The Committee pursued the matter of how allegations of bullying and harassment made by two staff at CIT were reviewed and handled by ACT Shared Services, and the possibility staff had for initiating any further actions regarding their claims. The Committee notes that the Minister provided further information on these matters in answer to a question on notice, and appears in Appendix C.^{20 21}
- 2.18 CIT advised the Committee that, at the time of the Committee's hearing, Worksafe ACT was conducting an investigation into matters raised by the allegations. CIT told the Committee it was assisting that inquiry and would await Worksafe's findings before acting further. The Committee notes that Worksafe's report was tabled in the Assembly in April 2012.
- 2.19 The Committee considers the cases raised by staff were serious and notes the Worksafe report recognised this and proposed a number of actions, by way of an improvement notice, that CIT should follow to address shortcomings and failure to comply with applicable workplace safety legislation.²² The

¹⁹ *Hansard*, 10 November 2011, pp. 10-13.

²⁰ *Appendix C*, QToN No1 from Mr Doszpot MLA; answer provided 15 December 2011.

²¹ *Hansard*, 10 November 2011, pp. 13-14.

²² See, Worksafe ACT, <http://www.worksafe.act.gov.au/news/view/1312/title/investigation-into-bullying-at-the>, April 2012, pp. 5-6.

improvement notice requiring 10 proposed actions by CIT was issued by Worksafe as part of its report.

- 2.20 The Committee also notes that a number of recommendations made by Worksafe in its report were directed at correcting practices and processes in a workplace which had demonstrated it could not adequately deal with harassment and bullying
- 2.21 The Minister for Education and Training has issued a direction to CIT requiring implementation of the actions in the improvement notice.²³
- 2.22 It is the Committee's strong view, that the outcomes of the process of compliance with the Worksafe improvement notice be included in CIT's next annual report.

RECOMMENDATION 3

- 2.23 **The Committee recommends that, in its 2012 annual report, CIT provide details of the progress made to comply with and implement the actions required of CIT in the April 2012 Worksafe ACT report of Worksafe's investigation into allegations of bullying and harassment at CIT.**
- 2.24 The instances of alleged bullying and harassment at CIT proved to be more serious and with wider implications for the CIT workplace than indicated at the Committee's hearings.
- 2.25 Mr Adrian Marron, Chief Executive, CIT has since advised the Select Committee on Estimates for 2012-13 that the ACT Commissioner for Public Administration is conducting an examination of these matters.²⁴
- 2.26 The Minister for Education and Training advised the Select Committee on Estimates he made a direction under the CIT Act requiring CIT to implement the measures required by the Worksafe improvement notice issued to CIT. The Minister also advised that weekly reports to him by CIT indicate CIT has made

²³ This matter was discussed with the Minister for Education and Training and CIT officials during the hearings of the Select Committee on Estimates for 2012-13, see *Transcript of Evidence*, 22 June 2012, p. 676.

²⁴ Select Committee on Estimates *Transcript of Evidence*, 22 June 2012, p. 676.

significant progress towards meeting the requirements of the improvement notice and has implemented a number of changes to its policies and practices in relation to handling complaints.

- 2.27 The Committee notes this is a matter that may require further consideration.

Workforce preparation of students

- 2.28 CIT told the Committee its current programs were structured as follows:

We have a teaching and learning plan, and that teaching and learning plan has as one of its priorities workplace learning, workplace integration, workplace application of skills. I think that that helps in terms of driving priorities across our teaching workforce to ensure that at all points everything is connected to the workplace.

If we look at the straight graduation satisfaction rates, they are at 90 per cent. If we look at the employer satisfaction rates, they, too, are over 90 per cent. They are two indicators that what we are doing, what our mission is—which is to supply a skilled workforce for the ACT region and beyond—is successful.²⁵

- 2.29 The Committee notes that these figures indicate a strong endorsement of student and employer experience at CIT. The Committee will follow these measures in forthcoming annual report hearings.

ACT Building and Construction Industry Training Fund Authority

- 2.30 Mr Garry Guy, the Authority Chief executive Officer, represented the Authority at the Committee's hearing.
- 2.31 Mr Guy noted the Authority had record financial success in 2010-11 – with \$5.3 million in income – and suggested the ACT construction industry was unlikely to continue its experience in the coming years. Mr Guy noted that expenditure on training existing construction personnel had decreased, due primarily to building intensity in the sector. A reduction in apprentice numbers was lower

²⁵ See, *Hansard*, 10 November 2012, p. 14.

due to hesitancy by training organisations to take on new apprentices in any number.²⁶

- 2.32 Recent trends, in the Authority's view showed that, in Mr Guy's experience, electrical, plumbing and carpentry trades were more popular than other trades, such as painting plastering and concreting. Mr Guy did note that ACT trades areas were, however, performing well compared with other states, and that he was confident apprentice numbers were not in decline overall.²⁷
- 2.33 The Committee notes the advice received from the Authority and appreciates its updated advice on an industry central to economic activity in the ACT.

Education and Training Directorate (ETD)

- 2.34 The Committee has considered the following areas of ETD:

- Student satisfaction survey results
- Use of solar panels in schools
- School autonomy trial
- School libraries software acquisition
- Early age school leavers
- ACT Aspirations program for indigenous students
- English as Second Language (ESL) teachers
- Capital works
- Attendance record-keeping changes

Student satisfaction survey results

- 2.35 Student satisfaction is based on an annual survey of students from years 5 to 12 at ACT public schools, excluding students at specialist schools. The survey is conducted in the May-June period each year. In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used and answers are collected on a five point scale with only

²⁶ Mr Guy, *Hansard*, 10 November 2011, pp. 2-3.

²⁷ Mr Guy, *Hansard*, 10 November 2011, p. 3.

statements of agree or strongly disagree used to collect overall satisfaction rates.²⁸

- 2.36 In discussion with the Committee, ETD advised that the survey provides feedback to schools on school stakeholder views. ETD collects the data from the survey and provides that data and individual question responses to schools. Schools conduct analysis and look at areas where the school can make improvements. ETD also advised that there are high levels of satisfaction against these questions in all public schools, but noted that schools will be looking for areas to make individual improvements.²⁹
- 2.37 The Committee notes the survey is a useful tool for the Government, schools, and the community and that the survey results should receive greater focus in ETD's reporting.

RECOMMENDATION 4

- 2.38 **The Committee recommends that the results of the ACT student satisfaction survey results be published in the ETD annual report.**

Use of solar panels in schools

- 2.39 The Committee asked ETD for a progress report on the program to fit solar panels to all ACT public schools. ETD advised that, during 2010-11, panels had been provided to 19 school with the panels to be installed by early in 2012-11.³⁰
- 2.40 In answer to Committee questioning, ETD advised the Committee applications for all schools' solar panels were submitted around 8 to 11 July 2011. All schools are to be small-scale up to 30 kilowatts systems with all having been approved under the ACT solar feed-in tariff scheme.³¹
- 2.41 In answer to Committee questions taken on notice, the Committee was advised that, in relation to the Feed-in Tariff scheme, ETD had six applications approved prior to 31 May 2011, and that the remaining public schools'

²⁸ Education and Training Directorate, *Annual Report 2010-11*, p. 26-7.

²⁹ *Hansard*, 10 November 2011, pp. 17-18.

³⁰ ETD, *Annual Report 2010-11*, p. 142.

³¹ *Hansard*, 10 November 2011, pp. 19.

applications were submitted to ACTEWAGL on 8 and 13 July 2011. The Committee thanks the Minister and ETD for this advice, and notes that a total of 91 schools are programmed for solar panel installation.³²

- 2.42 The Committee notes this is a worthwhile contribution by public institutions to solar energy enhancement, and supports the current program.

School autonomy trial

- 2.43 ETD Director-General, Dr Watterston described the scope and aim of the ACT school autonomy trial to the Committee:

Primarily, the school autonomy trial revolved around two aspects—that is, flexibility around the financial resource allocation and local capacity to attend to staff matters. It is a bit more wide-ranging than just local selection. What we have done with those eight schools is work together in a steering-type approach. They presented issues of complexities to the table and we have looked at ways of trying to free the system up to enable them—and the word we are using is “empower” them—to be flexible at the local level.³³

- 2.44 Dr Watterston, Director-General, ETD, emphasised examples of positive experiences and response to the trial from a human resource perspective from Weetangera Primary School and Calwell High School. Dr Watterston advised the Committee a national partnership under which the Commonwealth will fund four ACT schools as a part of an allocation to the ACT as part of a national approach during the next year. There is currently ‘around’ \$50,000 in funds available to those schools to assist with implementation of the program. The future form of the program will be determined next year, contingent on discussions with the ACT branch of the Australian Education Union, about how the autonomy process and the trial will proceed. Dr Watterston noted that, ‘...There is still some work to do to convince stakeholders, if you like, about the need for this reform to be expedited...’³⁴

³² See: *Appendix C*, answer to QToN No 4 from Mr Hanson MLA; answer provided 28 November 2011.

³³ *Hansard*, 10 November 2011, pp. 20-22.

³⁴ Dr Jim Watterston, *Hansard*, 10 November 2011, pp. 21.

- 2.45 Dr Watterston also drew the Committee's attention to an OECD report, which sets out international evidence from 2003, and which provides information on 65 countries that report their educational outcomes in a comparative sense.
- 2.46 On a key measure of autonomy process and gains, staff selection, Dr Watterston highlighted that autonomy has already resulted in potential staff applicants choosing to apply for a school directly and consider they are quite privileged to be selected within a potential staff group.³⁵
- 2.47 The Committee looks forward to detail on the results and outcomes from the autonomy trial and its implementation future annual reports.

School libraries – software acquisition

- 2.48 The Committee sought advice from ETD on the introduction of new software for school libraries, which is a centralised library management system, 'Oliver'. More than 72 libraries are currently using the system with introduction on track to bring all libraries on line by.
- 2.49 ETD told the Committee it had:
- ...taken all the servers out of schools that were running a range of different library management systems that existed prior to this. Especially smaller primary schools were having a lot of difficulty managing those servers on site. As a result of the high fibre connections for schools, we have been able to take those servers out, take that technical management burden away from schools and implement a standardised system which will be kept up to date and monitored centrally by the directorate in partnership with Shared Services ICT.³⁶
- 2.50 ETD told the Committee the annual licensing fee for 'Oliver' is \$205,166.50, which is centrally funded and removes cost burden from individual schools.³⁷

³⁵ Dr Jim Watterston, *Hansard*, 10 November 2011, pp. 20-21.

³⁶ Dr Jim Watterston, *Hansard*, 10 November 2011, p. 23.

³⁷ *Hansard*, 10 November 2011, p. 49.

Teacher librarians

- 2.51 The Committee sought advice on the number of schools in the ACT with teacher librarians. Dr Watterston, Director-General, ETD, told the Committee that decisions on engaging teacher librarians are school-based and that part of school autonomy is directed at ensuring schools can identify teacher-librarians have identified that as being an area of need.³⁸
- 2.52 While a number of schools do not have full-time teacher librarians, every school has an appropriate person able to assist in the library, either a library technician, or a teacher in charge. As an aspect of providing schools with autonomy in deciding such staffing, decisions on whether a school employs a specialist teacher librarian is one for a school.³⁹
- 2.53 The Committee considers that properly qualified teacher-librarians are positions of importance in the provision of library support in schools and is interested to see how the number of schools with a teacher-librarian trends in future.

RECOMMENDATION 5

- 2.54 **The Committee considers the provision of teacher-librarians to schools is one of considerable importance and recommends that information on library support staff be monitored and that a summary of library support, and particularly teacher-librarian numbers and distribution in schools be provided in future annual report.**

Early age school leavers

- 2.55 The Committee raised questions regarding the implementation of the ACT Youth Commitment, and the tracking of students who may be disengaging from the education system between years 6 and 7.
- 2.56 Issues related to the youth commitment come under the national partnership of youth attainment and transition. ETD advised the Committee it has focused its work to date on the data relating to the transition of high school students

³⁸ Dr Jim Watterston, *Hansard*, 10 November 2011, p. 24.

³⁹ Dr Jim Watterston, *Hansard*, 10 November 2011, pp. 24-5.

moving on to colleges. This work has identified around 130 students in that transition period that the Directorate have needed to track and locate. ETD also told the Committee that the primary to high school transition would be a priority area in the future.⁴⁰

Alternative education programs

- 2.57 ETD was asked about alternative education programs and discussed with the Committee the Excellence and Enterprise Framework for Education. One of the key directions within that framework is a re-engagement program which will include collaborative work with the Community Services Directorate.⁴¹
- 2.58 Alternative education pathways are a genuine way of facilitating education opportunities for young people. The features of ACT alternative education are designed to re-engage disengaged youth with training and education and include programs which are directed to construction, business administration, community services, horticulture, hairdressing, and hospitality.⁴²

ACT aspirations program for Indigenous students

- 2.59 The aspirations program currently involves three teachers who work directly with Aboriginal and Torres Strait Islander students, in the public education system. In 2010-2011, ETD has worked with 130 of those students. The aspirations program has been running since 2009, particularly working with students to support and encourage retention and to ensure that students complete schooling.⁴³

Implementation of the Australian Curriculum

- 2.60 The Committee requested an update on the implementation of the Australian Curriculum. The Directorate advised the ACT was well advanced in its implementation, and was satisfied with the cross sectoral work undertaken with the non-government sector. The Committee raised questions relating to

⁴⁰ Dr Watterston, *Hansard*, 10 November 2011, pp. 25-6.

⁴¹ *Hansard*, 10 November 2011, pp. 26-7.

⁴² Ms Leanne Cover, ETD, *Hansard*, 10 November 2011, pp. 25-6.

⁴³ *Hansard*, 10 November 2011, p. 29.

the need for professional development opportunities for teachers. The Directorate stated that the government created an extra pupil-free day this year which was designated for the Australian curriculum, and expressed confidence that both intangible and non-tangible resources have been deployed.⁴⁴

- 2.61 Dr Watterston, Director-General, ETD, emphasised that, in curriculum development, the ACT is performing comparatively better than other jurisdictions in cross-sectoral work involving Government, Independent and Catholic schools systems. The ACT has created a model under which schools are collaborating in the curriculum introduction. Ms Trish Wilks, Director, Learning and Teaching, ETD told the Committee that a cross-sector implementation committee met every six weeks to discuss schools' progress, what level of professional development and documentation may be required by the process. Information resulting from this discussion process is then distributed to all schools.⁴⁵
- 2.62 The Committee questioned how confident ETD was that the ACT will be able to meet the current 2013 target for curriculum implementation. Advice was that the three- year plan for implementation provides for coordinated documentation, professional development work with principals, curriculum coordinators and individual teachers. A feedback process to the ACT curriculum implementation committee is designed to collect information directly from schools and then be used to refine or change necessary professional development.⁴⁶

Professional Development (PD)

- 2.63 The Committee asked ETD about reported comments from schools and teachers regarding professional development (PD) in the ACT system. The Committee was concerned comment indicated at least a degree of confusion as to the accessibility to PD in the ACT.

⁴⁴ Dr Jim Watterston, ETD, *Hansard*, 10 November 2011, p. 32.

⁴⁵ Ms Trish Wilks, *Hansard*, 10 November 2012, pp. 31-2.

⁴⁶ Dr Jim Watterston, ETD, *Hansard*, 10 November 2011, p. 32.

- 2.64 In his advice to the Committee, Mr Mark Whybrow, Executive Director, Corporate Services ETD, advised the Committee that some concession needed to be made that PD required greater efforts by ETD:

We are not very good at marketing what we do for PD. If we look at any of our school board reports, then individually, locally by schools, there will be an element in there which talks about PD per teacher. What is used there is the local expenditure of PD per teacher. What it does not pick up is the larger amount. Under our EBA we have got commitments for a PD fund. Ms Sharma has just identified that for 2011-12, there is \$2.5 million in that fund. That does not include the huge investment that the department has made in the Hedley Beare Centre, so that resource is primarily used for teacher training. A lot of that \$2.5 million is used in scholarship programs, a number of additional things and payments to schools, but we do not in total ever display to the public the entire value of our teaching investment per teacher. If you are sitting locally and you see a report that says that it is only \$100 or \$200 that you invest in per teacher training, we are underselling it.⁴⁷

- 2.65 The Minister for Education and Training, told the Committee that the Government aimed to improve reporting on PD support in future.⁴⁸
- 2.66 The Committee observes that during the hearing, it was clear that there appears to be an unnecessary gap in knowledge and understanding of the level and availability of professional development for teachers. The Committee considers this matter should be improved.

RECOMMENDATION 6

- 2.67 **The Committee recommends that a more focussed and public program of professional development be undertaken by the Education and Training Directorate and that details of how the program is being taken up be provided in the next annual report.**

⁴⁷ Mark Whybrow, ETD, *Hansard*, 10 November 2011, pp. 34-5.

⁴⁸ Minister for Education and Training, *Hansard*, 10 November 2011, p. 35.

Development of the proposed Catholic school at Throsby

- 2.68 The Minister for Education and Training was asked the progress of the approval process for the proposed Catholic school in Throsby and advised the Committee:

From the education perspective, the registration has been approved, so education has completed all of its tasks in terms of facilitating that school. The matter largely sits, as you have identified, with commonwealth approval through the EPBC process. Depending on that, the time frame will flow from that approval. From a government perspective, we also have the Throsby district playing fields captured in that same EPBC EIS process.⁴⁹

- 2.69 Further advice from the Minister indicated that further progress on finalization of the approval process for the school was with the Economic Development Directorate.⁵⁰

English as second language (ESL) teaching positions

- 2.70 The Committee sought updated figures on the number and distribution of ESL teachers in the ACT in 2010-2011. ETD told the Committee that ESL teachers increased by an additional 8.4 teachers to support ESL in schools across the ACT. A further \$400,000 supports mainstream teaching. In addition, ETD has redirected central office staff to provide support for mainstream schooling. ETD noted that 'everything that we have done in terms of ESL funding over the last few years has been to support mainstream schooling.'⁵¹
- 2.71 The Committee specifically asked ETD to confirm the number of ESL teachers in relation to the number of students classed as ESL students. In this regard, the Committee also sought advice as to whether a figure of 12 per cent of students now identified currently as ESL, and the implications for resources

⁴⁹ Minister for Education and Training, *Hansard*, 10 November 2011, p. 35.

⁵⁰ Minister for Education and Training, *Hansard*, 10 November 2011, p. 36.

⁵¹ *Hansard*, 10 November 2011, pp. 37-8.

resulting from the base of three per cent of students in the ESL category when the ESL program was established in 1982.⁵²

2.72 Ms Trish Wilks, Director, Learning and Teaching, ETD advised that

The number of students who are identifying as from a non-English-speaking background has increased. In recognition of this—yes, the level of teachers has not increased in the same proportion. So we have addressed this in a number of ways. We have addressed it through providing scholarships for teachers to get experience in ESL. That is through the University of Canberra. That targeted scholarship has run for a number of years.

We have also introduced two highly accredited programs from South Australia— teaching ESL in the mainstream and ESL in the mainstream for early learners. Again, we are building the capacity of teachers. We are recognising that there is a need, but also recognising that it is not just an ESL teacher who needs to meet this need, that this is an issue for every teacher in every school. So we are building capacity across the system in addition to support, particularly in ESL.⁵³

2.73 Mr Mark Whybrow, Executive Director, Corporate Services, ETD also advised:

...there is another set of contextual things that have changed since 1982 that actually build into the funding relationship. It is the increased numbers of international students. A number of our international students also require English as second language. We do have complex funding allocations, but in its simplicity that is another funding source for ESL activity within our system, as are recent arrangements for placement of refugees. The funding model has evolved with the change of environment as well.⁵⁴

⁵² *Hansard*, 10 November 2011, pp. 37-8.

⁵³ Ms Trish Wilks, *Hansard*, 10 November 2011, p. 38.

⁵⁴ Mr Mark Whybrow, *Hansard*, 10 November 2011, p. 38.

ETD Contract – Department of Defence

- 2.74 The Committee questioned ETD on a contract for \$173,000 shown in the annual report: to Canington International Training Services for audit services for the Department of Defence.⁵⁵
- 2.75 ETD advised the contract with the Department of Defence was to engage with Defence to carry out quality assurance on Defence's regulation accreditation under the national vocational education and training scheme.⁵⁶

Adult and community education grants

- 2.76 The Committee sought advice on a \$9,000 grant provided to Merici College to assist Black Mountain School graduates. In answer to a question taken on notice on the matter, ETD advised that that program is a partnership between Merici College, Capital Careers Pty Limited (a local registered training organisation), Disability ACT and Black Mountain School. The program provides Black Mountain School graduates with work in the Merici College canteen and has attracted funding through Adult Community Education (ACE) in 2011.
- 2.77 Under the program, graduates of Black Mountain School, who have completed the hospitality course at the school and have been recommended by Disability ACT, were invited to participate. During school term, participants are given training and experience in food preparation and other hospitality studies in the Merici College canteen. Participants work with employees with and without disability in the canteen giving all participants a sense of work in the real workplace, knowledge of safe work practices, communications and cooperation.⁵⁷

⁵⁵ Education and Training Directorate, *Annual Report, 2010-11*, Appendix 5, *Government contracting*, p. 334.

⁵⁶ Ms Leanne Cover, *Hansard*, 10 November 2011, p. 38.

⁵⁷ See: *Appendix C*, answer to QToN No 3 from Ms Hunter MLA; answer provided 28 November 2011.

Human Rights Commission Report on Youth Justice Services – issues for the Education and Training Directorate

2.78 The Committee raised the Report on Youth Justice Services by the Human Rights Commission. One significant issue arising from the Report involved occasions where young people at Bimberi refused to attend school or were sometimes segregated and, as a result, could not attend school. The Committee asked for ETD advice on how this issue was addressed.⁵⁸

2.79 Mr Stephen Gneil of ETD told the Committee that, in addition to working on programs to address issues with young people at Bimberi with the Community Services Directorate, it had acted as follows:

There are also two groups of students or young people in Bimberi: those on remand—those that are awaiting court directions—and those on committal. Those students, those young people, fall into two very different categories around how long they will be there. For some of those students long-term planning around education is possible and for some of those other students, they are unsure of how long they are going to being there, as well as us.⁵⁹

2.80 Mr David Bromhead, Principal, Murrumbidgee Education and Training Centre, ETD, told the Committee that:

The [Youth Justice] review mentioned how [Bimberi} students can sometimes refuse. It is actually fairly rare. On the odd occasion that they do, what happens is that teachers will go down to their unit, called Coree, catch up with the young person, talk with them about what issues might be impacting on them, why they do not want to come to school. The teachers also bring some work, set some work and help the student through the work.⁶⁰

⁵⁸ *Hansard*, 10 November 2011, p. 39.

⁵⁹ Mr Stephen Gneil, *Hansard*, 10 November 2011, pp. 39-40.

⁶⁰ Mr David Bromhead, *Hansard*, 10 November 2011, p. 40.

- 2.81 In relation to the issue of segregation of Bimberi students, Mr Bromhead advised that , 'If they are not coming to school, that the teachers will go to them, either in their residential units ,or in the Coree unit.'⁶¹

Transition pathways - coordination between ETD and the Community Services Directorate (CSD)

- 2.82 A second matter rising from the Youth Justice report was the development of transition pathways between ETD and CSD for young people in care.
- 2.83 Mr Stephen Gneil, advised the Committee that, a task force representing both ETD and CSD meets regularly to ensure a coordinated approach to youth access education and accommodation arrangements.
- 2.84 Mr Bromhead told the Committee that Murrumbidgee Centre is also developing partnerships with CSD and training providers to support students who are moving out of Bimberi and how to provide them with educational provision, and to allow young people to move into alternative or mainstream education.⁶² The network also includes a specific focus on Aboriginal and Torres Strait Islander students.⁶³

Traffic safety concerns at Burgmann Anglican School

- 2.85 The Committee raised the issue of possible risk associated with increasing excessive traffic in the vicinity of Burgmann Anglican School, and sought advice and assurances that the safety of students is central to current traffic planning. The Minister told the Committee that he had held consultations with the School Principal on a number of occasions, and had also facilitated on-site meetings between the college and officers of Roads ACT.⁶⁴
- 2.86 The Minister also told the Committee that:
- The school is at the intersection of two major roads. There is roadwork planned in relation to the precinct, particularly with the further progress

⁶¹ Mr David Bromhead, *Hansard*, 10 November 2011, p. 40.

⁶² Mr David Bromhead, *Hansard*, 10 November 2011, p. 40.

⁶³ Mr Stephen Gneil, *Hansard*, 10 November 2011, p. 41.

⁶⁴ Minister for Education and Training, *Hansard*, 10 November 2011, pp. 41-2.

of the enclosed oval in Gungahlin, also the swimming pool and, of course, the wetlands that are adjacent to the school. There is a car parking question associated with the scout hall that we have also been discussing. There have also been changes made, I understand, to where the buses pick up and drop off students and to traffic flow for parents, as well as a set of pedestrian lights that have been put in adjacent to the school.⁶⁵

Increasing Indigenous teacher and student engagement

- 2.87 The Committee asked about the progress made in the year on the numbers of Indigenous teachers within the system as part of a strategy to assist in closing the gap in education outcomes between Indigenous and non-Indigenous students.
- 2.88 Advice to the Committee from Mr David Bateman, Director, Human Resources, and ETD was that the ACT scholarship program is conducted through the University of Canberra to assist students engaging in continuing education. The program looks at all the universities offering teacher education programs, particularly with an emphasis on looking for new Indigenous teachers coming into teaching.⁶⁶
- 2.89 Ms Sharma, Director, Finance and Corporate support ,ETD noted that:
- ...in 2009-10 there was an initiative relating to Indigenous teachers and a teachers' assistants scheme. The initiative was to provide 10 scholarships in years 11 and 12 for students to pursue a career in teaching and also to offer three Indigenous university scholarships to year 12 graduates to undertake a teaching degree. The recipients of the university scholarships will work part time as school assistants during their study.⁶⁷
- 2.90 The Committee also asked how ETD was improving Indigenous student performance in the ACT. Dr Watterston, Director-General of ETD noted that ACT results on a national basis demonstrate an ability to lift the performance

⁶⁵ Minister for Education and Training, *Hansard*, 10 November 2011, p. 42.

⁶⁶ Mr Michael Bateman, *Hansard*, 10 November 2011, p. 43.

⁶⁷ Ms Sushila Sharma, *Hansard*, 10 November 2011, p. 44.

levels of those students at a much higher rate than other states.⁶⁸ Mr Stephen Gneil, Director, Aboriginal and Torres Strait Islander and Student Support, ETD further advised that together with targeted measures such as the Aspirations program, the location of Aboriginal and Torres Strait Islander education officers in ACT high schools assists in ensuring that curriculum offerings are aimed at maximising engagement with indigenous students and encouraging their continued presence in the school system.⁶⁹

School upgrade programs

- 2.91 The Committee noted that page 134 of the ETD annual report suggested that, due to cost overruns on some major capital works projects, a number of upgrade projects were deferred until the 2011-12 year. The report also mentions that work had commenced at Torrens, Hughes and Yarralumla schools and it is expected to continue through to 2013.⁷⁰
- 2.92 Mr John Wynants, Executive Officer, Schools capital Works, ETD, confirmed this information and advised the Committee further that, in relation to addressing the ageing asset base which now constitutes a growing proportion of ACT schools, ETD has a five-year asset management strategy which just concluded this current financial year.⁷¹ The strategy is the basis of the repairs and maintenance program as well as the capital upgrades program of older schools. Work in 2010-11 included a major upgrade of Torrens Primary School.
- 2.93 Programs in 2011-12, and planning of those works to be done in 2012 and 2013 respectively, include major upgrade works at Hughes and Yarralumla Primary Schools.⁷²

⁶⁸ Dr Jim Watterston, *Hansard*, 10 November 2011, p. 43.

⁶⁹ Mr Stephen Gneil, *Hansard*, 10 November 2011, p. 44.

⁷⁰ Education and Training Directorate, Annual Report 2010-11, 'Strategic asset management', *Major asset upgrades*, p. 134.

⁷¹ *Hansard*, 10 November 2011, pp. 44-5.

Air Quality and Chemical use in schools.

2.94 The Committee asked about approaches followed in ETD on school indoor air quality and the use of chemicals, particularly as to how principals may monitor the use of chemicals in schools.

2.95 Mr Mark Whybrow, Executive Director, Corporate Services, ETD told the Committee that ETD has :

... introduced new cleaning arrangements in all our schools. As part of that process, we have required stringent controls around cleaning. That includes the use of low-impact, if I can put it that way, cleaning products and assurance that our cleaning contractors are using tamper-proof containers so that we are aware of what chemicals are being used in our schools. ⁷³

2.96 Mr John Wynants of ETD also told the committee that such an approach is now part of environmental sustainability requirements being put into new schools, as well as refurbishment. Examples provided included carpets and painting products which, as replacement occurs, appropriate products are used to meet improved environmental factors.⁷⁴

Attendance record keeping

2.97 The Committee raised with ETD a matter which had led to disagreement between ETD and the Australian Education Union over a new requirement by ETD that new absence recording procedures be followed by ACT public school teachers. The decision had resulted in the imposition of work bans by the Australian Education Union on completing the absence records as required..

2.98 Dr Watterston, Director-General, ETD advised the Committee that the issue raised had arisen after critical audit finding of this area of ETD record keeping and that ETD :

..this is record keeping that was not accurate at all prior to this, and it was a result of an audit finding on the department that we were not doing

⁷³ Mr Mark Whybrow, *Hansard*, 10 November 2011, p. 46.

⁷⁴ Mr John Wynants, *Hansard*, 10 November, 2011, p. 46.

this properly. We had to respond to the audit finding. I can understand why some schools think it is cumbersome, but the impact in terms of the change it has made in recording absences from what was previously happening is quite significant. From that point of view, while it is an additional task for a school, it has clearly made a difference. Notionally, that dollar value that we are now able to record is important for the way we account for school funds.⁷⁵

- 2.99 Dr Watterston emphasised to the Committee that the record keeping process needed to be improved, but that the result of the changed process introduced by ETD had accumulated data different from data being presented prior to the new requirements being introduced.⁷⁶
- 2.100 Mr Mark Whybrow, Executive Director, Corporate services, ETD told the Committee that, due to poor data, ETD leave balances showed leave entitlements which had not been appropriately adjusted down for leave taken within the organisation.⁷⁷
- 2.101 The Committee notes this advice, and anticipates that in its next annual report ETD will be able to advise that resolution of this problem has been achieved.

⁷⁵ Dr Jim Watterston, *Hansard*, 10 November 2011, p. 47.

⁷⁶ Dr Jim Watterston, *Hansard*, 10 November 2011, pp. 47-8.

⁷⁷ Mr Mark Whybrow, *Hansard*, 10 November 2011, p. 48.

3 COMMUNITY SERVICES DIRECTORATE

- 3.1 The Community Services Directorate (CSD) has the following responsibilities under the ACT Government structure:

Community Services Directorate has responsibility for a wide range of human services functions in the ACT; including multicultural and community affairs; public and community housing services and policy; children; youth and family support services and policy; disability policy and services; therapy services; Child and Family Centres; the ACT Government Concessions Program; homelessness and community services.

- 3.2 The Standing Committee on Education, Training and Youth Affairs shares the referral of the CSD Annual Report with the Standing Committee on Education, Training and Youth Affairs. The referral from the Assembly to this Committee includes the following parts of the CSD:

- Office of Children, Youth and Family Services
- Arts Policy, Advice and Programs (including artsACT)⁷⁸

- 3.3 The Committee met with representatives of the Cultural Facilities Corporation and the Minister for Community Services and Directorate officials on 21 November 2011.

Issues

- 3.4 A table showing issues raised by the Committee during its public hearings with the Office of Children, Youth and Family Services, and with the Arts Policy, Advice and Programs (including artsACT) are in this table:

⁷⁸ Output Class 2 and Output Class 4 were referred to the Standing Committee on Education, Training and Youth Affairs.

Table 3.1 – Issues examined by Committee on 21 November 2011 –

Subject	Comment and subject matter of Committee questioning
Office for Children, Youth and Family Support	• Policy on transfers from the Bimberi Youth Justice Centre to the Alexander Maconachie Centre. • Transition process in light of critical comments in the Human Rights Commission report. • Follow-up questions on funding and supporting the Human Rights Commission inquiry into Bimberi. • Catering arrangements at Bimberi Centre. • Education programs at Bimberi Centre. • Results of the Tomas & Keating and Donataccio reviews of the Bimberi Centre. • Referrals pursuant to the new youth and family support program framework. • Kinship care program. • Responses to the Public Advocate's report on foster care concerns and administration. • The therapeutic foster care program; and particularly aspects of the development and implementation of a therapeutic protection place. • Terms of Reference, scope and planning of a review by the Public Advocate and the Auditor-General
artsACT	• Role and functions of community arts officers. • Continuing role a disability arts officer. • ACT current Roadside Art works program. • Artists in schools program. • Proposed relocation of Megalo studio to the Fitters' Workshop, Kingston. • Faults with the <i>Touching Lightly</i> work at Kingston Arts Precinct. • Implementation of the Loxton Review of ACT arts administration. • Funding of the Canberra Symphony Orchestra.
The Cultural Facilities Corporation	• Loxton Review of the arts in the ACT regarding the Cultural Facilities Corporation. • Theatre business activity in 2010-2011.

3.5 The Committee has considered the following matters in more detail arising from its hearings with the Minister for Community Services:

Office for Children, Youth and Family Support

- 3.6 The Committee considered the following matters in detail:
- Administration of Bimberi Youth Justice Centre
 - Reviews of the Bimberi Centre
 - Youth and Justice Program – Blueprint
 - Therapeutic foster care program
 - Administration of Bimberi Youth Justice Centre
- 3.7 The Committee considered a number of issues relating to Bimberi including how CSD was implementing the recommendations of the Human Rights Commission report.

Transition and transfer of young people from Bimberi to the Alexander Maconochie Centre

- 3.8 The Committee asked a number of questions about an issue raised in the HRC Report that a number of young people told the HRC that a threat of being sent off to AMC was being used as a management tool, or a behavior management tool.
- 3.9 CSD told the Committee that:
- ...behaviour management policy is based upon achievement of goals or achievement of appropriate rewards and the only time that, indeed, people are separated from the normal screen is actually as a consequence of safety within the centre. If there are future complaints regarding the use of the Alexander Maconochie Centre as a threat, they will be taken very seriously, certainly by me and by the senior manager, and will be dealt with. I think the part of the culture that is pleasing to see at Bimberi in terms of change is the culture of feedback that is being developed. The move is to turn the behaviour management system into one where young people feel that they have a capacity to provide feedback and that it is dealt with, and in a timely fashion. I would suggest that most of our staff

are way across that at the moment, but there are always glitches in that process. So this is one area that we do take very seriously.⁷⁹

- 3.10 The Committee also questioned the process to be undertaken in implementing the HRC Report; particularly by the Youth Justice Task Force.
- 3.11 The Minister told the Committee that the Youth Task Force would complete its blueprint work in consultation with the HRC and other groups.

Management at Bimberi – implementation of the reviews by Keating and Tomas and by Joseph Donataccio

- 3.12 The Committee, in the course of questions directed to the future management of Bimberi, requested advice from the Minister on the stage reached in implementing recommendations from two reports: one by Keating and Tomas; and the second by Joseph Donataccio.⁸⁰
- 3.13 CSD noted during the Committee's hearing that Mr Donataccio's report is not published, and the Keating and Tomas reports were published in full because they contain operational and electronic security information.⁸¹
- 3.14 In relation to the implementation of the Keating and Tomas recommendations, the Minister advised the Committee that, following advice to the Legislative Assembly in June 2011, in which the Assembly was advised of the Government's response to the report's recommendations, by December 2011, all recommendations of the Keating and Tomas Review have either been completed or substantially completed. Ongoing action now includes maintenance, construction and staff training, while some further changes are also being embedded into the Integrated Management System project underway at Bimberi.⁸²
- 3.15 Mr Donataccio's report provided one overarching recommendation: to develop and implement an integrated management system at Bimberi. In

⁷⁹ *Hansard*, 21 November 2011, pp. 54-5.

⁸⁰ *Hansard*, 21 November 2011, p. 65

⁸¹ *Hansard*, 21 November 2011, p. 65.

⁸² See: *Appendix C*, answer to QToN No. 8 from Mrs Dunne MLA; answer provided 9 January 2012.

advice to the Committee, the Minister advised that a number of activities have been continuing including development of a strategic plan for the Centre, a review of operational policies and procedures and identification of risks and compliance issues. In addition, a Project Steering Group has been established to oversee the project, which is chaired by the Executive Director, Office for Children, Youth and Family Support and comprises a number of management and youth officer representatives from across Bimberi.⁸³

Change management at Bimberi - indicators

- 3.16 CSD advised the Committee that change management at Bimberi had achieved a great deal:

If you look at the change management system, February is a key date in that because that is when the first tranche of staffing came online and that is when the new management came online. I think it is worthwhile comparing the five months to the end of the financial year with the preceding five months in a whole range of headline statistics. It is fascinating. Staff separations in the second period were three, as opposed to the period before the change of 10. Assaults in the centre in the period before that change were 42. They were 11 after the change. Use of force went from 62 in the period directly before to 14 directly afterwards. Lockdowns of the centre went from 42 to one and 31 staff in that period of time achieved their certificate IV in youth work.⁸⁴

Youth and Justice Program

- 3.17 Information was sought from CSD on matters raised by proposed referrals in the new youth and family support program framework and the new system set up to implement change; particularly how it will function with other service systems connected to health, housing or child protection.
- 3.18 Ms Leanne Power, Senior director, Strategy and Purchasing, Office for Children, Youth and Family Support in CSD advised that:

⁸³ See: *Appendix C*, answer to QToN No. 8 from Mrs Dunne MLA; answer provided 9 January 2012.

⁸⁴ *Hansard*, 21 November 2011, p. 59.

The new service model for the children, youth and family support program has as a central new program within it the information, education and coordination service. Parentline ACT has been identified as the preferred respondent for that service. We are currently talking with them about how they are going to work through and implement that model. It is very much based on a collaborative and partnership approach across all of the services that are going to be delivered under the Education new service delivery framework. All of the service providers in that new framework are working with the office and with Parentline about how the referrals are going to work.⁸⁵

Grandparent and Kinship Carers

- 3.19 The Committee raised questions around ensuring that an appropriate level of recognition and support is provided to kinship cases – including Grandparents. Ms Christine Nolan, Executive Director, Office of Children, Youth and Family Support, CSD told the Committee the importance of kinship carers is recognised, and support is necessary from service points within the CSD responsibility area:

consultations we have been doing have been indicating that there are a couple of key points in a kinship carer's lifecycle where they do really want the support and the input. The first point is in the first six months when they have been thrown in the deep end and they really do not usually know much about the department or what might be available for the much younger people they have got in their care at this stage in life. So they want a lot of support then. The other point at which they need more support again often is at adolescence, as young people come to adolescence and are dealing with questions of identity. Trauma is resurfacing and different behavioural management strategies are required.⁸⁶

- 3.20 The Committee was also told that funding from CSD to support kinship and grandparent carers has not been used in support of the group in their care role;

⁸⁵ Ms Leanne Power, *Hansard*, 21 November 2011, pp. 66-7.

⁸⁶ Ms Christine Nolan, *Hansard*, 21 November 2011, p. 72.

although moneys are paid to support representatives attend a range of conferences and in their dealings with the directorate.

- 3.21 The Committee is of the view that kinship carers, increasingly support and care for vulnerable young people. The challenges for this group are of considerable importance and the Committee believes that a clear recognition of their support needs requires a higher level of contact and support than offered by CSD.

RECOMMENDATION 7

- 3.22 **The Committee recommends that the CSD annual report provide a detailed account of the support and facilitation provided to grandparent and kinship cares in the ACT**

Therapeutic foster care

- 3.23 Advice was sought from CSD on progress with the therapeutic foster care program and as to when information and support would be available to kinship carers. Therapeutic foster care is described as care for:

....young people who have suffered serious trauma in their life, their behaviours can be incredibly problematic and difficult to deal with. You need a really highly trained carer and others around the individual or family to support the stable placement of care. Stability of care is one of the key performance indicators, both in the ROGS and in our own measures of success.⁸⁷

- 3.24 Mr Frank Duggan, Senior Director, People and Workforce Planning, CSD told the Committee the progress in the program:

To date the program has had 14 referrals. We have three foster care families who have now been trained and are offering therapeutic care. The other three children were there supporting the foster care placement. They have engaged the kinship carers through trauma counselling and this week they are celebrating the first year of operation. So they are actually in the jurisdiction and this week we will be having conversations

⁸⁷ Mr Frank Duggan, *Hansard*, 21 November 2011, p. 76.

with them about the program to date and then examining wider use. The issue for us in the program is trying to continue to recruit foster carers to undertake this. As Mr Hehir says, it is a very developed program and a very intensive program; it comes with a very high level of training, plus support, plus on call, to maintain the stability of children in placements.⁸⁸

and

The program usually recruits foster parents who have been fostering or there may be a new cohort. We do say that it is seasoned foster parents; they train them up. It is a fairly intense program of about 34 hours straight; then each year they have to undertake further training. Children are then placed with them. It has a respite component; there is a higher subsidy level that offsets costs. It has a higher brokerage level as well. In that way the foster parents, we hope, will maintain that connectedness and basically give that child a placement for life, for the duration of its placement in care.⁸⁹

3.25 Questioning also showed the program has proved to be a very difficult one to attract appropriate carers. The specific recruitment campaign from the Australian Childhood Foundation was targeting out-of-home care agencies and experienced foster carers, but at the date of the Committee's hearing, only three carers have been trained, with the possibility of a further three undergoing training.⁹⁰

3.26 A further issue with the program related to the program is the therapeutic protection place required under the program for the protection of young people subject to orders. As no therapeutic protection orders had been put in place and, although the CSD annual report notes a house for the purpose has been set up, no contract has been let for a provider resulting in a decision to rescope planned use of the protection place.⁹¹

⁸⁸ Mr Frank Duggan, *Hansard*, 21 November 2011, p. 77.

⁸⁹ Mr Frank Duggan, *Hansard*, 21 November 2011, p. 77.

⁹⁰ *Hansard*, 21 November 2011, p. 78.

⁹¹ *Hansard*, 21 November 2011, p. 79.

- 3.27 CSD advised the Committee that the rescoping of the use of the protection place was not yet complete. The Committee considers the future of this important aspect of the youth justice program is at risk of not moving forward to the point where it can be operating as intended.

RECOMMENDATION 8

- 3.28 **The Committee recommends that the therapeutic foster care program be fully implemented as planned and provided in the Youth Justice Plan and that the Minister report to the Assembly on the outcomes of any rescoping of the program as soon as possible.**

Arts Policy, Advice and Programs

- 3.29 The Committee raised the following issues:

- Community arts officers
- Kingston arts precinct
- Other issues under the program

Community arts officers

- 3.30 The Committee sought some detail on the scope and extent of the work to be carried out by community arts officers in the coming year, given the proposal in the Loxton Review⁹², and the indications given in the statement on Implementation of the Loxton Review that the Community Arts Office be decentralised.⁹³
- 3.31 The Minister and CSD advised that three of the positions will continue during the current year, and will be progressively relocated to Belconnen and Tuggeranong arts centres. A summary of the current status of the positions was that programs in place until June 2012 that had been allocated to community arts officers will be carried out and community arts officers will be employed by Gorman House Arts Centre through to December 2012.

⁹² See:

http://www.arts.act.gov.au/_data/assets/pdf_file/0009/231102/Final_Report_by_Peter_Loxton.pdf

⁹³ See: http://www.parliament.act.gov.au/downloads/reports/Loxton_Response.pdf

- 3.32 The fourth (vacated) position is notionally identified as one that may become an Indigenous position. There is active recruiting underway for an Indigenous officer to work in that position—not to have responsibility purely for Indigenous activities but to be a central person within a core group of six arts officers.⁹⁴ Importantly, the roles these officers have in national arts groupings and boards will continue.⁹⁵

Kingston arts precinct – future

- 3.33 The Committee sought advice from the Minister and CSD arts officials on the possible timing and implementation of plans for the Kingston arts precinct; particularly the timetable for completion of conversion of the Fitters' Workshop building.
- 3.34 The Minister advised the Committee:
- Funding was provided in the 2010-11 year for the design work to undertake capital works to enable the transfer of Megalo to allow occupation in 2013 as an element of the centenary project. Everything we have—our DA and our project work plan—showed that Megalo was to be in place by the middle of the year. With the transfer of artsACT from CMD to CSD that got stretched to, I think, August. But reference in the estimates report was always about having full occupation in 2013 so it could be part of the centenary celebrations.⁹⁶
- 3.35 The Committee asked further questions regarding the future of the Kingston arts precinct during the hearing. The Committee conducted a full inquiry, and reported on the findings from that inquiry in its report, *Future Use of the Fitters' Workshop, Kingston* on 16 April 2012.⁹⁷

⁹⁴ *Hansard*, 21 November 2011, pp. 84-7.

⁹⁵ *Hansard*, 21 November 2011, pp. 87-8.

⁹⁶ Minister for Arts, *Hansard*, 21 November 2011, pp. 91-2.

⁹⁷ ACT Legislative Assembly, Standing Committee on Education, Training and Youth Affairs, *Future Use of the Fitters' Workshop, Kingston*, Seventh Assembly, Report 8, April 2012.

Other issues

- 3.36 The Committee also provides further information resulting from its hearings on other issues raised:
- 3.37 *The Artists-in-schools program.* The Committee was provided with detail of the ACT Artists-in-schools program, an initiative of the Australia Council for the Arts administered by artsACT. The aim of the program is to provide school-aged children with an opportunity to work with practicing artists. The amount provided in 2010-11 was \$100,000 and was delivered at five schools, principally to early childhood years.⁹⁸
- 3.38 *The Cultural Facilities Corporation.* The Cultural Facilities Corporation (CFC), is established under the Cultural Facilities Corporation ACT (1997), to manage significant cultural venues, including the Canberra Theatre Centre noted in its annual report that there was a noticeable downturn during its reporting period in confidence of commercial theatre presenters bringing productions to Canberra, although this reflected common experience in theatre management, and tracked fairly consistently with the retail sector. CFC. Indicative signs for the current year are that bookings and audiences are strengthening.⁹⁹
- 3.39 *Membership, funding and role of the ACT Cultural Council.*¹⁰⁰ The Committee sought details of the current ACT Cultural Council, its membership, role and activities. In answer to a Committee question taken on notice, the Minister subsequently advised the names of the eight members of the Council, together with the Council's current terms of reference and guidelines.¹⁰¹
- 3.40 *Responses by the Government to the Loxton review.* The Committee noted the advice from the Minister on the continuing implementation of recommendations made in the Loxton review, and expects that an account of

⁹⁸ See: *Appendix C*, answer to QToN No. 11 from Dr Bourke MLA; answer provided 14 December 2011.

⁹⁹ Ms Harriet Elvin, *Hansard*, 21 November 2011, p. 103-4.

¹⁰⁰ *Hansard*, 21 November 2011, pp. 96-99.

¹⁰¹ See: *Appendix C*, answer to QToN No. 12 from Ms Le Couteur MLA; answer provided 14 December 2011.

the progress toward finalisation of this process will be provided in the next annual report.¹⁰²

- 3.41 *Public art works in the ACT.* The Committee received updated advice on the placement of art works in the current year, and the proposals – including details of and the artists who had been commissioned to produce the works.¹⁰³
- 3.42 The Committee also sought details of roadside artwork installed in Weston creek in late 2011. The minister advised the Committee that work is titled A Short Walk, was executed by Tasmanian sculptor Mr Matt Calvert and cost \$240,000 excluding GST.¹⁰⁴
- 3.43 *Funding of the Canberra Symphony Orchestra.*¹⁰⁵ The Committee sought details of the funding arrangements and current year funding of the Canberra Symphony Orchestra (CSO). The Minister advised the Committee that the CSO receives funding under a five year Deed of Grant. For financial year 2010-11, this was \$286, 500, and is to continue with CPI adjustment for the balance of the grant period. In addition the CSO receives approximately \$100,000 from the ACT Government funding agreement with the Australian National University for the Community Outreach Program.
- 3.44 The CSO is to receive \$67,000 per year over the next three financial years (\$201,000 in total) from the Education and Training Directorate for the ‘Noteworthy’ program which supports music education for ACT schools’ concerts as part of the 2011-2012 Budget.¹⁰⁶

¹⁰² Hansard, 21 November 2011, pp. 102-3.

¹⁰³ Hansard, 21 November, pp. 92-4.

¹⁰⁴ See: Appendix C, answer to QToN No. 10 from Mr Hanson MLA; answer provided 14 December 2011.

¹⁰⁵ Hansard, 21 November 2011, pp. 100-02.

¹⁰⁶ See: Appendix C, answer to QToN No 14 from Mrs Dunne MLA; answer provided 13 December 2011.

4 CONCLUSION

- 4.1 This report represents a summary of the Committee's inquiry into the work of the Education and Training Directorate and sections of the Community Services Directorate for the 2010–11 financial years.
- 4.2 Through public hearings with Ministers and departmental officials the Committee was able to examine issues arising from the administration of the Directorates and, in particular, of a number of matters arising from public reviews of administration of the directorate programs.
- 4.3 The Committee has made 8 recommendations in response to its scrutiny of the annual reports, and associated evidence.
- 4.4 The Committee would like to thank the Ministers, directorate officials and agency representatives for their time and cooperation during the course of the inquiry.

Amanda Bresnan
Chair
August 2012

APPENDIX A: Public Hearings

10 November 2010

ACT Building and Construction Industry Training Fund Authority

Guy, Mr Gary, Chief Executive Officer

Canberra Institute of Technology

Marron, Mr Adrian, Chief Executive

Dodd, Ms Jenny, Acting Deputy Chief Executive, Education Services

Kowald, Mr Peter, Deputy Chief Executive, Operations

Minister – Mr Andrew Barr, Deputy Chief Minister, Treasurer, Minister for Economic Development, Minister for Education and Training and Minister for Tourism, Sport and Recreation

Education and Training Directorate

Watterston, Dr Jim, Director-General

Stewart, Ms Tracy, Director, Planning and Performance

Huard, Ms Anne, School Network Leader, North/Gungahlin School Network

Wynants, Mr John, Executive Officer, Schools Capital Works

Whybrow, Mr Mark, Executive Director, Corporate Services

Huxley, Mr Mark, Manager, Information and Knowledge Services

Wilks, Ms Trish, Director, Learning and Teaching

Cover, Ms Leanne, Executive Director, Tertiary and International Education

Gniel, Mr Stephen, Director, Aboriginal and Torres Strait Islander and Student Support

Kyburz, Mr Steve, School Network Leader, South Weston School Network

Ellis, Ms Anne, Chief Executive Officer, Teacher Quality Institute

Bromhead, Mr David, Principal, Murrumbidgee Education and Training Centre

Bateman, Mr Michael, Director, Human Resources
Sharma, Ms Sushila, Director, Finance and Corporate Support

21 November 2010

Minister - Ms Joy Burch MLA, Minister for Community Services, Minister for the Arts, Minister for Multicultural Affairs, Minister for Ageing, Minister for Women and Minister for Aboriginal and Torres Strait Islander Affairs

Community Services Directorate

Hehir, Mr Martin, Director-General

Nolan, Ms Christine, Executive Director, Office for Children, Youth and Family Support

Collis, Dr Mark, Director, Youth Services, Office for Children, Youth and Family Support

Power, Ms Leanne, Senior Director, Strategy and Purchasing, Office for Children, Youth and Family Support

Duggan, Mr Frank, Senior Director, People and Workforce Planning

Whitney, Mr David, Director, artsACT

Overton-Clarke, Ms Bronwen, Executive Director, Policy and Organisational Services

Cultural Facilities Corporation

Elvin, Ms Harriet, Chief Executive Officer

APPENDIX B: Answers to Questions taken on notice at Public Hearings

Annual and Financial Reports 2010-11 Questions taken on Notice

Identifier	Date of Hearing	Questions taken on Notice	Answered	Dated	Accepted and Published by Committee
ETYA.AR 1	10 Nov 2012	Mr Doszpot - My office has received a number of complaints from people who were, according to them, victims of bullying. There are several different ways their cases have been addressed. I am trying to understand what the policy of CIT is when something is brought to the attention of CIT regarding bullying. Some have been referred to Comcare, some to Shared Services and, I believe, some to the Work Safety Commissioner. What is the reason for referring different people to different areas? In the couple of cases where it has been deemed there is no case to answer, Shared Services determined there was no case to answer?	15 Dec 2011	15 Dec 2011	10 Apr 2012
ETYA.AR 3	10 Nov 2011 (p. 38)	MS HUNTER: Thank you. The second one was around Merici college. There was a grant that was around working with graduates from Black Mountain school. Ms Cover: I will take that one on notice. I am sorry; I do not have the detail on that one with me at the moment.	15 Dec 2011	15 Dec 2011	ditto
ETYA.AR 4	10 Nov 2011 (p.19)	MR HANSON: Can you provide me with the exact date that that was provided to the solar feed-in tariff scheme for all of the schools?	28 Nov 2011	28 Nov 2011	ditto
ETYA.AR 5	21 Nov 2011 (p.61)	DR BOURKE: Thank you. Minister, what sort of support did the directorate provide to the Human Rights Commission to undertake the inquiry into youth justice?	n.a. (to be updated)		

Identifier	Date of Hearing	Questions taken on Notice	Answered	Dated	Accepted and Published by Committee
ETYA.AR 6	21 Nov 2011 (p.62)	DR BOURKE: It is. Just to clarify that, in the written response that you provide can you give us a breakdown of how much was actually directly provided to the commission and what is your estimate of the cost of the directorate's services, through your staff, provided to the [Human Rights] commission?	14 Dec 2011	14 Dec 2011	ditto
ETYA.AR 7	21 Nov 2011 (p. 61)	Mr Coe: In any given week, how many meals would be provided by takeaway [at Bimberi]?	14 Dec 2011	14 Dec 2011	ditto
ETYA.AR 8	21 Nov 2011 (p. 64)	MS HUNTER: It is around education and training programs delivered into this centre. During the annual report hearings last week, CIT was in and we were asking some questions around the types of programs. They were talking about a program they were going to be running with Bimberi. They said that only six of the 22 young people inside were able to participate because of the risk assessment around who could, I suppose, use certain types of tools.	14 Dec 2011	14 Dec 2011	ditto
ETYA.AR 9	21 Nov 2011 (p. 66)	MRS DUNNE: I am wondering how a committee like this, for instance, can monitor the implementation of recommendations [of reports such as the Donatuccio and Tomas and Keating reviews]if we do not know what they are. Is there some way of providing to the committee a list of recommendations? Presumably the recommendations do not go to the high-level detail about security, so is it possible to provide to the committee at least a list of the recommendations and where we are with the implementation of those recommendations across those three reports?	9 Jan 2012	9 Jan 2012	ditto
ETYA.AR 10	21 Nov 2011 (p. 89)	MR HANSON: My question is about a specific piece of roadside artwork that has recently been installed in Weston Creek. Are you aware of that piece?	14 Dec 2011	14 Dec 2011	ditto
ETYA.AR 11	21 Nov 2011 (p. 91)	DR BOURKE: Minister, could you tell me about the artists in schools program?	14 Dec 2011	14 Dec 2011	ditto

Identifier	Date of Hearing	Questions taken on Notice	Answered	Dated	Accepted and Published by Committee
ETYA.AR 12	21 Nov 2011 (p. 98)	MS LE COUTEUR: I was going to ask for a copy of the membership. Do you have their terms of reference, which would also be useful?	14 Dec 2011	14 Dec 2011	ditto
ETYA.AR 13	21 Nov 2011 (p.99)	MRS DUNNE: But it says here that in the last financial year you had 15 under contract. Does that include the public art element that is in TAMS or is that just the public art program?	14 Dec 2011	14 Dec 2011	ditto
ETYA.AR 14	21 Nov 2011 (p.100)	MRS DUNNE: How much money goes to the CSO from the ACT government and from what programs?	14 Dec 2011	14 Dec 2011	ditto