

STANDING COMMITTEE ON EDUCATION, TRAINING
AND YOUTH AFFAIRS

**Report on Annual and Financial Reports
2009-2010**

MAY 2011

Committee membership

Amanda Bresnan MLA (Chair)

Jeremy Hanson CSC MLA (Deputy Chair)

Mary Porter AM MLA

Secretariat

Secretary: Sandra Lilburn

Administration: Lydia Chung

Contact information

Telephone	02 6205 0127
Facsimile	02 6205 0432
Post	GPO Box 1020, CANBERRA ACT 2601
Email	committees@parliament.act.gov.au
Website	www.parliament.act.gov.au

Resolution of appointment

On 9 December 2008, the Legislative Assembly for the ACT resolved to establish a 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.

Terms of reference

On 23 September 2010, the following reports for the financial year 2009 – 2010 and the calendar year 2010 were referred by the Legislative Assembly for the ACT to the Standing Committee on Education, Training and Youth Affairs:

- ACT Building and Construction Industry Training Fund Authority Annual Report;
- ArtsACT as a section of the Chief Minister's Department Annual Report;
- Cultural Facilities Corporation Annual Report;
- Department of Education and Training Annual Report;
- Office for Children, Youth and Family Support, as a section of the Department of Disability, Housing and Community Services Annual Report; and
- Official Visitor, as an annexed report in the Department of Disability, Housing and Community Services Annual Report.

On 13 October 2009, the following Annual Reports for the calendar year 2009 were referred by the Legislative Assembly for the ACT to the Standing Committee on Education, Training and Youth Affairs:

- Canberra Institute of Technology Annual Report
- The University of Canberra Annual Report.

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Abbreviations

The Directions	Chief Minister's Annual Report Directions 2007-10
FMA	<i>Financial Management Act 1996</i>
DET	Department of Education and Training
ANU	Australian National University
CIT	Canberra Institute of Technology
TAFE	Training and Further Education
OCYFS	Office for Children, Youth and Family Support
Loxton Report	The Review of the Arts in Canberra prepared by Peter Loxton and Associates
CFC	Cultural Facilities Corporation

RECOMMENDATIONS

RECOMMENDATION 1

2.14 The Committee recommends that ACT departments provide in the outlook section of their Annual Reports an indication of the advanced planning undertaken during the reporting period to meet the department's obligations as a part of any future ACT Government budgeting objectives such as the achievement of a stipulated percentage efficiency dividend.

RECOMMENDATION 2

3.7 The Committee recommends that the Department of Education and Training establish and circulate to all staff an efficiency dividend consultation plan which clearly sets out the stages of consultation and timelines for decision-making during future implementation periods.

RECOMMENDATION 3

3.10 The Committee recommends that the Department of Education and Training report on the percentage of students with disabilities that proceed to post-school options.

RECOMMENDATION 4

3.17 The Committee recommends that the Department of Education and Training review the performance reporting potential of strategic indicator 2 (Year 12 or equivalent attainment rate) and determine whether an alternative survey methodology can be developed at the local level to verify performance.

RECOMMENDATION 5

3.18 The Committee recommends that the Department of Education and Training make clear the survey sample and methodology upon which any performance reporting has been based.

RECOMMENDATION 6

3.24 The Committee recommends that the Canberra Institute of Technology take note of the Chief Minister's Annual Report Directions regarding preferred publication and design standards.

RECOMMENDATION 7

4.6 The Committee recommends that the ACT Government reports annually on the recidivism rate for young people who enter the juvenile justice system and on the percentage of those young people who are later incarcerated in the Alexander Maconochie Centre.

RECOMMENDATION 8

4.7 The Committee recommends that the ACT Government report on the number of young people who are undergoing diversionary programs in the period, including data on numbers of Indigenous and non-Indigenous young people being referred.

RECOMMENDATION 9

4.20 The Committee recommends that the Office for Children, Youth and Family Support develop a formal structured feedback mechanism for external services providers to Bimberi Youth Justice Centre to ensure that the experience of these providers in accessing the Centre; establishing relationships with young people resident at the Centre; conducting their support services; and, dealing with management systems at the Centre can be used by the Office to review and improve operational practices.

RECOMMENDATION 10

4.21 The Committee recommends that, in establishing a structured feedback mechanism for external service providers to the Bimberi Youth Justice Centre, the Office for Children, Youth and Family Support also include a mechanism which will facilitate appropriate monitoring of the level of on-going contact between young people and external service providers post-release from Bimberi Youth Justice Centre.

1 INTRODUCTION

- 1.1 On 13 October 2009 and 23 September 2010, the annual and financial reports of government agencies for the calendar year 2009 and the financial year 2009-2010 were referred to the relevant standing committees of the ACT Legislative Assembly.¹
- 1.2 The following reports were referred to the Standing Committee on Education, Training and Youth Affairs:
 - ACT Building and Construction Industry Training Fund Authority 2009-10;
 - Canberra Institute of Technology 2009;
 - Chief Minister's Department 2009-10(Arts);
 - Cultural Facilities Corporation 2009-10;
 - Department of Education and Training 2009-10;
 - Children, Youth and Family Services section of the Department of Disability, Housing and Community Services Annual Report 2009-10;
 - Official Visitor (*Children and Young People Act 2008*), a subsumed report in the Department of Disability, Housing and Community Services Annual Report 2009-10; and
 - University of Canberra 2009.

Conduct of Inquiry

- 1.3 The Committee held two public hearings on 9 and 23 November 2010. The Committee heard from Ministers and the departmental and agency officers and members of governing boards who accompanied them. Witnesses who appeared before the Committee are listed as Appendix A.
- 1.4 For this inquiry, the Committee did not call the University of Canberra or the Official Visitor. The Committee did write to the Official Visitor subsequently

¹ ACT Legislative Assembly, *Minutes of Proceedings No. 36*, 13 October 2009, pp 396-399; ACT Legislative Assembly, *Minutes of Proceedings No. 77*, 23 September 2010, pp 906-909. Unless otherwise indicated, reports are for the 2009-2010 financial year.

seeking a response to three questions and received responses.²

- 1.5 Responses to 11 questions taken on notice at the hearings were received. A list of these responses is provided as Appendix B. Following the hearings, a total of 124 supplementary questions were forwarded to the relevant Ministers. A list of these questions is provided as Appendix C. The Committee received responses to all questions.
- 1.6 The transcripts of the public hearings, as well as answers to questions taken on notice and supplementary questions received can be accessed via the Inquiry webpage.³

Acknowledgements

- 1.7 The Committee appreciated the time and expertise of the Ministers and officials who attended the annual reports hearings.
- 1.8 The Committee also acknowledges the contribution of departmental and agency officers who provided supplementary information to the Committee to enhance the Members' understanding of the many issues which were raised during the inquiry.
- 1.9 A range of issues were discussed during the public hearings, some of which are expanded upon in the following chapters. Where possible, references are provided to the full transcript of public hearings which is available on the ACT Legislative Assembly website.⁴

Report overview

- 1.10 This report provides an overview of some of the issues discussed during the public hearing and subsequently raised in supplementary questions. The

² Supplementary questions numbered 122 to 124. Supplementary questions and responses to supplementary questions can be found on the inquiry webpage

³ The webpage for the inquiry can be accessed at:
<<http://www.parliament.act.gov.au/committees/index1.asp?committee=117&inquiry=985>>

⁴ Transcripts from the public hearings can be accessed at:
<<http://www.hansard.act.gov.au/hansard/2009/comms/default.htm#education>>

chapter sets out the details about the conduct of the inquiry. Chapter 2 sets out the general requirements for annual reports, including requirements set out in the Chief Minister's Annual Reports Directions 2007-2010. Chapter 3 outlines issues discussed during the Inquiry in the education and training portfolio, including Department of Education and Training, Canberra Institute of Technology and the Building and Construction Industry Training Fund Authority. Chapter 4 provides details of matters arising as a part of the inquiry which focused on services provided to children, young people and families by the Office for Children, Youth and Family Support. Chapter 5 provides an overview of the issues discussed in the arts and culture portfolio area.

4 **STANDING COMMITTEE ON EDUCATION, TRAINING AND YOUTH
AFFAIRS**

2 PURPOSE AND INTENT OF ANNUAL REPORTS

- 2.1 Accountability of the ACT Executive to the ACT Legislative Assembly is a key principle of responsible government. For that to be achieved, government agencies must be fully committed to accountability and be willing to disclose information in a straightforward manner. The provision of meaningful operational and financial performance information by government agencies to the parliament and the public is a cornerstone of the accountability process.⁵
- 2.2 Annual reports are the principal way in which chief executives and chairpersons of these agencies account to the ACT Legislative Assembly and other stakeholders for the ways in which they have discharged their responsibilities and utilised public funds over the preceding twelve month period.⁶
- 2.3 Annual reports are:
- the principal way in which agencies account for management performance through Ministers to the ACT Legislative Assembly and the wider community;
 - tabled in the ACT Legislative Assembly and form a key part of the historical record of government and public administration decisions, actions and outcomes;
 - a source of information and reference about the performance of agencies and service providers for other stakeholders, educational and research institutions, the media and the public; and
 - key reference documents and documents for internal management.⁷

⁵ Public Accounts Committee, Legislative Assembly of Queensland, December 2001, Report No 59, *Annual Reporting in the Queensland Public Sector*, p 1

⁶ Auditor-General's Report No. 1 of 2003: *Effectiveness of Annual Reporting*, p 1

⁷ Chief Minister's Department, *Chief Minister's Annual Report Directions 2007-10*, p 3: Accessed March 2011 at <<http://www.legislation.act.gov.au/ni/2010-308/current/pdf/2010-308.pdf>>

- 2.4 The Committee notes that annual reports complement other annual whole-of-government reporting to present an aggregated view of the performance of the ACT public sector as a whole.⁸

Reporting framework

- 2.5 Annual and financial reports are prepared by reporting entities in accordance with the:
- Annual Reports (Government Agencies) Act 2004 (Annual Reports Act);
 - Chief Minister's Annual Report Directions 2007-10 (the Directions);⁹ and
 - Financial Management Act 1996 (FMA).
- 2.6 The Annual Reports Act sets the framework for annual reporting across the ACT public sector. This framework identifies which public bodies provide annual reports and outlines a timeframe for the provision of reports.
- 2.7 The Directions are set out in the *Annual Report (Government Agencies) Notice 2010 (No 1)*¹⁰ which is issued under the Annual Reports Act.¹¹ The Directions apply consistent public accountability and statutory reporting requirements across the public sector and apply to all administrative units and public authorities. The Directions prescribe a framework for annual reports to ensure consistency in public accountability and statutory reporting requirements across the public sector.
- 2.8 The ACT Auditor-General's Office audits the annual reports of all reporting entities for compliance with the Directions.¹²
- 2.9 The FMA requires departments and public authorities with financial reporting obligations under the FMA to include audited financial and performance

⁸ Chief Minister's Department, *Chief Minister's Annual Report Directions 2007-10*, p 5

⁹ As tabled in the ACT Legislative Assembly on 16 June 2010 and accessible at < <http://www.legislation.act.gov.au/ni/2010-308/current/pdf/2010-308.pdf> > (accessed 25 February 2011)

¹⁰ As tabled in the ACT Legislative Assembly on 18 June 2009 and accessible at < <http://www.legislation.act.gov.au/ni/2009-283/current/pdf/2009-283.pdf> > (accessed 1 March 2010)

¹¹ *Annual Reports (Government Agencies) Act 2004 (ACT)*, Part 2, Section 9

¹² Chief Minister's Department, *Chief Minister's Annual Report Directions 2007-10*, p 11

statements in their annual reports.¹³

Compliance with the Directions

- 2.10 The Committee considers that the reports of the referred agencies satisfactorily met the annual reporting requirements. The Auditor-General reported¹⁴ that all agencies submitted their annual reports to the ACT Legislative Assembly, and placed their annual reports on the relevant website, in a timely manner as required by the *Annual Reports (Government Agencies) Act 2004*.

Efficiency dividend requirements from 2010-2011

- 2.11 As a part of 2009-2010 Budget, the ACT Government incorporated:
- savings relating to wage restraint and the application of an efficiency dividend, totalling around \$17.7 million in 2010-11, increasing to \$19 million in 2012-13.¹⁵
- 2.12 During the reporting period, all agencies were required to identify efficiency measures for commencement the following financial year. This process is to be overseen by the Expenditure Review and Evaluation Committee¹⁶ which has been tasked to assess agency implementation plans for efficiency dividend measures and provide advice to the Budget Committee of Cabinet on their achievability and any potential risks.
- 2.13 The Committee noted that the 2009-2010 Annual Reports did not provide any indication of the approach adopted by the respective departments to this task and that rather, clarification from Ministers and departments had to be sought by Members during the hearings. The Department of Education and Training, in particular, seemed to have provided little forethought to this process

¹³ *Financial Management Act 1996 (ACT)*, Part 9, Division 9.6, Section 119, pp 103-105; Chief Minister's Department, *Chief Minister's Annual Report Directions 2007-10*, p 3

¹⁴ ACT Auditor-General's Office, *Audit Report, 2009-2010 Financial Audits, Report No. 10/2010*, p 4
<http://www.audit.act.gov.au/auditreports/reports2010/2009-10%20Financial%20Audits%20Final.pdf>

¹⁵ ACT Government, *Budget 2009-2010*, Budget Paper No. 3, p57

¹⁶ The Expenditure Review and Evaluation Committee were established in 2009. The Committee is jointly chaired by the Under Treasurer and the Chief Executive of the Chief Minister's Department. See, *ACT Budget 2010-2011*, Budget Paper No. 3, p22

despite the ACT Government's clear indication of this requirement in the 2009-2010 Budget as will be discussed in the next chapter.

RECOMMENDATION 1

- 2.14 **The Committee recommends that ACT departments provide in the outlook section of their Annual Reports an indication of the advanced planning undertaken during the reporting period to meet the department's obligations as a part of any future ACT Government budgeting objectives such as the achievement of a stipulated percentage efficiency dividend.**

3 EDUCATION AND TRAINING

Department of Education and Training

- 3.1 On 9 November 2011, the Minister for Education and Training appeared before the Committee with officials to discuss the *Department of Education and Training Annual Report 2009-2010* (DET Annual Report).

Efficiency dividend

- 3.2 The Minister was asked to clarify why the Department had addressed the efficiency dividend so late in 2010 given that all ACT departments and agencies were made aware of the requirement in 2009. Given the media reports regarding public concerns about the proposed efficiencies, it appeared that the Department had allowed little time for consultation and implementation and that the communication process had not been well developed.¹⁷
- 3.3 The concerns raised by some parent groups related to proposals to reduce the number of specialist support teachers for students with disabilities and Indigenous students.¹⁸ The proposals had been set out in an internal consultation paper which had become public.
- 3.4 The Chief Executive of the Department advised that the consultation paper was not designed to become public but rather was prepared as an internal communication document to ensure that staff were 'comfortable with the strategies that had been designed' with the intention 'to engage staff in the process and not have top-down changes to programs or reorganisation.'¹⁹ He indicated that, despite the unintended public concern generated by the inadvertent release of the consultation paper, the Department had been able to

¹⁷ Ms Bresnan, *Transcript of evidence*, 9 November 2010, p35

¹⁸ Peter Jean, "Barr attacked over cuts for disabled" in *The Canberra Times*, 25 September 2010, p3

¹⁹ Dr Watterson, *Transcript of evidence*, 9 November 2010, p36

gain and respond to feedback.²⁰ The Chief Executive indicated that the integrity of the process had been maintained as each of the proposed efficiency options had been considered and accepted or rejected on merit. He reassured the Committee that options proposed and rejected would not be considered as a part of future processes.²¹

- 3.5 The Chief Executive also indicated that future approaches to implementing the required efficiency dividend (1.5 percent over the next two years) would be informed by the experience gained.²² He noted that the Department's objective has been two-fold: that is, to implement efficiency measures in the delivery of education services in conjunction with a process of restoring decision-making for the allocation of resource to meet agreed operational priorities to schools. The establishment of four school regional networks (comprised of approximately 21 geographically connected schools) had facilitated this objective through facilitating collaboration and resource sharing.²³
- 3.6 The Committee fully supported the Department's efforts to include the views of all staff in decision-making processes but was concerned that the communication strategy did not appear to be clearly articulated as a part of the consultation plan or was not well understood by staff. Given the importance of the services provided by the Department and schools to the Canberra community, the Committee considered that a detailed consultation plan which set out process stages and timelines would help to minimise ambiguity and reduce the potential for concern.²⁴

RECOMMENDATION 2

- 3.7 **The Committee recommends that the Department of Education and Training establish and circulate to all staff an efficiency dividend consultation plan which clearly sets out the stages of consultation and timelines for decision-making during future implementation periods.**

²⁰ Dr Watterston, *Transcript of evidence*, 9 November 2010, p36

²¹ Dr Watterston, *Transcript of evidence*, 9 November 2010, p43

²² Dr Watterston, *Transcript of evidence*, 9 November 2010, p37

²³ Dr Watterston, *Transcript of evidence*, 9 November 2010, pp39-40

²⁴ Refer to paragraph 3.4. Dr Watterston, *Transcript of evidence*, 9 November 2010, p36

Post-school options

- 3.8 The Committee sought clarification on the changed administrative arrangements for the provision of post-school options for students with disabilities. The Department advised the Committee that there had not been a reduction in the resourcing of services for these students but that the coordination for these services was now being undertaken by Disability ACT in liaison with the Department of Education and Training.
- 3.9 The objective, the Committee was told, was to provide greater continuity between the school environment and the community during the latter years of schooling for all students. This was best achieved for students with disabilities by connecting them and their families with appropriate work and/or community organisations in the years prior to graduating. The Committee was advised that the community based organisation, House With No Steps, was providing that service to Year 11 and Year 12 students and their families and it was anticipated that they would extend the service to support Year 9 and Year 10 students in the future.²⁵

RECOMMENDATION 3

- 3.10 **The Committee recommends that the Department of Education and Training report on the percentage of students with disabilities that proceed to post-school options.**

Quality teaching

- 3.11 The Minister was able to provide some clarification for the Committee as to the key elements of the quality teaching strategy being deployed by the Department which included:
- Development of national professional standards for principals;²⁶
 - Enactment of the ACT Teacher Quality Institute Bill 2010;²⁷

²⁵ Mr Collis, *Transcript of evidence*, 9 November 2010, p45

²⁶ Mr Barr, *Transcript of evidence*, 9 November 2010, p48

²⁷ Mr Bateman, *Transcript of evidence*, 9 November 2010, p49. See *ACT Teacher Quality Institute Act 2010* see <<http://www.legislation.act.gov.au/a/2010-55/20110101-46336/pdf/2010-55.pdf>> (accessed 9 March 2011)

- Teacher registration process²⁸;
- Performance pay and changes to the teachers' career structure.²⁹

Youth retention and attainment

3.12 The Committee was interested in the impact of the ACT Government's 'earn or learn' policy since amendments to the legislation³⁰ had come into effect in January 2010, and in particular, whether there had been any noticeable impact on school retention levels. The Department advised that youth attainment and transition measures included the development of an individual pathway planning systems. The object of the measures were to support the building of relationships between school personnel and students and to ensure that schools were:

engaging them when they would not have otherwise been engaged and giving them credible pathways and enabling them to have choice in life in the future that would not have otherwise existed.³¹

3.13 Asked about the impact of the policy on the numbers of students who were now continuing with the education system, the Department advised that increased retention/college commencement numbers were apparent after the first year. These figures would be monitored to establish any trends.

3.14 Following the hearing, the Committee was provided with figures on the low number of exemptions from compulsory attendance granted during the first year.³² The Minister for Education and Training advised that:

as at 10 November 2010, 21 applications for exemption from schooling, home education or education with an alternate education provider have been considered for this school year. Of these applications, 13 applicants

²⁸ Mr Bateman, *Transcript of evidence*, 9 November 2010, p49 and p53

²⁹ Mr Barr, *Transcript of evidence*, 9 November 2010, pp50-52.

³⁰ See section 8 and section 9 of the *Education Act 2004 (ACT)* < <http://www.legislation.act.gov.au/a/2004-17/current/pdf/2004-17.pdf> > (accessed 15 March 2011)

³¹ Dr Watterston, *Transcript of evidence*, 9 November 2010, p59

³² Dr Watterston, *Transcript of evidence*, 9 November 2010, p60

have been granted exemption.³³

- 3.15 The Committee queried the data provided in the Annual Report regarding the number of 19 year olds holding a Year 12 qualification which provides the basis for Strategic Indicator 2: Year 12 or equivalent attainment rate. The percentage of young people holding this qualification had, according to the data presented, decreased by eight per cent from the previous year (from 88 per cent to 80 per cent)³⁴. The Department advised that the figures are based on a very small sample size³⁵ and subsequently provided the following base data³⁶ to clarify.

Table 1: Total number ABS survey respondents for DET Strategic Indicator 2

Year	Year 12 or equivalent attainment	Total 19 year-olds
2008	29	33
2009	21	27

- 3.16 The Committee agreed that the statistical significance of these figures were negligible and the percentages upon which they were based not meaningful. While appreciating the data is collected by the Australian Bureau of Statistics and used in the context of a national comparison, the Committee considered that the Department's reporting of this data could be clearer. Given the acknowledged errors in the data, the Committee did not consider that it provided a reliable basis upon which to support a strategic indicator. For this reason, the Department should review the potential for this data to support such an indicator and, at the very least, make the sample size clear to the reader in future annual reports.

³³ ETYA Question taken on notice no. 1, accessible at:

<<http://www.parliament.act.gov.au/committees/index1.asp?committee=117&inquiry=985&category=15>>

³⁴ Department of Education and Training, *Annual Report 2009-2010*, p27

³⁵ Ms Stewart, *Transcript of evidence*, 9 November 2010, p61

³⁶ ETYA question taken on notice no. 2, accessible at:

<<http://www.parliament.act.gov.au/committees/index1.asp?committee=117&inquiry=985&category=15>>

RECOMMENDATION 4

- 3.17 The Committee recommends that the Department of Education and Training review the performance reporting potential of strategic indicator 2 (Year 12 or equivalent attainment rate) and determine whether an alternative survey methodology can be developed at the local level to verify performance.

RECOMMENDATION 5

- 3.18 The Committee recommends that the Department of Education and Training make clear the survey sample and methodology upon which any performance reporting has been based.

Capital works

- 3.19 The Minister noted that during the reporting period, the Department had managed a capital works program of around \$200 million with funding being provided by both Commonwealth and Territory Governments. It was likely that every school in the Territory had experienced some construction activity during the financial year.³⁷

Other issues

- 3.20 During the hearing and as a part of the supplementary questions asked following the hearings, the Committee also sought and received information regarding the following matters:
- The costs and benefits arising from the professional development opportunities provided to three principals at the Harvard Graduate School of Education in the United States;³⁸
 - Changes to the survey methodology used to compile the student satisfaction and parent satisfaction surveys following feedback from the Auditor-General. The Department advised that further changes may be

³⁷ Minister for Education and Training, *Transcript of evidence*, 9 November 2010, p34

³⁸ Dr Watterston and Ms Johnston, *Transcript of evidence*, 9 November 2010, pp54-56

made following a review being undertaken by the Australian Curriculum and Assessment Reporting Authority;³⁹

- Developments in the information provided on the Australian Government's website and the likelihood of a more positive comparative position for the ACT in relation to other jurisdictions following refinement of measures used;⁴⁰
- The tertiary task force and the development of a discussion paper on creating a 'connected tertiary education environment' with the objective of meeting future challenges in the areas of regulation, collaboration and the national reform agenda for tertiary education;⁴¹
- Provision of disability education services with particular reference to student transitions from year to year and between primary and high schools and the nature of Departmental advice following the Shaddock Review;⁴²
- The outcomes and future assessment of the suspension support team pilot program which indicated a 38 per cent decrease in the number of suspensions in the pilot area;⁴³ and
- Departmental policy regarding the installation of closed circuit TV (CCTV) cameras on school campuses. The Committee was subsequently advised that two requests for the installation of CCTV cameras had been received during 2009 and 2010.⁴⁴

Canberra Institute of Technology

- 3.21 The Canberra Institute of Technology (CIT) Annual Report for the calendar year 2009 was referred to the Committee in October 2009. The Annual Report was tabled in the Legislative Assembly on 25 March 2010.

³⁹ Ms Stewart, *Transcript of evidence*, 9 November 2010, p56

⁴⁰ Mr Barr, Ms Stewart and Dr Watterston, *Transcript of evidence*, 9 November 2010, pp57-59

⁴¹ Mr Barr, *Transcript of evidence*, 9 November 2010, p64

⁴² Dr Collis, *Transcript of evidence*, 9 November 2010, p66

⁴³ Dr Collis, *Transcript of evidence*, 9 November 2010, pp66-68

⁴⁴ Mr Whybrow, *Transcript of evidence*, 9 November 2010, pp68-70. ETYA question taken on notice no. 5 accessible at:
<<http://www.parliament.act.gov.au/committees/index1.asp?committee=117&inquiry=985&category=15>>

Publication design

- 3.22 In terms of publication design, the Committee noted that the CIT Annual Report did not conform with the Chief Minister's Annual Report Directions as the CIT Report contains a large number of colour photographs and graphics.
- 3.23 The Chief Minister's Annual Report Directions advise that;
- covers must not exceed three colours;
 - multiple colours must be avoided – colour pages may be used to differentiate between sections;
 - reports should use no more than three print colours. Black or shades of black will be considered a colour;
 - it is permissible to use additional colours if required to adequately represent charts and graphics;
 - no full colour photography is to be used; and
 - the use of photographs generally is to be kept to a minimum and should be used to provide added information rather than as a design feature.⁴⁵

RECOMMENDATION 6

- 3.24 **The Committee recommends that the Canberra Institute of Technology take note of the Chief Minister's Annual Report Directions regarding preferred publication and design standards.**

Additional funding 2009

- 3.25 The Committee noted that the CIT had been provided with an additional allocation of \$12.22 million in the 2009 Budget and sought an update on the progress made towards the six projects identified, which included:
- CIT Online project (\$2.5 million);
 - New technology and equipment (\$1.25 million);
 - Horticultural facilities at the Bruce campus (\$4 million);
 - Relocation of the CIT's electro technology program to the Fyshwick Trade Skills Centre (\$2 million);
 - Expansion of the CIT scholarship program (\$300,000); and
 - Capital upgrades (\$2.17 million).

⁴⁵ Chief Minister's Annual Report Direction 2007-2010, p7: Accessed 4 April 2011 at <http://www.legislation.act.gov.au/ni/2010-308/current/pdf/2010-308.pdf>

- 3.26 The Deputy Chief Executive Operations advised that most of the projects had been completed or fully subscribed. He was also able to advise that online project received an additional \$2 million of funding to a total of \$4.5 million in total and that had allowed the CIT to upgrade their e-learning system with the same educational software used by the Australian National University and the University of Canberra. It had also allowed the implementation of a new version of the student information software and several other smaller projects to improve computing capacity at all campuses.⁴⁶
- 3.27 In response to supplementary questions, the Minister advised that the e-learning project would bring CIT in line with other TAFE systems around Australia.⁴⁷ He also advised that:
- ELearning will embrace a suite of solutions, in some cases fully online learning environments, but more commonly blended learning that includes various mixes of face-to-face, online and workplace learning applications. Fundamentally important is the notion of choice for the students and this is enabled through options for learner engagement with the learning process supported through contemporary technology based solutions.⁴⁸

International students - numbers

- 3.28 The Chief Executive indicated that the CIT had an international student body of 1,492 which equates to approximately 2,000 enrolments. Following incidents relating to international students elsewhere in the country which had a negative impact on Australia's reputation as an education provider to overseas students, the Chief Executive confirmed that the CIT was factoring in a downturn in numbers and setting in place an international student strategy for the next three year.⁴⁹ As a consequence, the CIT anticipated a reduction in international student fees in the order of 'a couple of million dollars'.⁵⁰

⁴⁶ Mr Kowald, *Transcript of evidence*, 23 November 2010, pp90-91

⁴⁷ Response to ETYA supplementary question no. 66

⁴⁸ Response to ETYA supplementary question no. 67

⁴⁹ Mr Marron, *Transcript of evidence*, 23 November 2010, pp91-93

⁵⁰ *Transcript of evidence*, 23 November 2010, p93

Student accommodation – planning

- 3.29 The Committee heard that accommodation continued to be a strategic priority issue. While all students, at the time of the hearing, were accommodated in a range of housing options including CIT stock (77 rooms), private rental or homestay programs, a \$50,000 design and business case project was underway.
- 3.30 Estimates derived as a part of the accommodation planning project have indicated that somewhere in the order of 380 rooms would be needed to cater for future international and regional students.⁵¹ In progressing this planning, the CIT has discounted any public/private partnership options as being unviable for projects under \$300 million.⁵²
- 3.31 The Minister noted that the introduction of a competitive tertiary environment from 2012 would put further pressure on the tertiary education sector to address supply-side issues such as accommodation which will impact on student choice of education institution.⁵³

Other issues

- 3.32 The Committee also raised the following issues:
- Tertiary Taskforce and the future of tertiary education and training;⁵⁴
 - Code of professional practice for CIT teachers and staff;⁵⁵
 - Case management approach to supporting students with disabilities and on-going reviews of best approaches to meeting needs of all students;⁵⁶
 - Industry partnerships to ensure relevance and currency of training provided by the CIT.⁵⁷

⁵¹ *Transcript of evidence*, 23 November 2010, p93

⁵² Response to ETYA supplementary question no. 88

⁵³ Minister for Education and Training, *Transcript of evidence*, 23 November 2010, p96

⁵⁴ *Transcript of evidence*, 23 November 2010, pp95-96

⁵⁵ *Transcript of evidence*, 23 November 2010, p97

⁵⁶ *Transcript of evidence*, 23 November 2010, pp99-100

⁵⁷ *Transcript of evidence*, 23 November 2010, p102

ACT Building and Construction Industry Training Fund Authority

- 3.33 The ACT Building and Construction Industry Training Fund Authority provides funding for training and skills development in areas of identified need.

Access and equity program

- 3.34 The Committee noted and sought further details about the reduced expenditure on the access and equity program for the reporting period. The Chair of the Authority noted that some variation from the previous year reflected expenditure on a DVD and the women in trades program. The Authority was significantly demand-driven in this regard and there continued to be challenges for the industry in raising the appeal and suitability of trades for identified equity groups.⁵⁸

Areas of skill shortage

- 3.35 The Authority indicated that skill shortages had been identified in the areas of carpentry, bricklaying, plastering and tiling but that the trend was towards improvement in the numbers of apprentices. While the Authority would continue to provide funding to employers in areas of skill shortages, early career wages continued to be a disincentive and created an obstacle in attracting apprentices.⁵⁹
- 3.36 The Committee also noted the re-establishment of the Bachelor of Building and Construction degree at the University of Canberra with funding from Hindmarsh, the Master Builders Association, the ACT Government and the Authority in the order of \$40,000 per annum over five years.⁶⁰

⁵⁸ *Transcript of evidence*, 23 November 2010, pp103-107

⁵⁹ *Transcript of evidence*, 23 November 2010, p105

⁶⁰ *Transcript of evidence*, 23 November 2010, p108

4 CHILDREN, YOUTH AND FAMILY SUPPORT

4.1 On 9 November 2011, the Minister for Children and Young People appeared with officials before the Committee to discuss the aspects from the *Department of Disability, Housing and Community Services ACT Annual Report 2009-2010* (DHCS Annual Report). The following outputs related to the performance of the Office for Children, Youth and Family Support (OCYFS) were discussed:

- Output Class 2 - Early Intervention
 - Output 2.1 Child and Family Centre Program
 - Output 2.2 Children Services
- Output Class 4 – Children, Youth and Family Services
 - Output 4.1 Youth Services
 - Output 4.2 Care and Protection Services.

4.2 This chapter provides an overview of some of the issues discussed during the public hearing and subsequently raised in supplementary questions.

Youth justice diversionary framework

4.3 The Committee sought further clarification on the diversionary framework for young people in the justice system and was advised that the ACT has relatively high levels of youth detention compared to other Australian jurisdictions so the framework was intended to clarify this situation and seek solutions.

4.4 The Department advised that evidence from other jurisdictions suggested that early intervention can reduce the number of young people who become involved in the system as indicated by data from Victoria.⁶¹ In terms of the ACT, increased referral to restorative justice processes is a strategy being pursued as well as the use of a reoffending or criminogenic risk assessment

⁶¹ Mr Hehir, *Transcript of evidence*, 9 November 2010, p3

tools.⁶²

- 4.5 Further information about youth offending patterns would be prepared by the Australian Institute of Criminology who had been asked to provide advice to the OCYFS about consistent measures of youth recidivism, including tracking young people through to the adult justice system.⁶³

RECOMMENDATION 7

- 4.6 **The Committee recommends that the ACT Government reports annually on the recidivism rate for young people who enter the juvenile justice system and on the percentage of those young people who are later incarcerated in the Alexander Maconochie Centre.**

RECOMMENDATION 8

- 4.7 **The Committee recommends that the ACT Government report on the number of young people who are undergoing diversionary programs in the period, including data on numbers of Indigenous and non-Indigenous young people being referred.**

Bimberi Youth Justice Centre

- 4.8 A number of issues concerning the operation of the Bimberi Youth Justice Centre were raised by the Committee including:
- Appropriateness of the CHART (changing habits and reaching targets) Program which is a cognitive behaviour approach to working with young people;⁶⁴
 - Security issues, including the circumstances during which two young people at the centre accessed the roof of one of the buildings;⁶⁵
 - Case management practices; and
 - Training and education programs.

⁶² Mr Reid, *Transcript of evidence*, 9 November 2010, p5

⁶³ Mr Reid, *Transcript of evidence*, 9 November 2010, p5

⁶⁴ Mr Reid, *Transcript of evidence*, 9 November 2010, p13 and p16

⁶⁵ *Transcript of evidence*, 9 November 2010, pp17-19

The last two items are outlined in detail below.

- 4.9 In a supplementary question, the Committee also sought the view of the Official Visitor Children and Young People, about the perception of young people at the Centre that lockdowns had been unfair. The Official Visitor advised that the complaints ceased when a full complement of staff was operating at the Centre.⁶⁶

Case management at Bimberi Youth Justice Centre

- 4.10 The scope of the role of four case managers at the Centre and their capacity to support young people, including facilitating their involvement with education programs. The Committee was informed that a significance component of the case managers' work involve liaison with service providers.⁶⁷ The role of the senior case manager, or program manager, was to coordinate the support offered to young people within the Centre by the external service providers.⁶⁸
- 4.11 In many cases, it is the external service providers who work with young people according to their particular circumstance so that the actual needs of the young person can be met.⁶⁹
- 4.12 The Minister advised the Committee of the value of a recent gathering of external service providers she had hosted and the Committee sought reassurance that there were other opportunities for these providers to share information and understanding about their work at the Centre. The OCYFS indicated that there were other collaborative meetings conducted by case managers but the Committee was advised that there are no formal feedback mechanism in place, such as a survey or independent review mechanism, for external service providers to offer feedback on their experiences in terms of access to the Centre, relationships between various groups within the Centre and an avenue for constructive criticism or affirmation of the management practices of the Centre.⁷⁰

⁶⁶ Official Visitor Children and Young People, response of the ETYA supplementary question no. 122

⁶⁷ Mr Reid, *Transcript of evidence*, 9 November 2010, pp9-10

⁶⁸ *Transcript of evidence*, 9 November 2010, pp9-12

⁶⁹ Mr Reid, *Transcript of evidence*, 9 November 2010, pp11-12

⁷⁰ *Transcript of evidence*, 9 November 2010, pp15-16

Training and education programs at Bimberi Youth Justice Centre

- 4.13 Asked about the provision of training and education programs, the Committee was advised that a risk assessment process is an important determinant of the programs and activities available for young people to participate in at the Centre. This assessment had a significant bearing on the level of activities provided. For example, in response to a question on notice, the Minister advised that metal work classes had been available to low risk residents of the Centre during 2009 and in the first term of 2010. However, the Minister advised that:

Access to the metal workshop was reduced due to the small resident population, high turnover of short term remandees and restrictions on some young people as a result of safety and/or security concerns regarding their access to tools.⁷¹

- 4.14 The Committee heard that in addition to metal work training, the residents of Bimberi can access a horticultural program⁷², a living skills program, a brick laying course, learn skills related to the hospitality industry as well as access general educational programs which focus on literacy and numeracy skills development.⁷³
- 4.15 The Committee was concerned that the utilisation rate for the facilities at Bimberi was relatively low, however. For instance, no young people had been assessed as being suitable to undertake training in the main kitchen which had been built with such training opportunities in mind.⁷⁴
- 4.16 During the hearing, the OCYFS advised that over 50 per cent of young people coming into the Centre would be there for less than five days and generally a more detailed case management plan will be progressed and risk assessment made those young people who have been sentenced.⁷⁵ The Committee noted that there had been approximately 200 admissions to Bimberi Youth Detention

⁷¹ Response to question taken on notice no. 7

⁷² *Department of Disability, Housing and Community Services ACT Annual Report 2009-2010*, p6

⁷³ *Transcript of evidence*, 9 November 2010, pp14-16

⁷⁴ *Transcript of evidence*, 9 November 2010, pp21-24

⁷⁵ Mr Reid and Mr Hehir, *Transcript of evidence*, 9 November 2010, pp12-13

Centre since opening, some of those admissions would be of the same individual.⁷⁶

- 4.17 In a supplementary question response the Committee was advised that two residents of Bimberi had been assessed as suitable and participated in the semi-independent living program which is a program that 'allows young people to develop skills such as planning and preparing meals, budgeting, hygiene and time management.'⁷⁷
- 4.18 The object of this sort of program is to assist young people to establish skills and to provide linkages with external agencies which can continue to provide support during the period of transition back into the community. The Committee was concerned that the OCYFS should ensure that these supports for young people are well integrated in the case management process and that collaborative input from key service providers concerning the best rehabilitative options for young people were maximised.
- 4.19 The Committee noted the view of the Official Visitor regarding post-release programs for young people at Bimberi who advised that:
- My concern in listening and supporting the young people is that there appears to be 'a gap' between the rhetoric of the plan and the actual practicalities of the implementation processes of the transition plan.⁷⁸

RECOMMENDATION 9

- 4.20 **The Committee recommends that the Office for Children, Youth and Family Support develop a formal structured feedback mechanism for external services providers to Bimberi Youth Justice Centre to ensure that the experience of these providers in accessing the Centre; establishing relationships with young people resident at the Centre; conducting their support services; and, dealing with management systems at the Centre can be used by the Office to review and improve operational practices.**

⁷⁶ Mr Reid and Mr Hehir, *Transcript of evidence*, 9 November 2010, pp23-24

⁷⁷ *Department of Disability, Housing and Community Services ACT Annual Report 2009-2010*, p6

⁷⁸ Official Visitor Children and Young People, Response to ETYA supplementary question no. 123

RECOMMENDATION 10

- 4.21 **The Committee recommends that, in establishing a structured feedback mechanism for external service providers to the Bimberi Youth Justice Centre, the Office for Children, Youth and Family Support also include a mechanism which will facilitate appropriate monitoring of the level of on-going contact between young people and external service providers post-release from Bimberi Youth Justice Centre.**

Child protection case conferencing pilot

- 4.22 The Committee sought an update on the case conferencing pilot mentioned in the Annual Report as having received positive feedback from stakeholders.⁷⁹ The OCYFS indicated that the pilot commenced in November 2009 with a focus on 12 to 15 year olds. Case conferences were held in a variety of settings including the Canberra Hospital, schools and Bimberi Youth Justice Centre. The pilot conferences were well attended by families of the young people and 76 per cent of these families indicating that they found it useful. Of the professionals involved in the support of young people, 92 per cent indicated that the conferencing methodology used was valuable.⁸⁰
- 4.23 As a consequence of the success of the pilot, the OCYFS has formally established a case conferencing program and has held eight training sessions with community providers to instruct them in the methodology.⁸¹

Child and Family Centre

- 4.24 The Committee indicated that they had appreciated the opportunity to visit the Gungahlin Child and Family Centre and hear more detail about the service delivery model utilised. The Department advised that further development of the family centre model was being planned over the coming decade (in areas such as Woden/Weston and Molonglo). An important characteristic of the

⁷⁹ *Department of Disability, Housing and Community Services ACT Annual Report 2009-2010*, p81

⁸⁰ Mr Wyles, *Transcript of evidence*, 9 April, 2010, p20

⁸¹ Mr Duggan, *Transcript of evidence*, 9 April, 2010, p20

model had been to build a delivery model upon existing services in the area and with attention to the areas client groups.

- 4.25 The OCYFS advised that Aboriginal and Torres Strait Islander residents in the Belconnen area had been identified as important stakeholders in the planning for the new Centre in West Belconnen. The delivery of services will also reflect this model of consultation to ensure that services are adapted to meet the needs of the community.⁸² The completion of the West Belconnen Centre was anticipated for March 2011 rather than December 2010 as construction work had been delayed by rain.

Other issues

- 4.26 The Committee also sought clarification on the following issues:
- The sibling placement principles adopted by the OCYFS and decision-making processes adopted in determining best outcomes for complex cases. The Minister confirmed that individual briefings for Ministers could be provided on request.⁸³
 - Procurement processes for the out-of-home care program; the operation of a therapeutic facility; the coordination of an integrated system in therapeutic services; and the provision of support services for grandparent kinship carers, including the Carer Liaison Officer. Regarding the procurement for services to support kinship carers, the Minister advised that the delays in finalising arrangements were frustrating but liaison with kinship carers had been ongoing in the meantime.⁸⁴
 - Overall delays experienced in implementing a Practice Framework for child protection workers meaning that the Framework had not been finalised by the end 2010 although elements of the framework were being progressed.⁸⁵
 - The role of the Children and Young People's Taskforce in the development and implementation of the Young People's Plan which had provided an

⁸² *Transcript of evidence*, 9 November 2010, pp7-9

⁸³ Ms Burch, *Transcript of evidence*, 9 November 2010, p26

⁸⁴ *Transcript of evidence*, 9 November 2010, pp27-29

⁸⁵ Mr Wyles, *Transcript of evidence*, 9 November 2010, p30

opportunity for greater engagement of members of the taskforce to be involved in the realisation of both the Young People's Plan and the Children's Plan over the next five years.⁸⁶

- The impact of the efficiency dividend which amounts to approximately \$1.6million had been made equitably across the Department of Disability, Housing and Community Services through such measures as efficiencies in bundling service contracting arrangements; voluntary redundancies in the order of eight or nine officers; and administrative savings across the whole agency.⁸⁷

⁸⁶ *Transcript of evidence*, 9 November 2010, p31

⁸⁷ *Transcript of evidence*, 9 November 2010, pp32-33

5 ARTS AND CULTURE

- 5.1 On 23 November, the Committee met with the Minister for Arts and Heritage regarding annual reports matters related to the Arts portfolio (artsACT) and the Cultural Facilities Corporation.

Access to venues

- 5.2 The Committee was interested in the strategies being pursued by artsACT to facilitate ease of access to arts and cultural venues for various groups in the community.
- 5.3 The Committee was advised that in order ensure physical access to older arts and cultural facilities, renovations have been undertaken to ensure compliance with current disability accessibility codes.⁸⁸
- 5.4 The Minister also agreed that factors such as location and transport options could influence access for many in the community including young people. To address the diverse numbers of community facilities, artsACT was considering options such as the co-location of similarly focused activities, like visual or dramatic arts, to improve access. Key areas which might be considered as a part of this approach included Kingston, the Street Theatre precinct and Tuggeranong.⁸⁹
- 5.5 The Committee also heard about other outreach programs provided by the Australian National University with funding by the ACT Government including:
- The music in schools program, which is delivered in 32 ACT schools and engage over 1,500 students under the auspices of the ANU School of Music;
 - In the order of 83 different subsidised fee paying courses offered by the ANU School of Art which have attracted enrolments of 865 people in the Canberra community;

⁸⁸ Mr Whitney, *Transcript of evidence*, 23 November 2010, p71. See also pp83-84.

⁸⁹ *Transcript of evidence*, 23 November 2010, p71-74. This was an approach recommended by the Review of the Arts in Canberra conducted by Peter Loxton and Association, June 2010, accessed on 4 April 2011 at <http://www.arts.act.gov.au/pages/images/Final%20Report%20by%20Peter%20Loxton.pdf>

- Community access to the ANU School of Music and School of Art libraries; and
- Public lectures offered by the ANU School of Art.⁹⁰

5.6 The Committee also sought details about the Artists in Schools program funded by the Australia Council which had provided \$100,000 for five artists to work within schools over 10-14 weeks periods.⁹¹

Public arts program

5.7 The Committee sought clarification on the final expenditures as a part of the public art scheme. In responding to a question taken on notice, the Minister for Arts and Heritage advised that the following expenditures had been made during the reporting period for a total expenditure of \$1,629,500.

Table 2: Public Art expenditure for 2009-2010 by item and artist⁹²

Public Art	Artist	Purchase price (ex GST)
Relic	Rick Amor	\$110,000
Gravity Circle	Haruyuki Uchida	\$65,000
Life boat	Nerine Martini	\$30,000
On the Staircase	Keld Moseholm	\$74,000
Oyster	Geoffrey Bartlett	\$15,000
Two Legged Marsupial	Geoffrey Bartlett	\$20,000
Young Eagle	Qian Jian Hua	\$12,000
Ark in the Ark and Beyond	Wataru Hamasaka	\$32,000
Icarus	Jan Brown	\$390,000
Touching Lightly	Warren Langley	\$394,000
Alfred Deakin: A like in Three Phases	Martin Moore	\$124,000
Three of Knowledge	Peter Latona	\$90,000
Vessel of (Horti) Cultural Plenty	Warren Langley	\$74,000
Woden Flood Memorial	Ian Marr	\$21,500
Microscopia	Warren Langley	\$178,000

⁹⁰ Mr Whitney, *Transcript of evidence*, 23 November 2010, pp75-76

⁹¹ ETYA supplementary question no 97

⁹² Response to ETYA question taken on notice no. 11.

- 5.8 The Committee was advised that the allocations for this program were nearly expended and the future of a public arts program would be considered by the Government as a part of the overall review of arts policy in the ACT.⁹³

Other issues

- 5.9 The Committee also sought more information about the following matters:
- Refurbishment and upgrades to a number of arts facilities and leasing arrangements for Strathnairn and Cuppacumbalong.⁹⁴
 - The confidentiality of community responses to the Loxton Review.⁹⁵ The Committee noted that on 28 February 2011 the responses from those individuals or groups which have agreed to publication became available on the artsACT website.⁹⁶ At the time of reporting, the ACT Government has not determined how the Review recommendations would be implemented.⁹⁷
 - Access by community based arts organisations to affordable insurance schemes.⁹⁸
 - The work of the interdepartmental committee to remove barriers to contemporary music which was established to consider the findings of the Standing Committee on Planning, Public Works, Territory and Municipal Services Inquiry into Live Community Events. The interdepartmental committee will consider actions to be taken by the ACT Government to reduce the barriers to live music events.⁹⁹

⁹³ Mr Stanhope, *Transcript of evidence*, 23 November 2010, pp81-82

⁹⁴ *Transcript of evidence*, 23 November 2010, pp83-85

⁹⁵ *Transcript of evidence*, 23 November 2010, pp74-75. The *Review of the Arts in Canberra* (June 2010) was prepared by Peter Loxton and Associates and can be accessed at <<http://www.arts.act.gov.au/pages/images/Final%20Report%20by%20Peter%20Loxton.pdf>>

⁹⁶ The Accessed 5 April 2011 at <<http://www.arts.act.gov.au/pages/page174.asp>>

⁹⁷ See ETYA supplementary question no 100

⁹⁸ *Transcript of evidence*, 23 November 2010, pp76-77

⁹⁹ *Transcript of evidence*, 23 November 2010, pp77-80

Cultural Facilities Corporation

- 5.10 The Cultural Facilities Corporation (CFC) promotes cultural activities within the ACT and oversees the management of various cultural institutions, including the Canberra Theatre Centre, the Canberra Museum and Gallery and the historical places of Lanyon, Calthorpes' House and Mugga Mugga.

Volunteer program

- 5.11 The Committee noted the importance of volunteer programs for the functioning of the historical places providing approximately 1800 hours of service. The Chief Executive advised that it was primarily on the basis of volunteer time that Mugga Mugga was not open each weekend rather than monthly.¹⁰⁰

E-business upgrades

- 5.12 New websites for the Canberra Theatre Centre had been developed during the reporting period to improve clarity between venue information and ticket sales. There has been an increase in the number of on-line sales as a consequence and in 2009-2010, 'there was a 30 per cent increase over the previous financial year in terms of online ticket sales.'¹⁰¹
- 5.13 There were some accrued benefits to the Centre as well with improved information management which would lead to better marketing and future audience development opportunities.
- 5.14 The Committee was also informed that improved use of technology had provided significant improvements in the Centre's capacity to provide accessible services to people with hearing impairments through the use of dialogue text screen on the side of the stage.¹⁰²

¹⁰⁰ Ms Elvin, *Transcript of evidence*, 23 November 2010, pp85-86

¹⁰¹ Ms Elvin, *Transcript of evidence*, 23 November 2010, p87

¹⁰² Ms Elvin, *Transcript of evidence*, 23 November 2010, pp87

Other issues

Nolan collection

- 5.15 The Committee was also provided with an update on the Nolan collection and was advised that those pieces of the collection which were on loan have now been returned to the Nolan Estate. The twenty-four pieces which comprise the foundation collection are on display in the Canberra Museum and Gallery in a dedicated gallery space.¹⁰³

Loxton Review recommendations

- 5.16 The CFC Board's response to the Loxton report on arts policy and funding in the ACT was also discussed and the Chief Executive advised that while the review was welcome and many of the findings had been supported, the Board was disappointed by the final report produced and with the recommendations for the Corporation to the extent that 'it disagreed with and mounted a number of arguments as to why it felt those recommendations should not be implemented'.¹⁰⁴

Amanda Bresnan MLA

Chair

19 April 2011

¹⁰³ *Transcript of evidence*, 23 November 2010, p88

¹⁰⁴ Ms Elvin, *Transcript of evidence*, 23 November 2010, p89

APPENDIX A: Witnesses

Friday 9 November 2011

Ms Joy Burch MLA

Minister for Children and Young People

Mr Martin Hehir, Chief Executive, Department of Disability, Housing and Community Services

Mr Frank Duggan, Executive Director, Office for Children, Youth and Family Support, Department of Disability, Housing and Community Services

Mr Paul Wyles, Director, Care and Protection, Office for Children, Youth and Family Support, Department of Disability, Housing and Community Services

Mr Michael Reid, Director, Youth, Office for Children, Youth and Family Support, Department of Disability, Housing and Community Services

Ms Helen Pappas, Senior Manager, Early Intervention and Prevention, Office for Children, Youth and Family Support, Department of Disability, Housing and Community Services

Mr Ian Hubbard, Director, Finance and Budget, Corporate Department of Disability, Housing and Community Services

Mr Andrew Barr MLA, Minister for Education and Training,

Dr Jim Watterston, Chief Executive, Department of Education and Training

Ms Jayne Johnston, Executive Director, Department of Education and Training, Education and Training

Ms Leanne Cover, Executive Director, Tertiary and International Education, Department of Education and Training

Mr Mark Whybrow, Acting Executive Director, Corporate Services, Department of Education and Training

Dr Mark Collis, Director, Aboriginal and Torres Strait Islander Education and Student Support, Department of Education and Training

Ms Trish Wilks, Director, Learning and Teaching Department of Education and Training

Ms Tracy Stewart, Director, Measurement, Monitoring and Reporting, Department of Education and Training

Mr Michael Bateman, Interim Chief Executive, Teacher Quality Institute, Department of Education and Training

Tuesday 23 November 2011

Mr Jon Stanhope MLA
Minister for the Arts and Heritage

Mr Andrew Cappie-Wood, Chief Executive, Chief Minister's Department

Mr David Whitney, Director artsACT, Culture and Communications, Chief Minister's
Department

Ms Harriet Elvin, Chief Executive Officer, Cultural Facilities Corporation

Mr Andrew Barr MLA, Minister for Education and Training

Mr Peter Kowald, Deputy Chief Executive, Operations, Canberra Institute of
Technology

Mr Adrian Marron, Chief Executive, Canberra Institute of Technology

Ms Kaye O'Hara, Deputy Chief Executive, Academic, Canberra Institute of
Technology

Mr James Service, Chairman, Building and Construction Industry Training Fund
Authority

Mr Gary Guy, Chief Executive Officer, Building and Construction Industry Training
Fund Authority

APPENDIX B: Responses received to questions taken on notice

QTON number	Hearing date	Member asking	Minister	Subject
1	9 Nov	Chair	Edu & Training	Earn and Learn policy
2	9 Nov	Mr Doszpot	Edu & Training	Sample size for strategic indicator 2
3	9 Nov	Chair	Edu & Training	Essential skills program – nos. programs per year
4	9 Nov	Chair	Edu & Training	Essential skills – nos. teachers
5	9 Nov	Mr Doszpot	Edu & Training	CCTV @ schools
6	9 Nov	Mr Hargreaves	Children & YP	Total ATSI at Bimberi
7	9 Nov	Mr Coe	Children & YP	Metalwork classes at Bimberi
8	9 Nov	Mrs Dunne	Children & YP	Young person on roof at Bimberi
9	23 Nov	Ms Hunter	Edu & Training (CIT)	Interagency Transition Committee
10	23 Nov	Mr Doszpot	Edu & Training (CIT)	<i>Professional Practice</i> document disability education at CIT
11	23 Nov	Mrs Dunne	Arts & Heritage	Public art program – costs

APPENDIX C: Supplementary Questions

ETYA question no.	Subject area
<i>Department of Education and Training</i>	
01	Health and Well Being - uptake of the Minister's Physical Activity Challenge
02	Impact on schools and colleges of "earn or learn" policy.
03	Numbers of students not complying with "earn or learn" requirement
04	Strategic Plan Students with a Disability - development
05	Strategic Plan Students with a Disability - Implementation of strategy
06	Strategic Plan Students with a Disability – Review of special education
07	Strategic Plan Students with a Disability - consultation
08	Achievement gap in the performance of indigenous and non indigenous students - progress
09	Achievement gap in the performance of indigenous and non indigenous students – strategies to address
10	COAG "Smart School" partnerships
11	The Australian Early Development Index (AEDI) – support for schools in areas
12	The Australian Early Development Index (AEDI) – approach in other jurisdictions
13	Vocational Education and Training – Priority Support Program numbers
14	Vocational Education and Training – Priority Support Program graduations
15	Vocational education and training – delays in payments to RTOs
16	Vocational education and training – impact on RTOs
17	Vocational educations and training - Indigenous Apprentices and Workers

ETYA question no.	Subject area
18	Vocational educations and training – promotion of Indigenous Apprentices and Workers
19	Vocational educations and training – numbers of Indigenous Apprentices and Workers
20	Transitions out of care - discussion
21	Transitions out of care - protocols
22	Audit - Student Support Services for Public High Schools - recommendations
23	Audit - Student Support Services for Public High Schools - impact
24	Human Resources Performance – availability of relief teachers
25	Human Resources Performance – recruitment processes
26	Human Resources - Length of service
27	Human Resources – strategies to extend length of service
28	Human Resources – Gender breakdown
29	Human Resources– Staff retention
30	Human Resources– Staff retention strategies
31	Human Resources– effectiveness of staff retention strategies
32	ICT support – waiting time in schools
33	ICT support – expenditure
34	ICT support – budget
35	Professional development – Harvard leadership course
36	Professional development – other options considered
37	Professional development – duration of program
38	Professional development – Harvard leadership course cost

ETYA question no.	Subject area
39	Aboriginal and Torres Strait Islander (ATSI) reporting
40	English as a Second Language – two positions until end 2011
41	English as a Second Language – demand in preschools
42	English as a Second Language – catering for preschools
43	English as a Second Language – minimal language definition
44	English as a Second Language – minimal language definition comparison
45	English as a Second Language – access
46	English as a Second Language – growth
47	NAPLAN – support for students below minimum standard
48	NAPLAN – comparison similar areas
49	Indigenous literacy and numeracy officers – future of
50	School Safety - Cyber-bullying
51	CCTV – list of schools and costs
52	CCTV – applications
53	CCTV – applications denied
54	Cleaning contract - arrangements
55	Cleaning contract - rate
56	Cleaning contract - savings
57	National Curriculum – comparison with ACT curriculum
58	National Curriculum – ACT consultation findings
59	National Curriculum – support for teachers
60	Class sizes – appointment of additional teachers

ETYA question no.	Subject area
61	Human Resources Performance – delays in appointment process
62	Staffing – level of temporary staff
63	Staffing – temporary employees
64	Staffing – breakdown of length and type of employment
65	Staffing – numbers of staff acting at higher duties
<i>Canberra Institute of Technology</i>	
66	eLearning – impact on teaching strategy
67	eLearning – components
68	eLearning – costs
69	Gungahlin Learning Centre
70	Productivity places – expanded training activities
71	Expansion of CIT
72	International students – increases in numbers
73	International students – revenue
74	International students – trends influencing
75	CIT Online
76	CIT Online – service to clients
77	CIT Online and eLearning
78	Tuggeranong – additional learning services
79	Staff digital literacy
80	Strategic Asset Management - Forecast Demand for VET Delivery
81	Strategic Asset Management – extended capability planning

ETYA question no.	Subject area
82	Strategic Asset Management – cost-benefit
83	Strategic Asset Management – plans for all campuses
84	Strategic Asset Management - cost
85	Strategic Asset Management – approach between campuses
86	Strategic Asset Management – comparative costs
87	Strategic Asset Management - Reid Campus
88	Strategic Asset Management – Public-Private Partnerships
89	Strategic Asset Management – PPP options
90	Strategic Asset Management - Reid Campus – socioeconomic changes
<i>Building and Construction Fund Training Fund Authority</i>	
91	Training Programs - uptake
92	Training Programs – quality and effectiveness
93	Training Programs - measurement
94	Training Programs - underperformance
95	Public Art - artists
96	Arts – types of art
97	Artists in Schools – number
98	Changes to budget accountability indicators
99	Grants – Indigenous or emerging artists
100	Indigenous or emerging artists – proposed grant scheme
<i>Cultural Facilities Corporation</i>	
101	CFC revenue – Canberra Theatre
102	CFC revenue – separation of Canberra Theatre

ETYA question no.	Subject area
103	CFC revenue – own source
104	Conservation works - public access during
105	Conservation works – public notification
106	Conservation works – recommendations
107	Master Plan Civic
108	Master Plan Civic – CFC involvement
109	Per Visitor Targets
110	Own-source revenue
111	CFC – future capacity
<i>Office for Children, Youth and Family Support</i>	
112	Bimberi Semi-Independent Living Program
113	Parenting tip sheets
114	Parenting tip sheets – marketing
115	Children and Young People Taskforce
116	Children and Young People Taskforce – Children’s Plan
117	Youth Advisory Council
118	G 8 project – Gungahlin region
119	G 8 project - implementation
120	G 8 project – application across Canberra
121	Young People’s Plan Consultation
<i>Official Visitor</i>	
122	Bimberi - lockdowns
123	Bimberi - post release programs
124	Bimberi - post release programs – ideal outcomes