

ESTIMATES 2006

Question on Notice

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School closures

Dr Deb Foskey MLA : To ask the Minister for Education ... – In relation to proposed school closures

1. (a) What is the average recurrent expenditure per student for each ACT government primary school, high school, college and special school for the latest available year?

 (b) What is the average recurrent expenditure per student in each school for:
 - teaching staff;
 - other staff;
 - utilities;
 - grounds and maintenance;
 - consumables;
 - cleaning;
 - other.
2. (a) What is the annual recurrent financial savings to the ACT Government expected from the closure of each pre-school, primary school, high school and college listed for closure from 2006-2008 in the Towards 2002: Renewing our Schools statement.

 (b) What are the expected financial savings in each school for:
 - teaching staff;
 - other staff;
 - utilities;
 - grounds and maintenance;
 - consumables;
 - cleaning;
 - other.
3. (a) What is the annual recurrent financial savings to the ACT Government expected from each of the multi-campus arrangements listed in the Towards 2002: Renewing our Schools statement.

 (b) What are the expected financial savings in each case for:
 - teaching staff;
 - other staff;
 - utilities;
 - grounds and maintenance;
 - consumables;
 - cleaning;
 - other.
4. (a) What government agencies or units of ACT government departments occupy space in the preschools and schools listed for closure in the Towards 2020: Renewing our Schools statement?

- (b) What is the annual rent paid by each of these agencies or units?
 - (c) What is the estimated cost of moving these agencies or units to another location?
 - (d) What is the estimated annual cost of renting commercial space for these agencies and units?
- 5.
- (a) What community organisations currently occupy space in the preschools and schools listed for closure?
 - (b) What is the annual rent paid by each of these organisations?
 - (c) What provision will be made for the future location of these organisations and what costs will be incurred by the ACT Government?

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

- (1) (a) and (b) The answer can be found at the Department's website www.det.act.gov.au. Splits between a number of the sub-categories which you have sought are not easily calculated. I will not be authorising the Department to take on these calculations due to a lack of departmental resources within the timeframe. No special schools are proposed to be closed by the *Towards 2020 proposal*, and therefore costs per student for special schools have not been provided.
- (2) Same answer as (1).
- (3) Same answer as (1).
- (4) (a) The Department has a number of staff who deliver a range of student services and teacher selection and training who are currently based in excess space in several schools. Some staff frequently relocate their base, depending on the need for their services while other others work closely with school principals and teachers in staff development and selection. These officers would seldom occupy commercial offices because of the nature of their work. Apart from these arrangements, the Department has no listed agreements with other government agencies or units of ACT Government to occupy space in the preschools and schools identified for closure in the *Towards 2020: Renewing our Schools* proposal.
- (b) Nil.
- (c) Not applicable.
- (d) Not applicable.
- (5) (a) A list of community organisations currently occupying space in the preschools and schools listed for closure is at Attachment A.

- (b) The annual rent paid by community organisations currently occupying space in the preschools and schools listed for closure is at Attachment A.
- (c) At this stage, the Government has not made any decision to close schools. The consultation process will include an assessment of the needs for tenants in ACT Government schools.

Attachment A

School	Tenants	Income for 2005/2006 (GST Exclusive)
GIRALANG	Dr Sue Wareham (non teaching space)	\$ 13,945
HIGGINS HEALTH CLINIC	Sharing Places Inc	\$ 7,954
MELBA HEALTH CLINIC	Sharing Places Inc (non teaching space)	\$ 8,504
MELROSE	Subud Archives International (Australia)	\$ 9,003
MELROSE	YMCA	\$ 13,877
RIVETT	Noah's Ark Resource Centre	\$ 20,821
RIVETT	Warehouse Circus	\$ 1,326
WESTON	Nature & Society Forum Inc Australian National Biocentre Incorporated Australia 21 Limited The Australian Environmental Labelling Association Inc The Sustainability Science Team Pty Ltd Sustainable Population Australia	\$ 9,757
WESTON	Association of Parents & Friends of ACT Schools Inc	\$ nil -
WESTON HEALTH CLINIC	Uniting Care Mirinjani Village	\$ 11,339
MACARTHUR HEALTH CLINIC	National Centre for Road Trauma Support Limited (non teaching space)	\$ 4,942
CHIFLEY HEALTH CLINIC	National Parks Association (non teaching space)	\$ 1,787
COOK	Canberra Youth Ballet School	\$ 33,394
	ACT Playgroups Association	\$ 17,670
	Community Programs Association Inc	\$ 8,352
	Adult Learning Australia Inc	\$ 1,850

Towards 20/20 proposal - school closure

DR FOSKEY - asked the Minister for Education and Training on 28 June 2006:

In relation to the *Towards 2020* proposal

- 1) Educational, financial and social impact of school closures
 - a) Section 20 (5) of the Education Act requires that, before closing or amalgamating a government school, the Minister must have regard to the educational, financial and social impact of students at the school, the students families and the general school community.
 - b) What factors will the Minister for Education take into account in consideration of the educational impact of closing and amalgamating schools on students at the school, the students' families and the general school community?
 - c) What factors will the Minister for Education take into account in consideration of the financial impact of closing and amalgamating schools on students at the school, the students' families and the general school community?
 - d) What factors will the Minister for Education take into account in consideration of the social impact of closing and amalgamating schools on students at the school, the students' families and the general school community?
 - e) How does the Minister intend to collect information on the educational, financial and social impact on students at the school, the students' families and the general school community?
- 2 Reasons why each school has been proposed for closure or amalgamation
 - a) What are the specific reasons for the proposed closure of each individual preschool and school as nominated in the *Towards 2020: Renewing our schools* statement?
 - b) What are the specific reasons for the proposed amalgamation of each individual preschool and school as nominated in the *Towards 2020: Renewing our schools* statement?
- 3 Portable classrooms
 - a) How many portable classrooms are estimated to be needed to accommodate students displaced from schools proposed for closure in the *Towards 2020: Renewing our schools* statement?
 - b) What is the average cost for the transport and installation of a portable classroom?
 - c) Will the Department of Education have to purchase additional portable classrooms needed to accommodate displaced students and what is the average cost of a portable classroom?

4. School building refurbishment and equipment

- a) For each of the regions included in the *Towards 2020: Renewing our schools* statement, what building refurbishments are planned in the remaining schools to accommodate students displaced from schools proposed for closure in the statement? What is the estimated cost of these refurbishments?

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

- 1 a) See 1 b), c) and d).
 - b) In accordance with the *Education Act 2004*, the Minister will have regard to the educational impact of any factors raised during the consultation process.
 - c) In accordance with the *Education Act 2004*, the Minister will have regard to the financial impact of any factors raised during the consultation process.
 - d) In accordance with the *Education Act 2004*, the Minister will have regard to the social impact of any factors raised during the consultation process.
 - e) I will gather this information during the consultation process. Eight initial community forums have been held, one in each region with further forums planned over coming months, although these may not be on a whole of region basis. The community has been provided with the opportunity to provide feedback and suggestions on the *Towards 2020* proposal via email and postal submissions until 3 November 2006. A phone line has been established so that parents and community members can speak to departmental officers on specific issues. I have also sent a letter to all School Board Chairs seeking their views, with similar letters provided to community groups. Departmental officers will meet with staff, parent and community groups throughout the consultation period. Parents of students with special learning needs enrolled in schools proposed for closure or amalgamation have been invited to meet individually with special education personnel to discuss the particular needs of their child.
- 2 a) In relation to each of the schools and preschools listed the approach taken was to look at the needs of the community on a regional basis. There is not one definitive set of criteria and therefore no school or preschool was looked at in isolation. The criteria considered included demographic, geographic, social, financial and educational issues. Some of the elements considered are consistent across the ACT while others relate to the particular educational and social needs of the region.
 - b) See answer to 2a.

(3) Portable classrooms

- 1) The number of demountable classrooms required will depend on the choices parents make about alternative schools for their children. The Department of Education and

Training will monitor indicators for student enrolment preferences during the consultation period. It is not evident at this stage if student enrolments will exceed schools' current capacities.

(b) The cost to transport and install a transportable (two classroom) building can vary significantly depending upon whether the transportable building is new or is relocated, the site conditions, the ease of connection to services, and whether ancillary facilities such as additional car parking, hard paved and soft playground areas need to be provided. Where existing transportable buildings are relocated, costs are influenced by the extent of refurbishment required and the need to "make good" at the site the building is relocated from. Costs of transportable classrooms also include air conditioning, footpaths and landscaping, IT cabling and provision of furniture. In general, the estimated cost for the transport and installation of a transportable classroom building is \$200,000.

- (c) The Department of Education and Training may have to purchase additional transportable classroom buildings in order to implement *Towards 2020: Renewing Our Schools*. Again this will depend on choices made by parents and students. If all the proposals go ahead there will be sufficient capacity within each region to accommodate all students. The estimated average cost for the purchase of a new transportable is \$200,000.

(4) School building refurbishment and equipment

- (a) A range of building refurbishment works will take place in the schools that will receive additional students as a result of *Towards 2020: Renewing Our Schools* and at other schools generally. These works will be funded from the \$90 million provided for Schools Infrastructure Refurbishment in the 2006-07 Budget. As the consultation process does not close until 6 December 2006 it is not possible at this stage to estimate how funding will be expended across the remaining schools in each region.

Towards 20/20 proposal - community unit

DR FOSKEY - asked the Minister for Education and Training on 29 June 2006:

In preparing the “towards 2020” proposal:

(1) What specific advice was sought from:

- (a) The Community Inclusion Board
- (b) The Office of Sustainability
- (c) The community engagement unit

(2) What expert contribution to shaping the proposal was made by

- (a) Social planners
- (b) Cultural planners
- (c) Financial Managers
- (d) Educationalists

(3) Was consideration given to taking a staged approach to allow for greater community input to the plan?

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

(1)

- (a) The Community Inclusion Board has been invited to engage in the current community consultation process.
- (b) Other ACT government agencies were consulted as part of the process of developing the proposal.
- (c) A representative from the Community Engagement Unit addressed the Senior Executives of the Department on the Community Engagement Framework and Manual.

(2) Officers within the ACT Government with responsibility for, and expertise in social, cultural, financial and educational matters contributed to the proposal.

a. The community consultation strategy was developed in accordance with the *Education Act 2004* and the *Community Engagement Manual*.

Proposed closure of Rivett school and Preschool

DR FOSKEY - asked the Minister for Education and Training on 28 June 2006:

In relation to the proposed closure of Rivett School and Preschool:

- (1) In regard to current operation of the school
 - i) What is the source of the figures the Government uses to describe the capacity of Rivett School and the costs of running it, and what process should be followed in order to contest those figures?
 - ii) How successful was the transition of the specialist autism students into Rivett School 18 months ago?
 - iii) Does the scale of the school in which the unit is set offer benefits to students of that unit?
 - iv) Does the positioning of a specialist unit in small schools have particular benefits to the other students, and can you provide a reference to research to support that view?
 - v) What is the cost of modifications that have been made to the Rivett School in order to accommodate the LSU units, and when was that investment made?
 - vi) What is the time frame for the Minister's Office and the Chief Minister's Office to reply to letters from the community and particularly from parents and children from affected schools, and will all of those letters be answered?
- (2) If the closure were to proceed
 - i) What is the future of the specialist autism units of the school and preschool?
 - ii) Has the government considered the impact on students (and families) of relocating the units after no more than two years?
 - iii) Will the special needs programs for young people 2 to 5 be continued in the Weston Creek area?
 - iv) Will the Warehouse Circus be offered a new co-location within a school to allow it to continue to develop its exciting collaborative work inside and outside school hours?
 - v) Given the ACT Playgroup Association and Noah's Ark Child Care facility will (presumably) remain in the Rivett school buildings, will the maintenance costs fall upon those organisations and would their viability be undermined?

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

- (1)
 - i) School capacity figures reflect the designated teaching areas in each school, taking into consideration a range of educational and design factors. These include the number of rooms available for classroom teaching, specific specialist requirements such as information technology and additional space

allowances for special classes. The calculation is based on the assumption that colleges and high schools accommodate an average class size of 19 students per teaching space and in the case of primary schools 21 to 30 students per teaching space (with additional space requirements for special classes).

Principals may request the Department of Education and Training to review the school capacity at any time. Reviews happen quite regularly, either at the request of the school or when major changes occur such as school buildings being occupied by tenants and/or for other Departmental purposes. Schools often elect to use vacant classrooms for alternative purposes such as additional music or art/craft rooms. This does not impact on the capacity of the school as these spaces revert to classrooms if enrolments increase.

- ii) It is understood that all students made a successful transition to the Rivett Learning Support Unit Autism.
- iii) Autism units are located in both small and large schools in the ACT. There is no clear evidence to indicate that the size of the school is a factor influencing the level of benefit to students.
- iv) I am not aware of any evidence to indicate that the location of specialist units in small schools offers greater benefits to other students than those located in larger schools.
- v) Schools that are hosting the site of a new unit are provided with \$10,000 for establishment costs including the purchase of resources. \$39 000 was expended in the 2005-06 budget refurbishing the area used for the learning support unit at Rivett Primary School.
- vi) All correspondents will receive a reply, provided return addresses are supplied. The Department of Education and Training is required to provide draft responses for the Minister's consideration within ten days of receipt of the letter in the Department.

(2)

- i) Specialist units will be relocated to an alternative site, following consultation with parents and staff.
- ii) The Government is seeking the views of the community through the consultation phase. Families are able to inform the Government about the proposal and the impact it will have on individual families and students.
- iii) The Government will assess the need for a facility in Weston Creek for children aged 2-5 at the end of the consultation phase based on community feedback and advice received from the Department.
- iv) The future accommodation needs of community organisations currently sharing school space will be considered during the consultation period.
- v) Buildings which are vacant due to school closures become the responsibility of the Department of Territory and Municipal Services. The accommodation of organisations currently sharing school space will be considered during the consultation period.

Community information on school closures

MRS DUNNE asked the Minister for Education and Training on 29 June 2006:

In relation to community information on school closures:

On page 22 of the booklet *Towards 2020* it says:

In addition, parents, members of school boards and community groups will also be provided with information.

- 1) When will this information be provided?
- 2) What will this information consist of?
- 3) How will it be provided?
- 4) Why was this information not provided as a matter of course?
- 5) Why do parent, school boards and community groups have to ask for this information?

MR BARR - the answer to Mrs Dunne's question is:

The quoted section appears on page 19 of the booklet.

- 1) The information will be provided during the six month community consultation period in accordance with the *Education Act 2004*.
- 1) Eight initial community forums have been held, one in each region with further forums planned over coming months, although these may not be on a whole of region basis. I have also sent a letter to all School Board Chairs seeking their views, with similar letters to be sent to community groups.

Departmental officers will meet with staff, parent and community groups throughout the consultation period. Parents of students with special learning needs enrolled in schools proposed for closure or amalgamation have been invited to meet individually with special education personnel to discuss the particular needs of their child.

The community consultation will include information sharing with regard to the educational, financial and social impact on students at the school, the students' families and the general school community.

- 2) As part of the community consultation, the information will be provided by methods that include the internet, email, face to face meetings, direct correspondence and telephone conversations.
- 3) Information is being provided as part of the consultation process.
- 4) The consultation process includes the provision of additional public information requested by the community. Members of the community often seek quite specific information which is not generally in the public domain or sought by the wider community.

Assisted learning

MRS DUNNE - asked the Minister for Education and Training on 29 June 2006:

- (1) How many assisted learning units are there in ACT government schools?
- (2) At what schools are they located?
- (3) How many of the assisted learning units cater for children with autism or autism spectrum?
- (4) How many children use any of the assisted learning units in ACT Government schools?
- (5) How many staff teach in or support assisted learning units?

MR BARR - the answer to Mrs Dunne's question is:

- (1) 39.5
- (2) Primary schools: Amaroo, Chisholm, Evatt, Fadden, Garran, Gowrie, Holt, Latham, Macquarie, Maribyrnong, Melrose, Monash, Mt Neighbour, North Ainslie, Palmerston, Rivett, Weetangera, Yarralumla.
High schools: Belconnen, Campbell, Caroline Chisholm, Kaleen, Kambah, Lyneham, Stromlo, Wanniasa
Colleges: Dickson, Erindale, Canberra.
- (3) All learning support units can cater for students with autism. 20.5 units are specifically designated for students with autism.
- (4) The February 2006 census figure was 254 students.
- (5) Learning support units have a basic staffing level of one teacher and one special teacher's assistant. Additional staff may be allocated to units depending on the needs of individual students enrolled in the units.

Capital upgrades affected by school closures

MRS DUNNE - asked the Minister for Education and Training on 28 June 2006:

In relation to capital upgrades affected by school closures. For each of the following schools:

Causeway	Preschool
Chifley	Preschool
Cook	Primary School
Cook	Preschool
Curtin South	Preschool
Dickson	College
Flynn	Primary School
Flynn	Preschool
Gilmore	Primary School
Gilmore	Preschool
Giralang	Primary School
Giralang	Preschool
Hackett	Preschool
Hall	Primary School
Hall	Preschool
Higgins	Primary School
Higgins	Preschool
Holt	Primary School
Holt	Preschool
Isabella Plains	Primary School
Isabella Plains	Preschool
Kambah	High School
Macarthur	Preschool
McKellar	Preschool
Melba	Preschool
Melrose	Primary School
Mt Neighbour	Primary School
Mt Neighbour	Preschool
Mt Rogers	Primary School
Page	Preschool
Reid	Preschool
Rivett	Primary School
Rivett	Preschool
Tharwa	Primary School
Tharwa	Preschool
Village Creek	Primary School
Village Creek	Preschool
Weston	Primary School
Weston	Preschool

- (1) What funding did each of these schools receive in capital works upgrades in the 2005/06 financial year?
- (2) What funding are each of these schools allocated to receive in capital works upgrades in the 2006/07 financial year?
- (3) How much of the \$11,300,000 allocated in the 2005/06 Budget capital works upgrades was actually appropriated?

MR BARR - the answer to Mrs Dunne's question is:

- (1) Each school received the following funding in capital works upgrades in the 2005/06 financial year:

Causeway	Preschool	\$2,619
Chifley	Preschool	\$0
Cook	Primary School	\$30,700
Cook	Preschool	\$0
Curtin South	Preschool	\$0
Dickson	College	\$15,000
Flynn	Primary School	\$47,062
Flynn	Preschool	\$0
Gilmore	Primary School	\$0
Gilmore	Preschool	\$11,100
Giralang	Primary School	\$0
Giralang	Preschool	\$3,800
Hackett	Preschool	\$0
Hall	Primary School	\$5,189
Hall	Preschool	\$1,635
Higgins	Primary School	\$0
Higgins	Preschool	\$1,485
Holt	Primary School	\$66,651
Holt	Preschool	\$0
Isabella Plains	Primary School	\$5,660
Isabella Plains	Preschool	\$0
Kambah	High School	\$38,316
Macarthur	Preschool	\$0
McKellar	Preschool	\$0
Melba	Preschool	\$0
Melrose	Primary School	\$8,000
Mt Neighbour	Primary School	\$81,276
Mt Neighbour	Preschool	\$74,000
Mt Rogers	Primary School	\$39,000
Page	Preschool	\$0
Reid	Preschool	\$0
Rivett	Primary School	\$46,053
Rivett	Preschool	\$19,788
Tharwa	Primary School	\$19,566

Tharwa	Preschool	\$12,974
Village Creek	Primary School	\$11,598
Village Creek	Preschool	\$0
Weston	Primary School	\$0
Weston	Preschool	\$9,365

- (2) There are no funds allocated to these schools for capital works upgrades in the 2006/07 financial year.
- (3) All of the \$11,300,000 allocated in the 2005/06 Budget to capital works upgrades was appropriated.

Operating result increase

MRS DUNNE- asked the Minister for Education and Training on 28 June 2006:

In relation to the operating result for the Department of Education and Training was (-) \$2,989,000 in 2001/2002, rising to (-) \$35,381,000 in 2006/2007, an increase of 1084%.

- (1) Why has the operating result been allowed to increase by such an overwhelming rate since 2001/2002?
- (2) What are the main contributory factors to this deficit increase?
- (3) What is being done to reduce this deficit?

MR BARR - the answer to Mrs Dunne's question is:

- (1) The ACT uses an accrual system of accounting. Under accrual accounting, the operating result is dependent on a number of cash and non cash items. In particular the presence of asset revaluations and/or asset writeoffs impact significantly on the operating result.

The funding model used by the ACT Government means that in any year the Department should make an operating loss approximately equal to depreciation and unfunded expenses. This is because depreciation is funded through capital injections rather than revenue and capital injection funding does not appear in the operating statement. In 2006/07 the depreciation is expected to be \$28.9 million.

- (2) The explanation for the difference in operating losses between 2001/02 and 2006/07 is:

The operating deficit for 2001/02 was unusually low due to asset revaluations and a one off underspend. The depreciation for 2001/02 was \$23.8 million.

The budgeted operating deficit for 2006/2007 is \$35.4 million. This includes depreciation as well as a \$8.6m write down of schools.

- (3) The Department will continue to run an operating deficit, as depreciation and increases in employee liabilities are not funded.

School equity funding

MRS DUNNE - asked the Minister for Education and Training on 29 June 2006:

- (1) How many and which schools receive school equity funding?
- (2) How are schools' eligibility determined?
- (3) How much does each school receive?
- (4) Is school equity funding continuing?
- (5) How frequently is schools equity funding reviewed?

MR BARR - the answer to Mrs Dunne's question is:

The Schools Equity Fund was established in 1997 to provide targeted assistance to those schools serving communities defined as socio-economically disadvantaged. In addition to the Schools Equity Fund, a \$2.325m Student Support Fund was established by the Government in the 2004-05 budget (second appropriation). This provides funding to all schools for the purpose of assisting individual students.

- (1) Fourteen schools are currently receiving funding under the Schools Equity Fund. Recipient schools are: Narrabundah Primary, Charnwood Primary, Richardson Primary, Holt Primary, Higgins Primary, Chisholm Primary, Wanniasa School (primary campus), Florey Primary, Urambi Primary, Gilmore Primary, Macquarie Primary, Southern Cross Primary, Latham Primary, Mt Neighbour Primary.
- (2) Funding is provided to schools that serve communities defined as socio-economically disadvantaged. Disadvantaged communities are defined by reference to the Index of Relative Socio-Economic Disadvantage (IRSED) based on census collection districts. Schools are prioritised for funding by calculating the proportion of students in each school resident in disadvantaged communities according to a differential weighting system. Students resident in the most disadvantaged census collection districts receive the heaviest weighting.
- (3) Recipient schools receive funding over a three year period. The allocation per year is currently as follows:

Charnwood PS	\$17 865
Chisholm PS	\$27 778
Florey PS	\$29 382
Gilmore PS	\$25 353
Higgins PS	\$16 438
Holt PS	\$16,331
Latham PS	\$14 762
Macquarie PS	\$15 725
Mt Neighbour PS	\$ 9 164
Narrabundah PS	\$ 7 845
Richardson PS	\$21 359
Southern Cross PS	\$19 184
Urambi PS	\$10 448
Wanniasa School (primary campus)	\$22 821
- (4) Yes
- (5) Every three years

Formation of Hawker collegiate school

MRS DUNNE asked the Minister for Education and Training on 29 June 2006:

In relation to the formation of Hawker Collegiate School

- 1) What “regard to the educational, financial and social impact on students at the school, the students’ families and the general school community” (section 21(5)(a) *Education Act 2004*) did you have before deciding to list this school for closure?
- 2) Precisely what steps have you taken to “ensure that school communities affected by the ... amalgamation have been adequately consulted during a period of at least 6 months (section 21(5)(b) *Education Act 2004*)?”
- 3) What steps have been taken to ensure that section 21(7) of the *Education Act 2004* is complied with?
- 4) What are the precise reasons each school was listed for amalgamation in the document *Towards 2020*?
- 5) What is the detailed cost analysis of the reputed savings including teaching staff, other staff, cost of items such as heating, electricity, gas, building maintenance, cleaning, ground maintenance, consumables and any other items?

MR BARR - the proposed answer to Mrs Dunne’s question is:

- (1) There is no Section 21 (5) (a) of the *Education Act 2004*. The formation of the Hawker Collegiate School does not require the closure of any schools. However, in accordance with the *Education Act 2004*, the Government is currently undertaking six months community consultation on the proposed Hawker Collegiate of Schools.
- (2) There is no Section 21 (5) (b) of the *Education Act 2004*. However, in accordance with the *Education Act 2004*, the Government is currently undertaking six months community consultation on proposed closures and amalgamations. To date eight initial community forums have been held, one in each region, with further forums planned over coming months, although these may not be on a whole of region basis. The community has been provided with the opportunity to provide feedback and suggestions on the *Towards 2020* proposal via email and postal submissions until 3 November 2006. A phone line has been established so that parents and community members can speak to departmental officers on specific issues. I have also sent a letter to all school board chairs seeking their views, with similar letters sent to community groups. School directors will meet with staff and parent groups throughout the consultation period. Parents of students with special learning needs enrolled in schools proposed for closure or amalgamation have been invited to meet individually with special education personnel to discuss the particular needs of their child.
- (3) There is no Section 21 (7) of the *Education Act 2004*. However, in accordance with the principles outlined in the recent amendments to Section 20 of the *Education Act*

2004, the Government is currently undertaking six months of community consultation on proposed closures and amalgamations.

- (4) In relation to each of the amalgamations proposed, the approach taken was to look at education provision and community responses to it, on a regional basis. There is not one definitive set of criteria and therefore no school or preschool was looked at in isolation. The criteria considered included demographic, geographic, social, financial and educational issues. Some of the elements considered are consistent across the ACT while others relate to the particular educational and social needs of the region.
- (5) The proposed Hawker Collegiate is an educational initiative, not a savings initiative.

Bilingual Italian immersion program at Lyons Primary school

MRS DUNNE asked the Minister for Education and Training on 29 June 2006:

In relation to the operation of the Bilingual Italian immersion program at Lyons Primary School:

- 1) Is there a clear commitment to maintaining the program from K-6?
- 2) If yes, how will you ensure the continuation of the program with the student body spread over two schools as proposed in *Towards 2020*?
- 3) What entities, other than the ACT Department of Education, contribute to the program ?
- 4) What discussions have been held with these groups about the amalgamation of the Lyons School with Curtin Primary?

MR BARR - the answer to Mrs Dunne's question is:

- 1) Yes. However, if the proposal goes ahead the years 4-6 component may be offered on another campus to those students who choose to be in the bilingual stream.
- 2) If the proposal goes ahead, the principal and school will work with the teachers of Italian, the Department and Centro Italo Australian Canberra (CIAC) to ensure the continuation of the program.
- 3) Page 3 of *The Lyons Primary School – School Board Annual Report 2005* states “CIAC’s contribution to the Italian Program so far has been substantial and impressive. It funded a full time bilingual teacher in 2002 and 2003; a part time (0.6) bilingual teaching position in 2004 and assistance with funding a special teaching assistant in 2004; a 0.6 of a teacher and a part-time STA in 2005 and 2006. The department provides long term support with professional learning and grant opportunities for [Languages other than English] LOTE.”
- 4) A regional meeting was held on 20 June 2006 and the Board Chairs met on 30 June 2006. This is only the first part of the consultation process and discussions will continue over the coming months with all groups who contribute to the program.

Cost per students by school size

Mrs Dunne : To ask the Minister for Education and Training – In relation to the charts Cost per Students by School Size: Primary Schools and Cost per Students by School Size: High Schools on page 11 of *For the Future: Economic and Financial Outlook for the ACT*.

For each point in each chart:

- 1) What is the name of the school?
- 2) What is the size of the school?
- 3) What was/is the precise cost per student in each school in the years:
 - a. 2004/2005
 - b. 2005/2006
 - c. 2006/2007 (estimated)?
- 4) How is the cost per student determined?
- 5) What are the factors used in determining the cost per student?
- 6) Is the means of calculating the cost per student the same for each school?
- 7) What is the allocation for school-based management?

MR BARR – the answer to Mrs Dunne’s question is:

A detailed cost analysis of cost per student can be found at the Department of Education and Training’s website <www.det.gov.au> and follow the links to *Towards 2020*. I will not be authorising the Department to take on further calculations, as diverting the substantial departmental resources that would be required would not represent an efficient, nor effective, use of those resources.

School closures

Mrs Dunne : To ask the Minister for Education and Training – in relation to school closures

For each of the following schools:

Causeway Preschool
Chifley Preschool
Cook Primary
Cook Preschool
Curtin South Preschool
Dickson College
Flynn Primary
Flynn Preschool
Gilmore Primary
Gilmore Preschool
Giralang Primary
Giralang Preschool
Hackett Preschool
Hall Primary
Hall Preschool
Higgins Primary
Higgins Preschool
Holt Primary
Holt Preschool
Isabella Plains
Isabella Plains Preschool
Kambah High
Macarthur Preschool
McKellar Preschool
Melba Preschool
Melrose Primary
Mt Neighbour Primary
Mt Neighbour Preschool
Mt. Rogers Primary
Page Preschool
Reid Preschool
Rivett Primary
Rivett Preschool
Tharwa Primary
Tharwa Preschool
Village Creek Primary
Village Creek Preschool
Weston Creek Primary
Weston Preschool

- 1) What “regard to the educational, financial and social impact on students at the school, the students’ families and the general school community” (section 21(5)(a) Education Act 2004) did you have before deciding to list this school for closure?

- 2) Precisely what steps have you taken to “ensure that school communities affected by the closure ... have been adequately consulted during a period of at least 6 months (section 21(5)(b) Education Act 2004)?
- 3) What steps have been taken to ensure that section 21(7) of the Education Act 2004 is complied with?
- 4) What are the precise reasons each school was listed for closure in the document *Towards 2020*?
- 5) What is the detailed cost analysis of the reputed savings including teaching staff, other staff, cost of items such as heating, electricity, gas, building maintenance, cleaning, ground maintenance, consumables and any other items?
- 6) What specialist programs (eg gifted & talented programs, restorative practices, language programs, assisted learning units) operate at each school?
- 7) What provision has been made to relocate specialist programs?
- 8) What is the estimated cost of the relocation of specialist programs?
- 9) What is the future use of the school building?
- 10) How much will the capital write off be for each school?
- 11) Has there been any assessment of the value of the land on which each school is situated?
- 12) Are any of the schools heritage listed? If so what constraints does this put on the redevelopment of the school site?

MR BARR - the answer to Mrs Dunne’s question is:

- 1) There is no Section 21 (5) (a) of the *Education Act 2004*. However, in accordance with the *Education Act 2004*, the Government is currently undertaking six months community consultation on proposed closures and amalgamations.
- 2) There is no Section 21 (5) (b) of the *Education Act 2004*. However, in accordance with the *Education Act 2004*, the Government is currently undertaking six months of community consultation on proposed closures and amalgamations. To date eight initial community forums have been held, one in each region with further forums planned over coming months, although these may not be on a whole of region basis. The community has been provided with the opportunity to provide feedback and suggestions on the *Towards 2020* proposal via email and postal submissions until 3 November 2006. A phone line has been established so that parents and community members can speak to departmental officers on specific issues. I have also sent a letter to all school board chairs seeking their views, and similar letters have been sent to community groups. School directors will meet with staff and parent groups throughout the consultation period. Parents of students with special learning needs enrolled in schools proposed for closure or amalgamation have been invited to meet individually with special education personnel to discuss the particular needs of their child.
- 3) There is no Section 21 (7) of the *Education Act 2004*. However, in accordance with the principles outlined in the recent amendments to Section 20 of the *Education Act 2004*, the Government is currently undertaking six months community consultation on proposed closures and amalgamations.

- 4) In relation to each of the schools and preschools listed, the approach taken was to look at educational provision and the community response on a regional basis. There is not one definitive set of criteria and therefore no school or preschool was looked at in isolation. The criteria considered included demographic, geographic, social, financial and educational issues. Some of the elements considered are consistent across the ACT while others relate to the particular educational and social needs of the region.
- (5) A detailed cost analysis can be found at the Department's website www.det.act.gov.au. Splits between a number of the sub-categories which you have sought are not easily calculated. I will not be authorising the Department to take on these calculations, as diverting the substantial departmental resources that would be required would not represent an efficient, nor effective, use of those resources.
- (6) Each school has a website upon which they highlight the specialist programs available at their school. A central listing of all school websites is available at <http://www.det.act.gov.au/schools/schools.htm>
- (7) Discussions with schools and affected communities about the relocation of specialist programs that will be required if the proposals proceed are occurring as part of the *Towards 2020* consultation process.
- (8) The estimated cost of the relocation of specialist programs will depend on parental choices around which alternative schools they may wish to send their children to.
- (9) If school sites are closed as a result of decisions made following the *Towards 2020* proposal, any property surplus to the needs of the Department of Education and Training will be transferred to the Property Group in the ACT Department of Territory and Municipal Services (DTMS). DTMS are responsible for the management of surplus government properties, and have a list of community organisations that are seeking accommodation.

The *Towards 2020* proposal does not rely on revenue from selling former school sites, and decisions regarding the long term future of those sites will be considered by the government following the consultation process.

- (10) Please see Attachment A.
- (11) No.
- (12) Giralang, Hall and Tharwa have status on heritage registers. Redevelopment of those sites was not a consideration of *Towards 2020*.

Attachment A for Question 10

Written down values of schools as at 30/6/06

School/Preschool	
Causeway Preschool	72,282.13
Chifley Preschool	57,754.74
Cook Preschool	80,262.28
Cook Primary	1,623,699.54
Dickson College	10,651,940.96
Flynn Preschool	273,647.10
Flynn Primary	1,729,335.26
Gilmore Preschool	494,881.52
Gilmore Primary	2,705,772.69
Giralang Preschool	244,886.02
Giralang Primary	2,929,964.84
Hackett Preschool	77,418.33
Hall Preschool	16,096.29
Hall Primary	608,355.64
Higgins Preschool	148,512.03
Higgins Primary	2,242,953.51
Holt Preschool	131,990.07
Holt Primary	2,075,396.89
Isabella Plains Preschool	524,560.74
Isabella Plains Primary	2,272,541.85
Kambah High	6,637,903.83
Macarthur Preschool	339,130.99
McKellar Preschool	156,953.76
Melba Preschool	139,285.58
Melrose Primary	1,744,291.98
Mount Rogers Primary	1,918,133.50
Mt Neighbour Preschool	237,524.90
Mt Neighbour Primary	2,379,981.82
Page Preschool	183,949.23
Reid Preschool	34,034.69
Rivett Preschool	241,680.14
Rivett Primary	2,935,989.27
South Curtin Preschool	46,969.23
Tharwa Preschool	35,732.87
Tharwa Primary	98,166.22
Village Creek Preschool	180,430.34
Village Creek Primary	2,433,749.54
Weston Preschool	79,144.84
Weston Primary	1,751,153.80
Total	50,536,458.96

Amalgamations of schools proposed

MRS DUNNE asked the Minister for Education and Training on 29 June 2006:

In relation to amalgamations of schools proposed in *Towards2020*

In relation to each of the following proposals for school amalgamations:

Alfred Deakin High School combined with the Woden School;
Curtin Primary combined with Lyons Primary;
Charnwood Primary, Melba High and Copland College;
Forrest Primary combined with Yarralumla Primary; and
Red Hill Primary combined with Narrabundah Primary.

- 1) What “regard to the educational, financial and social impact on students at the school, the students’ families and the general school community” (section 21(5)(a) Education Act 2004) did you have before deciding to list this school for amalgamation;
- 2) Precisely what steps have you taken to “ensure that school communities affected by... amalgamation have been adequately consulted during a period of at least 6 months” (section 21(5)(b) Education Act 2004)?
- 3) What steps have been taken to ensure that section 21(7) of the Education Act 2004 is complied with?
- 4) What are the precise reasons each school was listed for amalgamation in the document *Towards 2020*?
- 5) What is the detailed cost analysis of the reputed savings including teaching staff, other staff, cost of items such as heating, electricity, gas, building maintenance, cleaning, ground maintenance, consumables and any other items?
- 6) What specialist programs (eg gifted & talented programs, restorative practices, language programs, assisted learning units) operate at each school?
- 7) Will any of the programs need to be relocated as a result of the amalgamation
- 8) What provision has been made to relocate specialist programs?
- 9) What is the expected saving from each amalgamation?

MR BARR - the answer to Mrs Dunne’s question is:

- (1) There is no Section 21 (5) (a) of the *Education Act 2004*. However, in accordance with the *Education Act 2004*, the Government is currently undertaking six months of community consultation on proposed closures and amalgamations.
- (2) There is no Section 21 (5) (b) of the *Education Act 2004*. However, in accordance with the *Education Act 2004*, the Government is currently undertaking six months of community consultation on the proposed closures and amalgamations. To date eight initial community forums have been held, one in each region with further forums planned over coming months, although these may not be on a whole of region basis. The community has been provided with the opportunity to provide feedback and suggestions on the *Towards 2020* proposal via email and postal submissions until 3 November 2006. A phone line has been established so that parents and community

members can speak to departmental officers on specific issues. I have also sent a letter to all school board chairs seeking their views, and similar letters have been sent to community groups. School directors will meet with staff and parent groups throughout the consultation period. Parents of students with special learning needs enrolled in schools proposed for closure or amalgamation have been invited to meet individually with special education personnel to discuss the particular needs of their child.

- (3) There is no Section 21 (7) of the *Education Act 2004*. However, in accordance with the principles outlined in the recent amendments to Section 20 of the *Education Act 2004*, the Government is currently undertaking six months of community consultation on the proposed closures and amalgamations.
- (4) In relation to each of the schools and preschools listed the approach taken was to look at the needs of the community on a regional basis. There is not one definitive set of criteria and therefore no school or preschool was looked at in isolation. The criteria considered included demographic, geographic, social, financial, and educational issues. Some of the elements considered are consistent across the ACT while others relate to the particular educational and social needs of the region.
- (5) A detailed cost analysis can be found at the Department's website www.det.act.gov.au. Splits between a number of the sub-categories which you have sought are not easily calculated. I will not be authorising the Department to take on these calculations, as diverting the substantial departmental resources that would be required would not represent an efficient, nor effective, use of those resources.
- (6) Each school has a website upon which they highlight the specialist programs available at their school. A central listing of all school websites is available at www.det.act.gov.au/schools/schools.
- (7) Consultation is currently being undertaken and it is expected that any relocation of specialist programs will be discussed during this process.
- (8) As above.
- (9) Savings will be calculated once the form of any amalgamation is decided.

Proposed merger of Yarralumla primary school with Forrest primary school

DR FOSKEY - asked the Minister for Education and Training on 30 June 2006:

In relation to the proposed merger of Yarralumla Primary School with Forrest Primary School:

(1) In regard to financial savings

- (a) What are the financial savings of this merger given all the facilities with ongoing maintenance costs and class size limits will remain?
- (b) If the proposed merger is about a more streamlined administration, why not just trial combined administration structures before disrupting the children?
- (c) What are the marginal costs to the Department of keeping 4,5 and 6 at YPS?
- (d) How many more enrolments would Yarralumla Primary School (YPS) need before it would be considered viable in its own right?
- (e) Could you make the costings already done on this decision made available to the committee?

(2) School history and student numbers

- (a) Was the team which put together the Towards 2020 proposal aware that YPS had 6 principals in 5 years and 4 vice-principals in 2 years and that, now YPS has a very stable administration numbers are improving?
- (b) Did the proposal team take this into account when before making the decision to merge on numbers?
- (c) YPS has few out of area mainstream students by number, compared to a vast number for Forrest and Red Hill. Does this suggest some other way of remedying the situation rather than merger?
- (d) Was the option of rezoning Deakin to YPS considered, given the full to overfull nature of the nearby Forrest, Red Hill, Curtin and Telopea schools?

(3) In Choosing to Link Yarralumla with Forrest Primary school

- (a) Is Forrest Primary School the next closest, safest and most accessible Primary school for young people in Yarralumla in regard to public transport, independent bicycle and private car transport?
- (b) Was Hughes Primary school, considered as another partner?
- (c) What is the capacity of Forrest to absorb more children, given it is technically almost full?

- (4) Enrolment procedures if the proposal proceeds as suggested
- (a) Will Yarralumla be a priority enrolled area for Forrest?
 - (b) Do all parents in the priority area get to choose between Forrest and Yarralumla for Pre-3?
 - (c) What will be the enrolment procedure?
 - (d) What will happen to out-of-area students? Will they get preference to Forrest PS ahead of Yarralumla students for Kindergarten or preschool?
 - (e) Has a middle school for Forrest been considered?
- (5) Evidence of Educational and Developmental benefits: As there will be a lack of continuity that only children first going to YPS will experience –
- (a) What are the educational and developmental benefit of the P-3 model?
 - (b) What is the scientific evidence it is better than K-6?
 - (c) What is the evidence that moving a group of children to another school for years 4-6 will benefit them?
 - (d) How does having 4 separate schools during a students career benefit the student?
 - (e) Will there be cross-campus continuity of programs such as languages so as not to disadvantage students?
 - (f) School spirit, identity, pride and connection happen over many years. It will be lost with frequent moves between schools. The sense that a child's schooling is valued by the community What might also be lost. How will you ensure that children receive the message that education and attending school is valued by the community and this government?
 - (g) Can you refer the committee to the specific research which supports this decision, and takes into account the complexities identified above?

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

- (1)
- (a) There will be some staffing and administration savings.
 - (b) Offering a P – 3 school will enable an early childhood focus.
 - (c) This information is not available.
 - (d) No benchmark is set. The proposal is to establish a different model of schooling focussed on strengthening education in the early childhood years.
 - (e) The information requested is on the *Towards 2020* website at <www.det.act.gov.au/2020>.
- (2)
- (a) Yes, the Department is aware of staff turnover at Yarralumla Primary School.
 - (b) The proposal was not a decision to “merge on numbers”.
 - (c) The proposal is for an early childhood school on the site of Yarralumla Primary School, a model that has proven popular in the inner north of Canberra.
 - (d) This option could be considered during the consultation process.

- (3)
- i. Forrest Primary School is geographically the closest school to Yarralumla Primary School. Students attending Yarralumla Primary School come from nineteen government school enrolment areas, including Yarralumla and NSW. It is difficult to make judgements on public transport, private car and independent bicycle options for each of these students.
 - ii. This option could be considered during the consultation process.
 - iii. The current capacity for Forrest Primary School is 450, and as of the February 2006 census enrolments were at 425. Seventy-five year 6 students will leave at the end of 2006 and a further 67 year 6 students will leave at the end of 2007.
- (4)
- (a) Yes, Yarralumla and Forrest Primary School will have a combined priority enrolment area.
 - (b) Yes, Yarralumla and Forrest Primary School will have a combined priority enrolment area.
 - (c) The amalgamated school board will determine the enrolment procedure.
 - (d) No. Students residing in the priority enrolment area will be placed first, followed by students resident elsewhere in the ACT (known as out of area enrolments) and then students resident in NSW.
 - (e) The consultation process is continuing and this option could be considered.
- (5)
- (a) The *Towards 2020* website contains information and links to research papers on the proposed models of schooling. <<http://www.det.act.gov.au/2020/papers.htm>>
 - (b) The *Towards 2020* website contains information and links to research papers on the proposed models of schooling. <<http://www.det.act.gov.au/2020/papers.htm>>
 - (c) This model of schooling has proven successful at the O'Connor Cooperative School where students transition successfully to Lyneham Primary School and Turner Primary School.
 - (d) Many ACT government students currently attend four separate settings during their schooling - preschool to primary, primary to high school and high school to college. The proposed Yarralumla/Forrest Primary School model provides the same number of transition points, but at different stages in the child's development. There is no evidence that education in four settings disadvantages students.
 - (e) Yes. The Government is committed to maintaining current programs for students.
 - (f) Parents and the school community will continue to instil in children a love of learning and encourage school attendance. The Government is outlining its commitment to public education through the largest investment in public education since self-government.
 - (g) The *Towards 2020* website contains information and links to research papers on the proposed models of schooling<<http://www.det.act.gov.au/2020/papers.htm>>

Staff headcounts & employee expenditure

MRS DUNNE - asked the Minister for Education and Training on 30 June 2006:

In relation to staff headcounts and employee expenditure:

On page 374 of Budget Paper 4, the Department of Education staff headcount is predicted to decrease by 393 or 7.2%.

- (1) Why is employee expenditure only anticipated to decline by 2% over the same period?
- (2) What are the anticipated redundancy costs from the decrease of 393 staff?

MR BARR - the answer to Mrs Dunne's question is:

- (1) Employee expenditure in the 2006-07 Budget includes pay increases for clerical and teaching staff. The increase in the rate of pay partially offsets the expected decrease in staff numbers.
- (2) The decrease of 393 staff for headcounts includes the transfer of staff to the Shared Services Organisation, the anticipated reduction in teachers due to school closures and a reduction of both teaching and non teaching staff in Central Office. It is expected that the majority of the teachers will be redeployed to other schools. It is also anticipated that a number of staff in central office will seek redeployment. As a result, at this stage it is not possible to estimate the redundancy costs.

School canteens by PNCs in schools listed for closure

MRS DUNNE - asked the Minister for Education and Training on 30 June 2006:

In relation to the operation of school canteens by P&Cs in schools listed for closure:

Who will bear the penalty costs of terminating contracts or paying redundancies for canteens that will no longer operate in schools listed for closure?

MR BARR - the answer to Mrs Dunne's question is:

School canteens are the responsibility of individual P&C Associations. However, contract arrangements will vary from setting to setting and schools and the relevant P&Cs listed for closure will be consulted during the remainder of the year, and transitions planned where appropriate.

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Schools program (IOSP) federal funding program

MRS DUNNE - asked the Minister for Education and Training on 30 June 2006:

In relation to Investing in Our Schools Program (IOSP) federal funding program:

- (1) Has anyone from the Government or the Department of Education and Training issued a directive to Government schools listed for closure in *Towards 2020*, to stop applying for federal grants under IOSP programs?
- (2) If answer to question 1) is “yes”; when was this order authorised?
- (3) If the answer to question 1) is no: will you reimburse the Federal Government for the cost of IOSP grants to schools facing closure?

MR BARR - the answer to Mrs Dunne’s question is:

- (1) No
- (2) N/A
- (3) No, the Australian Government will make its own assessment of schools eligibility for grant funding under their program.

Towards 2020 - Priority enrolment areas

MRS DUNNE asked the Minister for Education and Training on 30 June 2006:

In relation to Priority Enrolment Areas as listed in *Towards 2020*:

1. What factors are taken into account in determining the Priority Enrolment Areas?
2. Which of these determinants is primary?
3. Why are the determinants for Priority Enrolment Areas not included or explained in *Towards 2020* in more detail that 'each Government school in the ACT has a Priority Enrolment Area (PEA), generally comprising the surrounding suburb or suburbs'?

MR BARR - the answer to Mrs Dunne's question is:

- (1) The Department's enrolment policy for primary and high school students indicates the following definition for "priority enrolment area":

A priority enrolment area is defined for each government school in the ACT. A priority enrolment area for a designated school is that area in which all resident students have priority for enrolment at that school. Priority enrolment areas are reviewed annually to take account of enrolment and accommodation projections. ACT schools do not operate on a 'feeder' school system.

Factors included in determining priority enrolment areas include: the numbers of potential resident local students, geographic boundaries, transport routes, ease of access and available accommodation at the local school. Some of these factors change over time; for example, potential students increase when new residential areas are developed, so priority enrolment areas are monitored and changes made when necessary. Consultations regarding possible changes to priority enrolment areas are held with relevant school principals and, in the majority of cases, representatives of school communities. (Exceptions include determination of priority enrolment areas for proposed residential areas where no residents are currently located).

- (2) Capacity of educational facilities and the number of locally resident students are the primary determinants of priority enrolment areas.
- (3) Information on the ACT Department of Education and Training's Priority Enrolment Areas is publicly available. The Department's website (<www.det.act.gov.au>) has information on priority enrolment areas (available at: <<http://www.det.act.gov.au/schools/PEAdocument.htm>>). The information is provided firstly, in tables indicating the names of the schools with an associated description of the priority enrolment area for each school, and secondly, in interactive map format, providing clear geographical information on the priority enrolment areas for all ACT Government schools and colleges.

Students with special needs

MRS DUNNE - asked the Minister for Education and Training on 30 June 2006:

On page 16 of Budget Paper 2 it states:

“The 2006/07 education budget will provide special needs services for 1,698 students, including 322 students in four special schools and 1,376 students in mainstream schools;” and;

- (1) In which Government schools are the 1,376 students with special needs?
- (2) How many of these students with special needs are in each of these schools?
- (3) How much extra funding, as a direct result of special needs requirements, do each of these schools receive?
- (4) Is the calculation for a class containing students with special needs, 21 to 30 per teaching space, for a Primary School?
- (5) Is the calculation for a class containing students with special needs, 19 students per teaching space, in Colleges and High Schools?
- (6) If answer to question 4) and 5) is ‘no’; how is the teaching space for a student with special needs calculated?

MR BARR - the answer to Mrs Dunne’s question is:

- (1) The February 2006 census indicates that students accessing special education programs and settings are enrolled in all primary schools except Duffy and the Cooperative School, and all high schools and colleges.
- (2) See attached list.
- (3) This information is not routinely calculated. The Department is currently in the process of calculating these amounts. They will be provided when available. The average cost of a student accessing special education programs and services in a mainstream school is contained in the budget papers.
- (4) Yes. Where students in mainstream classes receive special education inclusion support the teaching space is 21 students for years K-3 and 30 students for years 4-6.
- (5) Yes
- (6) Not applicable.

STUDENTS WITH A DISABILITY IN ACT GOVERNMENT SCHOOLS

Canberra College	29	
Copland College	17	
Dickson College	28	
Erindale College	11	
Hawker College	7	
Lake Ginninderra College	3	
Lake Tuggeranong College	14	
Narrabundah College	6	
Alfred Deakin High School	20	
Amaroo (secondary)	5	
Belconnen High School	16	
Calwell High School	17	
Campbell High School	12	
Canberra High School	9	
Caroline Chisholm High	26	
Gold Creek School (secondary)	13	
Kaleen High School	15	
Kambah High School	39	
Lanyon High School	5	
Lyneham High School	38	
Melba High School	50	
Melrose High School	10	
Stromlo High School	37	
Telopea Park School (secondary)	2	
Wanniassa School (secondary)	25	
Ainslie School	10	
Amaroo School (primary)	26	
Aranda Primary School	7	
Arawang Primary School	5	
Bonython Primary School	5	
Calwell Primary School	5	
Campbell Primary School	9	
Chapman Primary School	4	
Charles Conder Primary School	21	
Charnwood Primary School	8	
Chisholm Primary School	33	
Cook Primary School	6	
Co-operative School	0	
Curtin Primary School	23	
Duffy Primary School	0	
Evatt Primary School	24	
Fadden Primary School	13	
Farrer Primary School	3	
Florey Primary School	12	
Flynn Primary School	6	
Forrest Primary School	11	
Fraser Primary School	3	
Garran Primary School	13	

Gilmore Primary School	11	
Giralang Primary School	8	
Gold Creek School (primary)	16	
Gordon Primary School	18	
Gowrie Primary School	31	
Hall Primary School	2	
Hawker Primary School	4	
Higgins Primary School	3	
Holt Primary School	9	
Hughes Primary School	8	
Isabella Plains Primary School	9	
Jervis Bay Primary School	6	
Kaleen Primary School	4	
Latham Primary School	26	
Lyneham Primary School	16	
Lyons Primary School	4	
Macgregor Primary School	23	
Macquarie Primary School	13	
Majura Primary School	3	
Maribyrnong Primary School	14	
Mawson Primary School	7	
Melrose Primary School	8	
Miles Franklin Primary School	5	
Monash Primary School	28	
Mt Neighbour Primary School	9	
Mt Rogers Community School	6	
Narrabundah Primary School	10	
Ngunnawal Primary School	18	
North Ainslie Primary School	12	
Palmerston Primary School	18	
Red Hill Primary School	6	
Richardson Primary School	26	
Rivett Primary School	13	
Southern Cross Primary School	34	
Taylor Primary School	13	
Telopea Park (primary)	1	
Tharwa Primary School	2	
Theodore Primary School	20	
Torrens Primary School	9	
Turner School	107	
Urambi Primary School	4	
Village Creek Primary School	48	
Wanniassa Hills Primary School	5	
Wanniassa School (primary)	3	
Weetangera Primary School	8	
Weston Creek Primary School	12	
Yarralumla Primary School	14	

Bilingual education and Lyons primary school

DR FOSKEY - asked the Minister for Education and Training on 5 July 2006:

In relation to bilingual education and Lyons Primary School:

- (1) What commitment does the ACT Government have to supporting bilingual education in particular
 - (a) At preschool level
 - (b) Throughout primary school
 - (c) In secondary school
- (2) Is the ACT Education Department aware of any reputable educational approaches that support the provision of bilingual education from K – 3; where teaching in the second language ceases at the end of year 3?
- (3) Are there any plans to establish a bilingual English/Italian program in a senior primary school or a middle school in the Woden area?
- (4) Has the department conducted an analysis of the impact on enrolments of any decision to convert the Lyons school to an early childhood education centre, particularly in regard to the growing interest in its English/Italian bilingual education program?

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

- (1) The Government has not been advised of any community demand for bilingual education in ACT government preschools. Where a primary school community has given strong support to bilingual education, the Department has worked with the community to implement this. The Department also supports the secondary school bilingual education program at Telopea Park School.
- (2) The Department is aware of research that supports the introduction of bilingual programs in the early years of schooling. The Department is not aware of any approach where a bilingual program ceases at the end of year 3.
- (3) Under the *Towards 2020* proposal it is planned to continue to offer the English/Italian program in the senior primary years.
- (4) No, the consultation process currently being undertaken will consider this issue. Enrolments at Lyons Primary School have not increased since the introduction of the bilingual program.

Closure of Ginninderra District High School

DR FOSKEY - asked the Minister for Education and Training:

In relation to the closure of Ginninderra District High School at the end of last year:

- (1) The number of students enrolled at GDHS last year
- (2)
 - (a) The schools those students are now enrolled in
 - (b) The number of students enrolled in those schools
- (3)
 - (a) The nature and frequency of the support offered to those students in order to assist them through the transition
 - (b) The impact on those students of the school closure of disruption as evidenced by self assessment, through counselling and by perceived changes in performance and behaviour
 - (c) The impact on those students on their new environment

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

- (1) The number of students enrolled at Ginninderra District High School was 184 at the February 2005 census and 168 at the August 2005 census.
- (2)
 - (a) Students from years 7, 8 and 9 now attend Amaroo School, Belconnen High School, Campbell High School, Canberra High School, Dickson College, Kaleen High School, Lyneham High School, Melba High School and the Canberra College.
 - (b) The enrolment figures from the February 2006 census for the above schools are as follows:
 - Amaroo School total enrolment is 734, years 7-9 is 156
 - Belconnen High School is 757
 - Campbell High School is 605
 - Canberra High School is 762
 - Dickson College is 582 (This includes the college Introductory English Centre which has 24 students)
 - Kaleen High School is 276
 - Lyneham High School is 988
 - Melba High School is 582
 - The Canberra College is 846
- (3)
 - (a) The Department of Education and Training offered all students in years 7, 8 and 9, and those year 6 students who had nominated GDHS as their preferred school, assistance with bus travel and in purchasing new uniforms.

- (b) Receiving schools identified transition officers for the students moving from GDHS who monitored their progress and worked with them to address identified needs. Student Welfare teams established transition programs, met with students individually and liaised with year coordinators and the youth worker to support them. Students have ongoing access to the Northside High School Student Support Centre for tutorial and other assistance.
- (c) All students have had access to counselling. Information in those files is confidential. Student performance levels are consistent with those experienced prior to transition. Initially, ex GDHS students maintained close contact with the Student Services team, including the counsellor, the youth worker and the year coordinators. This level of support is no longer required.
- (d) Schools report that students have settled well into their new environment. An initial resistance to change has disappeared. Some GDHS students have provided academic stimulus to their new cohort. A small number of students who exhibited difficult behaviours at GDHS continue to do so in their receiving schools.

School closures-request annual report

Annual Reports and Financial Statements

MRS DUNNE - asked the Minister for Education and Training on 7 July 2006:
In relation to school closures for each of the following schools:

Causeway Preschool
Chifley Preschool
Cook Primary
Cook Preschool
Curtin South Preschool
Dickson College
Flynn Primary
Flynn Preschool
Gilmore Primary
Gilmore Preschool
Giralang Primary
Giralang Preschool
Hackett Preschool
Hall Primary
Hall Preschool
Higgins Primary
Higgins Preschool
Holt Primary
Holt Preschool
Isabella Plains
Isabella Plains Preschool
Kambah High
Macarthur Preschool
McKellar Preschool
Melba Preschool
Melrose Primary
Mt Neighbour Primary
Mt Neighbour Preschool
Mt. Rogers Primary
Page Preschool
Reid Preschool
Rivett Primary
Rivett Preschool
Tharwa Primary
Tharwa Preschool
Village Creek Primary
Village Creek Preschool
Weston Creek Primary
Weston Preschool

And in relation to each of the following proposals for school amalgamations:
Alfred Deakin High School combined with the Woden School;
Curtin Primary combined with Lyons Primary;
Charnwood Primary, Melba High and Copland College;
Forrest Primary combined with Yarralumla Primary; and
Red Hill Primary combined with Narrabundah Primary.

Can you provide annual reports and financial statement for the school boards of all schools listed above?

MR BARR - the answer to Mrs Dunne's question is:

The school board annual reports including finance reports for each of the primary schools, high schools and colleges listed are attached. Preschools do not operate with a school board but in a collaborative model with their P&C Associations.

(with attachment – school annual reports)

Payments to Small Business

MR MULCAHY - asked the Minister for Education and Training on 27 June 2006:

- (1) For 2004-05 (a) how many, and
(b) what proportion of payments made by the Minister's department to small business were not made within:
- (i) 30 days of receipt of the goods or services and a proper invoice in accordance with Government procurement policy
 - (ii) 60 days of receipt of the goods or services and a proper invoice in accordance with Government procurement policy

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

- (1) The Department of Education and Training's current financial system cannot provide the level of detail sought and a manual search would seem an unreasonable diversion of resources.

Government School Education Council

Dr Foskey : To ask the Minister for Education – in relation to advice of the Government School Education Council

1. On what date was the Council's 2006 budget priorities advice received by the Minister
2. Can that advice be made available to the Estimates Committee
3. Was any advice on the *Towards 2020* proposal sought from the Council
4. If so, on what date was it sought and can that advice be made available to the ACT Government
5. If not, on what basis did the Minister decide that the advice of his peak government schools advisory council would not assist his department in reshaping and reorganising a large part of the ACT government school system.

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

- (1) The advice of the Government Schools Education Council (GSEC) was forwarded to the office of the Minister for Education and Training on 17 November 2005.
- (2) The advice was tabled in the Legislative Assembly on 24 November 2005. A copy of the advice is attached (Attachment A).
- (3) Advice on the *Towards 2020* proposal has not been formally sought from the Council at this stage. GSEC was asked by the Minister for advice on ways to better promote public education in the ACT. This advice has been forwarded to the Minister and will be tabled in the Legislative Assembly in August.
- (4) Not applicable
- (5) The Council and its individual members are able to make submissions as part of the current six month consultation period.

School Enrolments

Dr Foskey : To ask the Minister for Education - in relation to school enrolments:

Can the Minister provide ACT wide figures on :

- 1) Total school enrolments for the past five years, and the projected enrolments for next year, for students enrolled in the Government school system and students enrolled in non government schools at:
 - a) primary school
 - b) high school and
 - c) secondary college levels
- 2) Literacy and numeracy outcomes for Indigenous and non-indigenous students for the past five years at
 - a) primary school
 - b) high school, and
 - c) secondary college levels
- 3) Year 10 –12 retention rates for Indigenous and non-indigenous students for the past five years

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

- (1) Total school enrolments for ACT government schools and non-government schools for the last five years are detailed in the table below.

Government Schools	2002	2003	2004	2005	2006
Primary	20,759	20,266	19,668	19,241	19,033
High	10,288	10,349	10,317	10,237	10,095
College	6,276	6,261	6,035	5,903	6,013
Non-Government Schools	2002	2003	2004	2005	2006
Primary	11,338	11,418	11,650	11,754	11,815
High	8,734	9,004	9,146	9,274	9,342
College	3,348	3,336	3,370	3,526	3,522

Source: ACT Schools' February Census

Projected enrolments for 2007 for government schools are included in *Projected Enrolments 2006 to 2010*:

Government Schools	2007
Primary	18,435
High	9,959
College	5,850

The department does not calculate projected enrolments for non-government schools.

- 2) The Government reports literacy and numeracy outcome data on the performance of Indigenous and all students in government, Catholic and independent schools who participated in the ACT Assessment Program (ACTAP), through the annual ACTAP Performance brochure. ACTAP performance brochures are available on the Department's website at <http://www.det.act.gov.au/schools/reports.htm>.

The ACTAP data is reported for reading, writing and numeracy against the national benchmarks in years 3, 5 and 7. Students reported below benchmark include those students who are exempt from participating in the assessment on the basis of limited English language proficiency or intellectual disability.

Benchmark data will not be available for year 9 until the national tests are implemented in 2008. For year 9, the ACTAP data in the attached tables shows the percentage of students performing in profile levels 5, 6 or 7.

Caution needs to be exercised when comparing the results for Indigenous students over time. The small number of Indigenous students in each year level means that the movement of a small number of students can change the percentage results significantly.

- a) Percentage of Year 3 students achieving at or above benchmark in Reading

	Indigenous students	non-Indigenous students
2001	89.8%	95.0%
2002	85.0%	95.7%
2003	93.5%	96.2%
2004	94.6%	95.0%
2005	95.3%	96.3%

Percentage of Year 3 students achieving at or above benchmark in Writing

	Indigenous students	non-Indigenous students
2001	87.4%	93.3%
2002	76.5%	91.2%
2003	86.8%	94.3%
2004	95.9%	95.4%
2005	87.6%	94.0%

Percentage of Year 3 students achieving at or above benchmark in Numeracy

	Indigenous students	non-Indigenous students
2001	91.4%	97.0%
2002	84.7%	95.4%
2003	85.5%	94.4%
2004	91.8%	95.1%
2005	92.8%	94.5%

Percentage of Year 5 students achieving at or above benchmark in Reading

	Indigenous students	non-Indigenous students
2001	82.1%	94.6%
2002	85.6%	92.1%
2003	91.6%	96.9%
2004	86.4%	96.5%
2005	85.1%	95.1%

Percentage of Year 5 students achieving at or above benchmark in Writing

	Indigenous students	non-Indigenous students
2001	66.5%	90.4%
2002	67.2%	86.7%
2003	85.4%	93.8%
2004	77.9%	92.7%
2005	80.2%	92.8%

Percentage of Year 5 students achieving at or above benchmark in Numeracy

	Indigenous students	non-Indigenous students
2001	71.5%	93.1%
2002	74.1%	91.1%
2003	66.6%	90.8%
2004	71.0%	92.1%
2005	81.2%	93.3%

b) Percentage of Year 7 students achieving at or above benchmark in Reading

	Indigenous students	non-Indigenous students
2001	70.3%	91.8%
2002	79.1%	90.6%
2003	78.0%	91.6%
2004	81.0%	95.0%
2005	76.3%	93.6%

Percentage of Year 7 students achieving at or above benchmark in Writing

	Indigenous students	non-Indigenous students
2001	78.3%	90.4%
2002	78.6%	90.9%
2003	83.7%	93.1%
2004	79.2%	93.0%
2005	78.6%	92.0%

Percentage of Year 7 students achieving at or above benchmark in Numeracy

	Indigenous students	non-Indigenous students
2001	61.8%	87.5%
2002	60.9%	86.7%
2003	61.6%	86.6%
2004	65.0%	87.5%
2005	61.7%	88.1%

Percentage of Year 9 students performing in profile levels 5, 6 or 7 in Reading

	Indigenous students	non-Indigenous students
2001	60.5%	88.2%
2002	46.5%	78.9%
2003	74.4%	91.7%
2004	89.9%	94.8%
2005	83.6%	95.5%

Percentage of Year 9 students performing in profile levels 5, 6 or 7 in Writing

	Indigenous students	non-Indigenous students
2001	53.3%	77.5%
2002	53.5%	78.5%
2003	71.8%	88.0%
2004	76.6%	88.6%
2005	76.7%	88.0%

Percentage of Year 9 students performing in profile levels 5, 6 or 7 in Numeracy

	Indigenous students	non-Indigenous students
2001	83.3%	93.4%
2002	74.4%	93.0%
2003	83.4%	94.0%
2004	91.0%	97.0%
2005	89.0%	97.2%

- (3) Retention rates for years 10-12 students for government schools for Indigenous and non-Indigenous students are calculated using the August census and are detailed in the table below:

Retention Rates Years 10-12

	2001	2002	2003	2004	2005
Indigenous students	50.0%	75.6%	90.0%	87.3%	73.5%
Non-Indigenous students	112.2%	101.7%	102.9%	102.0%	101.3%

Source: ACT Government Schools' August Census

Note: Figures include special school students but exclude ungraded secondary students.

Indigenous retention rates fluctuate considerably due to the small number of enrolments.

Some retention rates are higher than 100% because they include retention rates for year 10, and new students to the school.

Retention rates disaggregated by Indigenous and non-Indigenous are not available for non-government schools.

Portable Classrooms

DR FOSKEY - asked the Minister for Education and Training on 6 July 2006:
In relation to portable classrooms:

- (1) What is the total number of portable classrooms erected in ACT government schools?
- (2) Which ACT government schools have portable classrooms?
- (3) How many portable classrooms are not being used? In which schools are these unused portables situated?
- (4) Are portable classrooms included in the Department of Education estimates of school capacity?
- (5) Are unused portable classrooms included in the Department of Education estimates of school capacity?

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

- (1) There is a total of 160 transportable classrooms erected in ACT government schools.
- (2) See attached list.
- (3) The use of portable classrooms in schools is not tracked. Once portable units are not required for essential enrolment needs, under school based management schools have made extensive use of them for a range of purposes such as after school care, community use and off line programs.
- (4) Yes.
- (5) Yes.

ATTACHMENT A - PORTABLE LOCATIONS AT ACT GOVERNMENT SCHOOLS

SCHOOL		TRANSPORTABLE
TOTAL		160
HAWKER	C	2
NARRABUNDAH	C	4
CALWELL	H	2
CAROLINE CHISHOLM	H	4
GOLD CREEK	H	14

LANYON	H	2
STROMLO	H	2
TELOPEA PARK	H	2
AINSLIE	P	3
ARANDA	P	2
ARAWANG	P	3
BONYTHON	P	4
CALWELL	P	3
CHISHOLM	P	7
CO-OP	P	1
CONDER	P	10
CRANLEIGH	P	5
FADDEN	P	2
FARRER	P	1
FLOREY	P	4
FLYNN	P	3
FRASER	P	5
GARRAN	P	2
GILMORE	P	9
GORDON	P	8
GOWRIE	P	3
GOLD CREEK - PRIMARY	P	6
HALL	P	8
ISABELLA PLAINS	P	5
JERVIS BAY	P	5
MILES FRANKLIN	P	6
MONASH	P	4
NGUNNAWAL	P	4
PALMERSTON	P	6
THEODORE	P	6
VILLAGE CREEK	P	3

Special Education Units and students with disabilities

DR FOSKEY - asked the Minister for Education and Training on 6 July 2006:

- (1) Which ACT government schools have special education units and what are they?
- (2) What is the number of enrolments in each of the special education units?
- (3) Are the costs of special education units included in the Department of Education cost estimates for individual schools posted on the Department website? If so, what is the per student costs in these schools, excluding the special education units?
- (4) What is the number of students with disabilities participating in mainstream classes in each ACT government school?
- (5) What additional costs are incurred for students with disabilities in mainstream classes?

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

- (1) Details of ACT Government schools special education units and their type is at Attachment A.
- (2) The number of enrolments in special education units is at Attachment B.
- (3) Some costs of special education units are included in the DET cost estimates for individual schools posted on the departmental website www.det.act.gov.au. The Department is currently calculating these costs on a cost per student basis, and that information will be provided on the website when available.
- (4) The number of students with disabilities participating in mainstream classes in each ACT Government school is at Attachment C.
- (5) The student centred appraisal of need process (SCAN) is used to determine if students with a disability require additional funding support to participate in a mainstream class. Some of these students do not require extra funding. For those who do, costs range from \$4650 to \$18600.

SPECIAL EDUCATION UNITS IN ACT GOVERNMENT SCHOOLS

The number in parenthesis indicates the number of units in each school

LEARNING SUPPORT UNITS

ASD = Autism specific units

Primary Schools

Amaroo Primary School (ASD) (2)

Chisholm Primary School (2)

Evatt Primary School

Fadden Primary School (ASD)

Garran Primary School

Gowrie Primary School (ASD) (2.5)

Holt Primary School (ASD)

Latham Primary School (ASD)

Macquarie Primary School

Maribyrnong Primary School

Melrose Primary School (ASD)

Monash Primary School

Mt Neighbour Primary School

Nth Ainslie Primary School (ASD)

Palmerston Primary School

Rivett Primary School (ASD) (2)

Weetangera Primary School (ASD)

Yarralumla Primary School (ASD)

High Schools

Belconnen High School (ASD)

Campbell High School (ASD)

Caroline Chisholm High School (ASD)

Kaleen High School

Kaleen High School (ASD)

Kambah High School

Lyneham High School

Stromlo High School (ASD)

Wanniassa School

Secondary Colleges

Dickson College (2)

Erindale College (0.5)

The Canberra College (3)

LEARNING SUPPORT CENTRES

Primary

Ainslie Primary School

Chisholm Primary School (1.5)

Charles Conder Primary School

Curtin Primary School

Evatt Primary School

Gilmore Primary School

Giralang Primary School (0.5)

Gordon Primary School

Gowrie Primary School

Gungahlin (1.5)

Ngunnawal

Gold Creek

Palmerston

Macgregor Primary School (2)

Monash Primary School

Narrabundah Primary School

Richardson Primary School (2)

Southern Cross Primary School (2)

Taylor Primary School

Theodore Primary School

Village Creek Primary School (3)

Weston Primary School (0.5)

Secondary

Alfred Deakin High School

Calwell High School

Caroline Chisholm High School

Gold Creek Senior (.5)

Stromlo High School (1.5)

Lyneham High school (2)

Kambah High School (1.75)
Dickson College (0.5)

Melba High School (2.5)
Wanniassa School (1.25)

SUPPORT CLASSES LANGUAGE

Village Creek Primary School
Lyneham Primary School

UNITS FOR HEARING IMPAIRED

Mawson Primary School
Belconnen High School

Attachment B

ENROLMENTS IN SPECIAL EDUCATION UNITS AT FEBRUARY
CENSUS 2006

Canberra College - LSU	21	
Dickson College - LSU	15	
Dickson College - LSC	9	
Erindale College- LSU	2	
Alfred Deakin High School - LSC	14	
Belconnen High School - Hearing Impaired Unit	4	
Belconnen High School - LSU ASD	6	
Calwell High School - LSC	11	
Campbell High School - LSU ASD	6	
Caroline Chisholm High - LSC	15	
Caroline Chisholm High - LSU ASD	6	
Gold Creek School Secondary - LSC	5	
Kaleen High School LSU	6	
Kaleen High School LSU ASD	5	
Kambah High School - LSC	21	
Kambah High School - LSU	7	
Lyneham High School - LSU	8	
Lyneham High School - LSC	24	
Melba High School - LSC	40	
Stromlo High School - LSC	22	
Stromlo High School - LSU ASD	5	
Wanniassa School Secondary LSU	8	
Wanniassa School Secondary LSC	16	
Ainslie School LSC	8	
Amaroo School LSU ASD	12	
Charles Conder Primary School LSC	11	
Chisholm Primary School LSU	14	
Chisholm Primary School LSC	17	
Curtin Primary School	12	
Evatt Primary School LSU	8	
Evatt Primary School LSC	12	
Fadden Primary School LSU ASD	5	
Garran Primary School LSU	8	
Gilmore Primary School LSC	10	
Giralang Primary School LSC	6	
Gold Creek School (Primary) LSC	6	
Gordon Primary School LSC	14	
Gowrie Primary School LSC	11	
Gowrie Primary School LSU ASD	15	
Holt Primary School LSU ASD	6	
Latham Primary School LSU ASD	12	
Lyneham Primary School – Support Class Language	8	
Macgregor Primary School LSC	20	

Macquarie Primary School LSU	8	
Maribyrnong Primary School LSU	8	
Mawson Primary School – Hearing Unit	4	
Melrose Primary School – LSU ASD	5	
Monash Primary School LSC	11	
Monash Primary LSU	8	
Mt Neighbour Primary School LSU	7	
Narrabundah Primary School LSC	8	
Ngunnawal Primary School LSC	7	
North Ainslie Primary School LSU ASD	6	
Palmerston Primary School - LSU	9	
Palmerston Primary School - LSC	3	
Richardson Primary School LSC	22	
Rivett Primary School LSU ASD	12	
Southern Cross Primary School - LSC	28	
Taylor Primary School LSC	12	
Theodore Primary School - LSC	13	
Village Creek Primary School - LSC	35	
Village Creek Primary School - Language Support Class	6	
Weetangera Primary School - LSU ASD	5	
Weston Creek Primary School - LSC	7	
Yarralumla Primary School LSU ASD	11	
TOTAL	726	

Attachment C

STUDENTS WITH A DISABILITY IN ACT GOVERNMENT
MAINSTREAM SCHOOLS*

Canberra College	29	
Copland College	17	
Dickson College	28	
Erindale College	11	
Hawker College	7	
Lake Ginninderra College	3	
Lake Tuggeranong College	14	
Narrabundah College	6	
Alfred Deakin High School	20	
Amaroo	5	
Belconnen High School	16	
Calwell High School	17	
Campbell High School	12	
Canberra High School	9	
Caroline Chisholm High	26	
Gold Creek School)	13	
Kaleen High School	15	
Kambah High School	39	
Lanyon High School	5	
Lyneham High School	38	
Melba High School	50	
Melrose High School	10	
Stromlo High School	37	
Telopea Park School	2	
Wanniassa School	25	
Ainslie School	10	
Amaroo School	26	
Aranda Primary School	7	
Arawang Primary School	5	
Bonython Primary School	5	
Calwell Primary School	5	
Campbell Primary School	9	
Chapman Primary School	4	
Charles Conder Primary School	21	
Charnwood Primary School	8	
Chisholm Primary School	33	
Cook Primary School	6	
Co-operative School	0	
Curtin Primary School	23	
Duffy Primary School	0	
Evatt Primary School	24	
Fadden Primary School	13	
Farrer Primary School	3	
Florey Primary School	12	

Flynn Primary School	6	
Forrest Primary School	11	
Fraser Primary School	3	
Garran Primary School	13	
Gilmore Primary School	11	
Giralang Primary School	8	
Gold Creek School	16	
Gordon Primary School	18	
Gowrie Primary School	31	
Hall Primary School	2	
Hawker Primary School	4	
Higgins Primary School	3	
Holt Primary School	9	
Hughes Primary School	8	
Isabella Plains Primary School	9	
Jervis Bay Primary School	6	
Kaleen Primary School	4	
Latham Primary School	26	
Lyneham Primary School	16	
Lyons Primary School	4	
Macgregor Primary School	23	
Macquarie Primary School	13	
Majura Primary School	3	
Maribyrnong Primary School	14	
Mawson Primary School	7	
Melrose Primary School	8	
Miles Franklin Primary School	5	
Monash Primary School	28	
Mt Neighbour Primary School	9	
Mt Rogers Community School	6	
Narrabundah Primary School	10	
Ngunnawal Primary School	18	
North Ainslie Primary School	12	
Palmerston Primary School	18	
Red Hill Primary School	6	
Richardson Primary School	26	
Rivett Primary School	13	
Southern Cross Primary School	34	
Taylor Primary School	13	
Telopea Park	1	
Tharwa Primary School	2	
Theodore Primary School	20	
Torrens Primary School	9	
Turner School	108	
Urambi Primary School	4	
Village Creek Primary School	48	

Wanniassa Hills Primary School	5	
Wanniassa School	3	
Weetangera Primary School	8	
Weston Creek Primary School	12	
Yarralumla Primary School	14	
Total	1376	

* These numbers include students enrolled in special education units and centres, as all programs include participation in mainstream school programs and activities.

Students leave the Government system

DR FOSKEY - asked the Minister for Education and Training on 28 June 2006:

- (1) What survey instruments do government schools use to identify the reasons students leave the government sector and enrol in the non-government sector?
- (2) What are the reasons for students transferring to the non-government sector?

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

- (1) Schools enter data on the destinations of students exiting their school on a Departmental data base. This instrument does not record specific reasons for the transfer of a student to the non-government sector. Individual schools have a range of instruments to collect information on the reasons why students transfer to non-government schools. Such instruments include: leavers form or exit report, interviews with principal or year coordinators, annual year 6 survey, sign out procedures and phone contact.
- (2) Schools have reported that the reasons given for students transferring to the non-government sector include: to better position themselves for acceptance into a non-government high school, for religious education, opposition to P – 10 school, student behaviour and behaviour management issues, to enrol in a middle school program, peer group issues, single sex schooling and ethnic mix.

Interest subsidy scheme

Question taken on notice

MR STEFANIAK - asked the Minister for Education and Training on 28 June 2006:

What are the arrangements in relation to the Interest Subsidy Scheme for the non-government sector, what outstanding grants there are, how much money will be paid in the current year and in the out years and when is the scheme due to finish?

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

At the time of the closure of the Interest Subsidy Scheme (ISS) in the 2003-04 financial year the Government allocated \$2.9m in the budget for ISS. This amount is adjusted annually by CPI.

There are no outstanding claims for reimbursement under the Scheme in the 2005-06 financial year.

One hundred and sixty two claims were processed and a total of \$2.63m was reimbursed in 2005-06. All excess funds for the 2005-06 financial year have been distributed to the non-government sector.

The scheme is due to finish in 2019. It is anticipated that all claims will be processed within the available funds in future years should interest rates not change and excess funds will continue to be redistributed within the non-government sector. An estimation of the quantum of excess funds in each of the remaining years of the scheme is attached.

Estimated funds released as a consequence of closing the ISS scheme
2003/04 to 2018/19 (\$m)

Financial Year	03-04	04-05	05-6	06-07	07-08	08-09	09-10	10-11
Funds released (1)	0.06	0.05	0.4	0.7	1.0	1.3	1.6	1.9

Financial Year	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Funds released (1)	2.3	2.6	2.9	3.2	3.4	3.7	3.9	4.1

Note: (1) The estimate of funds released take account of the anticipated indexation of 2.5% per annum and interest rates remaining at their current level

176 Education and Training Burke

Correspondence the families

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MRS BURKE - asked the Minister for Education and Training on 28 June 2006:

How many letters have been written to families of students with a disability who may be affected by the proposal?

MR BARR - the answer to Mrs Burke's question is:

249

177 Education and Training Brendan Smyth

Additional funding to non-government sector

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MR BRENDAN SMYTH- asked the Minister for Education and Training on 28 June 2006:

What percentage of the additional education funding, both in recurrent and capital this year, are going to the non-government sector?

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

5.6% of the additional ACT Government capital and recurrent education funding was provided to the non-government sector.

178 Education and Training Brendan Smyth

Students of Lake Ginninderra, Copland, Hawker & Dickson

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

**Residential location of out of area students at Lake Ginninderra, Copland,
Hawker and Dickson Colleges**

MR BRENDAN SMYTH - asked the Minister for Education and Training on 28 June 2006:

To provide a breakdown of the residential location of out of area students at Copland College, Hawker College, Lake Ginninderra College and Dickson College.

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

The attached table indicates the residential address by suburb of out of area students in the requested ACT Government secondary colleges as at the February 2006 ACT Government Schools Census.

Residential Address of Out of Area ACT Government Secondary College Students - February 2006

COPLAND COLLEGE			HAWKER COLLEGE			LAKE GINNINDERRA COLLEGE			DICKSON COLLEGE (Mainstream) *		
State	Suburb	Enrolments	State	Suburb	Enrolments	State	Suburb	Enrolments	State	Suburb	Enrolments
ACT	ARANDA	4	ACT	ACTON	1	ACT	AINSLIE	1	ACT	BELCONNEN	1
	BELCONNEN	7		AINSLIE	2		BRADDON	1		CHARNWOOD	1
	BRUCE	3		AMAROO	5		CAMPBELL	1		CHISHOLM	1
	CALWELL	1		ARANDA	19		CHARNWOD	5		DEAKIN	2
	COOK	4		BELCONNEN	7		CONDER	1		DUFFY	2
	GIRALANG	11		BRADDON	3		CURTIN	1		DUNLOP	2
	HACKETT	1		BRUCE	10		DICKSON	2		EVATT	6
	HAWKER	2		CHARNWOOD	24		DOWNER	4		FARRER	1
	HIGGINS	9		COOK	28		DUNLOP	17		FISHER	1
	HOLT	10		DICKSON	2		EVATT	21		FLOREY	5
	HUGHES	1		DOWNER	3		FLOREY	13		FRASER	1
	KALEEN	7		DUNLOP	43		FLYNN	12		GIRALANG	13
	LYNEHAM	3		EVATT	31		FRASER	3		GRIFFITH	1
	MACQUARIE	3		FLOREY	79		GRIFFITH	1		HOLDER	1
	MCKELLAR	13		FLYNN	34		HAWKER	2		HOLT	4
	MONASH	1		FRASER	17		HIGGINS	4		ISABELLA PLAINS	1
	O'CONNOR	2		GIRALANG	14		HOLT	6		KALEEN	36
	PAGE	4		GUNGAHLIN	4		HUGHES	1		KAMBAH	1
	SCULLIN	3		HACKETT	1		LATHAM	6		LATHAM	3
NSW	BUNGENDORE	2		ISAACS	1		LYNEHAM	10		LYONS	1
	MURRUMBATE MAN	8		KALEEN	27		MACARTHUR	1		MACARTHUR	1
	OTHER NSW	1		KAMBAH	1		MACGREGOR	8		MACGREGOR	5
NOT STATED/OTHER		2		LATHAM	42		MAWSON	1		MCKELLAR	2
TOTAL		102		LYNEHAM	1		MELBA	2		MELBA	1
				MACGREGOR	43		O'CONNOR	3		NARRABUNDAH	1
				MACQUARIE	28		PAGE	4		OAKS ESTATE	1

	MCKELLAR	20		REID	1		PAGE	1
	MELBA	20		RICHARDS ON	1		RIVETT	1
	NGUNNAWAL	18		SCULLIN	6		SCULLIN	4
	NICHOLLS	13		SPENCE	6		SPENCE	1
	O'CONNOR	2		TURNER	1		TORRENS	1
	PALMERSTON	18		WEETANGE RA	3		WARAMANGA	1
	SPENCE	16		YARRALU MLA	1		WEETANGERA	1
	TURNER	1	NSW	BRAIDWOO D	1	NSW	BUNGENDORE	25
	WATSON	1		BUNGENDO RE	8		GUNDAROO	3
NSW	BUNGENDOR E	1		MURRUMB ATEMAN	3		JERRABOMBERRA	10
	GUNDAROO	1		QUEANBEY AN	4		MURRUMBATEMAN	8
	MURRUMBAT EMAN	3		SUTTON	1		QUEANBEYAN	26
	QUEANBEYA N	1		YASS	4		SUTTON	12
	SUTTON	1		WAMBOIN	6		WAMBOIN	14
	YASS	8		OTHER NSW	8		YASS	7
	WAMBOIN	1	NOT STATED/OT HER		7		OTHER NSW	29
	OTHER NSW	5	TOTAL		192	NOT STATE D/OTH ER		6
NOT STATED/OT HER		3				TOTA L		245
TOTAL		603						

* Students in the Introductory English Centre (24 students) at Dickson College are not considered to be out of area enrolments

Data to support proposed years 7 to 12 school

MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE

MR BRENDAN SMYTH asked the Minister for Education and Training on 28 June 2006:

In relation to the 7 to 12 schools:

In the consultation on the college system did it come up very often in the public discussions?

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

The Report of the Review of Government Secondary Colleges on behalf of the ACT Department of Education and Training was produced by Atelier Learning Solutions Pty Ltd who used qualitative and quantitative measures based on focus groups, stakeholder interviews and surveys.

The raw data and notes taken at the focus groups are not available to the Department.

The traditional year 7 to year 12 high school model is discussed on pages 37 and 38 of that report. In relation to public discussion on the issue, the Report states:

“A year 7 to year 12 model found some support among high school students participating in Review forums:

Make all high schools go to 11 and 12 as well so moving is not required.

I think it's going to be scary moving from high school to college and that we should have a college put into our previous high school.”

The Report identifies the principle perceived strengths of the traditional year 7 to year 12 high school model, from evidence gathered, as:

- continuity over the full six years of secondary schooling
- effectiveness of the model in the domain of pastoral care
- a strong sense of community and co-curricular opportunities for students to engage in wider school life.

Dept organisation

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

Departmental organisation charts

MRS DUNNE - asked the Minister for Education and Training on 28 June 2006:

Is it possible to provide the committee with what it looks like now and what you envisage it will look like?

MR BARR - the answer to Mrs Dunne's question is:

A copy of the Department of Education and Training's old and new organisation charts are attached.

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SCAN appraisal in non-government schools

MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE

MR STEVE PRATT- asked the Minister for Education and Training on 28 June 2006:

The appraisal for SCAN has been completed in non-government schools, can you detail here now what the outcome of that appraisal in monetary terms has been?

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

The Department has appraised the level of need of student with disabilities in non-government schools using the Student Centred Appraisal of Need (SCAN) process. The 2006-07 financial year will be the first year the results of the SCAN process will be used to calculate entitlements of students with disabilities in non-government schools. Payments are generally made in the fourth quarter of the year.

National Safe schools framework

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MR BRENDAN SMYTH - asked the Minister for Education and Training on 28 June 2006:

What are the indicators around which the Department collects data as part of the National Safe Schools Framework?

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

The indicators around which it is proposed that all states and territories will collect information are the National Safe Schools Framework's six key elements. The key elements are:

1. school values, ethos, culture, structures and student welfare
2. policies, programs and procedures
3. education/training for school staff, students and parents
4. managing incidents of abuse/victimisation
5. providing support for students
6. working closely with parents

183 Education and Training Dunne

Consultation with families of children with a disability

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MRS DUNNE - asked the Minister for Education and Training on 28 June 2006:

What is the breakdown of staff costs associated with consultation with families of students with a disability who attend affected schools?

MR BARR - the answer to Mrs Dunne's question is:

Officers in the Department of Education and Training meet regularly with families of students with a disability to discuss any concerns, including issues around placement. It is not anticipated that any additional staffing resources will be required to accommodate the meetings with families who have students at affected schools.

Criteria for school closures

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MR BRENDAN SMYTH - asked the Minister for Education and Training on 28 June 2006:

Will you make available to this Committee the criteria your have read out at each of those meetings?

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

The following are the relevant speaking notes for the meetings:

Educational

- The provision of a range of options for families in making education decisions for their children.
- The need to maintain and develop further excellence in the school system.
- Better curriculum pathways from preschool to year 12.
- A new focus on early childhood and infants schooling, middle schooling and senior schooling.
- An alternative to the college system – re-introducing a 7-12 pathway for ACT students.
- Ensuring that our schools (many of which were developed in the 1970's) are appropriate for education through to 2020.

Social

- Our population is ageing and that means in many suburbs the education and community needs have changed.
- 41% of ACT parents are choosing to send their children to private schools.
- Families are making decisions about where their children attend school based on more than distance from their homes.
- Parents are driving their children past their local neighbourhood school, and dropping them off at schools that are closer to work or study.
- The Government needs to put schools in locations where the children are.

Financial

- A number of school buildings are run down, and the ongoing maintenance costs are increasing every year.
- The ACT education system costs us, on average, 20% more than the other states.
- We have many smaller schools where the cost of educating a student is rising well above the average.

Geographical

- A regional approach.
- Demographics – number of families and children in the region.
- Where the schools are located – proximity to alternative schools.

Mid year review GDHS write off

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MRS DUNNE - asked the Minister for Education and Training on 28 June 2006:

Can you explain, somebody, in the mid-year review that the write off was 10 point something and now its 11 point something else. Can somebody explain what the difference in the write off is?

MR BARR - the answer to Mrs Dunne's question is:

The difference between the \$10.9m disclosed in the mid-year review and the \$11.1m published in BP4 in the 'Notes to Budget Statements' relates to the presentation of the information for two different purposes.

The mid year report reflected the net impact on the operating result for the Ginninderra District Write-off. The net impact of \$10.9m related to the write-off of the school building (\$11.1m) offset by depreciation savings of \$0.2m.

The 'Notes to the Budget Paper 4' provide the depreciation savings and write-off of the school at two different expense line items.

186 Education and Training Steve Pratt

Students with a disability residing in Tharwa

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MR STEVE PRATT - asked the Minister for Education and Training on 28 June 2006:

Of those Tharwa students going to schools elsewhere, can you determine how many of those are special education?

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

None.

Cook Primary School and Preschool

DR FOSKEY - asked the Minister for Education and Training on 6 July 2006:
In relation to Cook Primary School and Preschool and their proposed closure:

- (1) In regard to the decline in the share of enrolments in the government schools sector, to
 - a) Provide copies of all analysis conducted in the last five years on the causes of the decline and any underlying data used to support
 - b) Advise the committee when this analysis was undertaken and how it was used in preparing the document ***Towards 2020***.
- (2) As the proposal to close Cook Primary and Preschools is based on a number of criteria in addition to current enrolment, to advise the Committee of the benchmark for each of the criteria below, and how it was devised -
 - a) projected enrolments
 - b) cost per student
 - c) potential for the school to be converted into a different educational structure,
 - d) capacity, and
 - e) access and location
- (3) To provide
 - a) the demographic data it used to inform the Government's decision making process in *Towards 2020*,
 - b) the particular demographic data that applied to Cook primary and pre-schools
- (4) To provide
 - a) a break down of the projected savings of \$34 million over the forward estimates period in regard to the *Towards 2020* proposal, in terms of
 - (i) wages and salaries,
 - (ii) other employment costs (eg: superannuation and leave entitlements),
 - (iii) running costs for buildings (including savings on heating/cooling
 - b) a similar breakdown of savings as they can be attributed to the proposed closure of Cook Primary and Preschools
- (5) To
 - a) advise the Committee if the cost of transferring students from schools proposed for closure to other schools has been fully offset against estimated savings

- b) provide a breakdown of those costs by category including
 - (i) transport, including the cost of additional bus services and any subsidies for students who would be required to travel further
 - (ii) special assistance and support for affected students
 - (iii) reactivation and maintenance of currently unused facilities
 - c) provide a similar breakdown of costs as they can be attributed to the proposed closure of Cook Primary and Preschools
- (6) In regard to the cost per student as determined by the ACT Government, to
- a) advise the Committee of the average cost per student in 2006 for
 - (i) the Cook primary school
 - (ii) the Cook preschool
 - b) provide a breakdown of these costs in categories including
 - (i) wages and salaries,
 - (ii) other employment costs (eg superannuation & leave entitlements)
 - (iii) depreciation
 - (iv) electricity and heating costs
 - (v) class room materials,
 - (vi) maintenance
- (7) In regard to the Cook Primary School block leased to non-school tenants by the Department of Urban Services, to advise the Committee
- a) If the existing allowance paid to Cook Primary by the Department of Education and Training, to offset the cost of providing utilities, cover the full cost of those utilities
 - b) How these transactions are incorporated into the average cost per student calculation for Cook Primary, and
 - c) if that allowance and utilities expenses for all buildings on site are incorporated in the total running cost of the school
- (8) To provide the average cost per student in the proposed Belconnen South East sector, broken down into the same categories as requested for Cook
- a) for 2006
 - b) and projected for 2010
- (9) To provide the Committee with an account of facilities at Cook Primary paid for by parent and community groups over the past five years, such as the shade structure

- (10) In regard to the statement in the ***Towards 2020*** proposal for Belconnen South East, that 'enrolments in schools such as Giralang, Cook and Southern Cross have declined over recent years, with only 40 per cent of school capacity being utilised', to explain
- How the Minister can reconcile that comment with the Department's own figures showing Cook to Cook's capacity utilisation to be 91%
 - When the Department will corrected this factual error in material it continues to distribute to the public
- (11) Why the strong community support enjoyed by Cook and the state of the art IT equipment employed in the school is not identified in the ***Towards 2020*** proposal where similar attributes of other schools are included (as is done for other schools)?
- (12) Why Cook Primary School was not labelled on the map showing schools in the Belconnen South East region in 2006?
- (13) In regard to arrangements for students directly affected by proposed school closures, whether these students
- will be allowed to enrol in their school of choice, or if there will be limits on their enrolment options
 - will be given priority over existing 'out of area' students
- (14) In allocating new preschool hours in 2005 for the 2006 school year
- Why Cook Preschool was allocated two long days after having operated successfully for a number of years on three mornings
 - If this was this based solely on preferences expressed in parent surveys
 - the number of parents who responded to the survey in 2005 and
 - of those responding, the number that opted for two long days
 - If not based solely on parent preferences
 - the other factors that were taken into account and
 - who recommended the hours be changed
- (15) Why the department does not allow the enrolment of children to preschool any earlier than the year before attendance
- (16) Specifically, why a child aged 6 months can't be enrolled now to attend Cook preschool in 2010

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

- (1)
 - a) Given the decline in enrolments at Cook Primary School and Cook Preschool is quite small no detailed analysis has been undertaken.
 - b) N/A
- (2) The Government does not use benchmarks, a range of demographic, social and educational matters were taken into account in considering public educational provision across eight regions of the ACT.
- (3)
 - a) Demographic data used to inform the Government's decision making process included: Census of ACT Government Schools and ACT Government Preschools over recent years, ACT Government Schools projected enrolment 2006-2010 (DET 2005), Canberra: A Social Atlas (ABS 2001).
 - b) Data in the above documents included data for Cook Primary School.
- (4)
 - a) The answer can be found on the Department's website www.det.act.gov.au.
 - b) The answer can be found on the Department's website www.det.act.gov.au.
- (5)
 - a) The costs of transferring students from schools proposed for closure to other schools has been provided in the Transitional Assistance allowance (\$4m) in the 2020 proposal.
 - b) These transitional costs will be determined during the consultation process based on individual transition plans for students.
 - c) See 5b.
- (6)
 - a) The average cost per student for 2006 is not available. Costs for 2004-05 are available on the Department's website www.det.act.gov.au.
 - b) see 6a.
- (7)
 - a) Yes
 - b) These costs are included in the total cost of the school, and apportioned to each student on a pro rata basis.
 - c) Yes

- (8)
- a) Costs for 2006 are not available. Costs for 2004-05 are available on the Department's website www.det.act.gov.au.
 - b) The Department does not project average cost per student at individual schools or regions into the forward years.
- (9) According to the Department's asset register, the shade structure is the only piece of equipment listed that the P&C purchased for the school in the last five years. The asset cost \$24,904.72 (excluding GST)

Please note that the P&C may have purchased more items for the school, but unless they are greater than \$2,000 (excluding GST) in value, they are not added to the Department's asset register.

- (10)
- a) Enrolment in Cook Primary School has decreased from its peak of 536 in 1972 to 136 in 2006. Given the small number of students attending Cook Primary School a substantial portion of the school has been used to accommodate Department of Urban Services tenants. The current Cook capacity of 91% relates to that portion of the facility that is still utilised by the school.
 - b) The information contained in the Towards 2020 proposal is correct. Approximately 40% of the school facility on the site is being utilised by the school.
- (11) The information provided on the *Towards 2020* website provides a snapshot of each school. The strong community support and the school's focus on IT have been added to the snapshot of Cook Primary School.
- (12) The blue dot for the school is shown on the map. The label has been cut off in the publishing process.
- (13)
- a) Students currently enrolled in kindergarten to year 5 in primary schools proposed for closure will be given priority area enrolment status to other schools in the region. Students will be able to enrol in their school of choice in the region.
 - b) This arrangement will not affect existing 'out of area' students enrolled in those schools.

(14)

- (a) The provision of both long and short day session options was implemented to create greater choice for families of preschool children.

A parent survey was undertaken in May/June 2005 for every geographic group relating to each preschool to ascertain parent requirements for either long or short day sessions. The wishes of Cook Preschool parents were taken into account along with regional considerations.

(b)

- (i) 9
- (ii) 55.56%

(c)

- (i) geographic spread to provide choice within the corresponding region
- (ii) the Department recommended the change of hours to reflect the above issues and to implement the Government initiative to increase preschool provision to 12 hours per week.

- (15) Current ACT Government policy is that mainstream preschool is for children who turn four on or before 30 April.

- (16) As above

Proposed closure of schools in Kambah

DR FOSKEY - asked the Minister for Education and Training on 7 July 2006:

In relation to proposed closure of schools in Kambah:

- (1) What information can the Minister and the Department provide on the socio-economic diversity to Kambah residents?
- (2) What social impact analysis has been conducted in the *Towards 2020* proposal for Kambah?
- (3) How has the Government considered the impact on equity and social inclusion of this proposal, and can that analysis be provided to the committee?
- (4) What is the projected enrolment impact on continuing primary schools in Kambah for the next five years?

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

- (1) The Australian Bureau of statistics produces a range of documents that contain this information. Examples available on their website include:
ACT Stats (cat. no. 1344.8.55.001)
Australian Capital Territory in Focus - 2005 (cat. no. 1307.8)
Australian Capital Territory at a Glance - 2005 (cat. no. 1314.8)
ACT and Region - A Statistical Atlas - 2005 (cat. no. 1381.8)
Canberra - A Social Atlas - 2001 (cat. no. 2030.8)
- (2) In identifying schools for potential closure the Government followed the requirements of the *Education Act 2004* in considering social impacts. These included proximity to other schools, established bike and bus routes, natural flow of students to schools outside designated PEA areas, before and after school care provisions, opportunities to grow, one stop drop off points and coalescence of services.

All parents will be involved in transition planning for their children should their current school close. This will allow the specific social needs of families to be identified and appropriately addressed.

- (3) The Government is aware that these issues are important. The transition process for students will ensure that any equity issues are identified and appropriately addressed.

Many children enrolled in small schools are already precluded from the opportunities that are available in larger settings. *Towards 2020* accounts for this by growing student numbers in the local setting so that schools can provide a broader range of opportunities for all students, particularly those from disadvantaged backgrounds.

- (4) These projections are outlined in the *Towards 2020* documentation and on the Department's website. All projections are obviously impacted by choices made by parents.

Proposal to close Rivett Primary and Preschool

DR FOSKEY - asked the Minister for Education and Training on 7 July 2006:

In relation to the proposal to close Rivett Primary School and Rivett Preschool:

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- (1) What is the estimated cost of duplicating equivalent facilities of the Learning Support Units at Rivett pre-school and primary school at another pre-school and primary school?
- (2) Where is it planned to re-locate the Learning Support Units at Rivett pre-school and primary school in the event of their closure?
- (3) How long would it take to establish equivalent facilities of the Learning Support Units at Rivett pre-school and primary school at another pre-school and primary school?
- (4) What provision will be made for children at the Learning Learning Support Units at Rivett pre-school and primary school in the period between the closure of these schools and the establishment of equivalent facilities at another pre-school and school.

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

- (1) The estimated cost of providing facilities for the Learning Support Units at another location is dependent upon where the students move to and the scope of work required at that location. Hence, no reliable cost estimate can be provided at this time.
- (2) A suitable location within the region will be identified in consultation with parents.
- (3) Until the location has been decided and the scope of work defined, it is not possible to provide an estimate of the time required to establish alternative facilities for the Learning Support Units.
- (4) New units will be ready to accommodate students from the beginning of the 2007 school year.

Consultation on reform options Towards 2020

DR FOSKEY - asked the Minister for Education and Training on 7 July 2006:

In relation to consultation on reform options outlined in *Towards 2020*:

- (1) Regarding the possibility of a proposed school closure, amalgamation, or restructure not proceeding, particularly in the context of enrolment deadlines faced by schools that are at present proposed to close at the end of 2006
 - a) by what process should a school or community make a submission or argue the case against the Towards 2020 proposal for their school;
 - b) against what criteria would such a submission be considered;
 - c) what capacity will there be for a school or community group to negotiate with Government on the closure or amalgamation of the school.
- (2) Regarding the analysis of submissions received during the consultation process
 - a) who will conduct the analysis, and if it will be undertaken by DET employees or by a consultant;
 - b) if it is undertaken by a consultant
 - (i) which consultant (or firm) will undertake it
 - (ii) what was, or will be, the basis for selecting that consultant (or firm)?
 - c) what methodological framework or tools will be used to reliably interrogate and draw conclusions from the data;
 - d) how the committee can be assured that the persons undertaking the task of collating and analysing submissions have requisite training and skills?
 - e) if and when a report summarising the results of the consultations will be prepared for consideration of the government
 - f) if the report will be published prior to the Government making a final determination
 - g) if it will not be published prior to the Government making a final determination
 - (i) why not
 - (ii) if the report will be published at a later date
 - (iii) if so when that would be, and if not why it will not be published

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

- (1) a) Submissions are to be made to the Department, either by post or by email. The consultation process is outlined on the internet at www.det.act.gov.au/2020/consultation.htm
- b) So as to not limit the scope of the submissions there are no set criteria that a submission would be considered against.
- c) **The consultation process is outlined on the internet at www.det.act.gov.au/2020/consultation.htm**

(2) (a - d) The Department of Education and Training is responsible for conducting the consultation process and for coordinating the response for Government consideration.

This is standard practice within Government. A senior executive has responsibility for the project drawing on other expertise within the Department. The question of whether other expert advice will be sought will be considered during the consultation period. Liaison will also occur with other Government agencies and with the Minister prior to the final Government consideration of the consultation material at the end of the year.

e) A final report on the Government's decision will be released and will provide a report on the considerations of Government including community feedback and submissions.

(f - g) The report will be released at the time the decision is announced.

Cost of special programs

Question taken on notice

MR BRENDAN SMYTH - asked the Minister for Education and Training on 28 June 2006:

Is it possible to break the figures down into average cost per students not in a special program in each of the colleges and then the cost of the special programs by college, so that we can actually do an apples with apples comparison?

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

The cost of special programs by college has been published on the Department's website <www.det.act.gov.au>.

Towards 2020 Proposal

DR FOSKEY: To ask the Minister for Education: in regard to Melrose Primary School:

- 1) (a) The average cost per student once extra cost per student for those within the autism unit were deducted.
- (b) Whether the Department has recently assessed the condition of Melrose Primary School buildings.
- (c) The condition of those buildings, compared with other schools built at a similar time.
- (d) A breakdown of all federal grants, such as the “Investing in Our Schools Program”, and specific ACT Government expenditure on MPS over the past three financial years.
- (i) The financial and social cost to the YMCA and the community if YMCA’s collocation at MPS is to end.

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

- 1) (a) This figure is still being calculated and will be provided when available.
- (b) Yes, Melrose Primary School had a building condition audit completed in February 2006.
- (c) The condition rating, as assessed by school condition audits are indicated below, where 1= rundown, 2= poor, 3= normal, 4= good and 5= excellent.

School	Year Built	Average Building Rating
Lyons Primary	1966	2.4
Melrose Primary	1967	2.6
Garran Primary	1967	2.6
Mawson Primary	1968	2.6
Rivett Primary	1972	2.4

- (d) Expenditure on centrally funded repairs and maintenance at Melrose Primary School over the past three financial years is:

2003-04	\$31,483
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2004-05	\$23,470
2005-06	\$79,792

Under the Investing in Our Schools Program Melrose Primary School has received grants of:

- \$44,730 in Round 1 that has been fully expended on carpet; and
- \$62,154 in Round 2 that has been partially expended for ICT equipment.

Melrose Primary School was successful with its submission for a \$50,000 Australian Government Community Water Grant in 2006. The Australian Government has put this on hold because the school has been identified for potential closure.

- (i) The financial and social costs of any changed arrangements for the YMCA will be addressed as part of the consultation process surrounding the Towards 2020 proposal.

Sustainable Schools Project

DR FOSKEY - asked the Minister for Education and Training on 7 July 2006:

In relation to the Sustainable Schools Project:

- (1) Will the ACT Department of Education continue to host the Commonwealth funded position of sustainable schools project officer
- (2) Does the ACT Education Department have a continuing commitment to the sustainable schools pilot program
- (3) Does the ACT Education Department have a commitment to a permanent sustainable schools program
- (4) What are the 22 schools enrolled in this program, and which of them will be closed or disrupted under the *Towards 2020* proposal.

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

- (1) The Sustainable Schools Project was established as a 12-month pilot with Australian Government funding from 4 December 2005 to 4 December 2006. A decision to continue the program cannot be made until after the pilot has concluded at the end of this year. Subject to the outcomes of the pilot and continued funding from the Department of Environment and Heritage or other sources, the project officer position could continue to be hosted in the ACT Department of Education and Training.
- (2) Beyond the pilot, the ACT Department of Education and Training will continue its commitment to sustainable schools through the new *Curriculum framework for ACT schools*. The new curriculum framework explicitly identifies educating for environmental sustainability as essential learning for all students in the compulsory years from preschool to year 10. From 2008, schools will be required to incorporate learning about environmental sustainability into their curriculum.
- (3) The ACT Department of Education and Training has an ongoing commitment to education for environmental sustainability. From 2008, schools will be required to embed learning about environmental sustainability in their curriculum. Curriculum support resources sourced and developed through partnerships with key stakeholders established during the pilot period will support them in this. Organisations currently working with the Department include Environment ACT, ACT NOWaste, the Office of Sustainability, the Australian Government Department of Environment and Heritage and the Association of Environmental Educators ACT Chapter.

- (4) There are 21 schools enrolled in the pilot program – 13 are government schools and eight are non-government schools. They are listed in the table below. The impact of the *Towards 2020* proposals on the pilot program is minimal. Pilot schools identified for possible closure are Isabella Plains Primary School and Gilmore Primary School. Both schools have indicated their intention to continue in the pilot. Melrose Primary School is the only school to have withdrawn from the program and this decision was based on the school's need to reprioritise workloads.

Preschools Government	O'Connor Cooperative School
Preschools Independent	Blue Gum School
Primary schools Government	Bonython Primary School Gowrie Primary School Theodore Primary School Curtin Primary School Evatt Primary School Isabella Plains Primary School Gilmore Primary School Farrer Primary School Campbell Primary School Gold Creek Middle School
Primary schools Catholic and Independent	St Thomas the Apostle Primary School St Jude's Primary School Holy Trinity Primary School Burgmann Anglican School
High schools Government	Kaleen High School Alfred Deakin High School Belconnen High School
High schools - Catholic and Independent	St Francis Xavier College Orana School - Weston

Analysis of average cost of school students

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

MR BRENDAN SMYTH - asked the Minister for Education and Training on 28 June 2006:

Will you provide the analysis for each school at detail?

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

The detailed analysis of the average cost of primary and high school students has been published on the Department's website <www.det.act.gov.au>

Staff headcounts and employee expenditure

MRS DUNNE - asked the Minister for Education and Training on 30 June 2006:
In relation to staff headcounts and employee expenditure:

- (1) How much of this \$2,204,000 is for Jervis Bay and how much is for the French Australia School?
- (2) Does the figure for the French Australia School include grants received from the French Government?
- (3) How much does the French Government contribute in grants to Telopea Park School?

MR BARR - the answer to Mrs Dunne's question is:

- (1) Of the \$2,204,000, \$1,303,000 is for Jervis Bay, \$869,000 is for the French Australia School, \$13,000 is for the International Baccalaureate and \$19,000 is for a correspondence course for children of diplomats.
- (2) No.
- (3) No monies come directly to the Department from the French Government. However, the French Government does employ 16 teachers who work at the school. The teachers are paid through the salary system and there is a separate arrangement in place that the French Government covers the Department outlay.

Towards 2020 consultation Process

MRS DUNNE - asked the Minister for Education and Training on 6 July 2006:
In relation to the consultation process under the *Towards 2020* plan:

- (1) Who will analyse submissions received as part of the *Towards 2020* consultation process?
- (2) If submissions will not be analysed by staff of the Department of Education and Training then,
 - a. what firm(s), companies and or individual(s) will conduct the analysis, and
 - b. how were they selected?
- (3) What methods will be used to analyse submissions and compile the data identified from individual submissions?
- (4) When will a report or reports summarising the results of consultation be prepared for consideration by the Government?
- (5) Will the report or reports be made public prior to the making of a final determination or determinations by the Government?
- (6) If the answer to 5 is no in whole or in part, then why?

MR BARR - the answer to Mrs Dunne's question is:

- (1-3) The Department of Education and Training is responsible for conducting the consultation process and for coordinating the response for Government consideration. This is standard practice within Government. A senior executive has responsibility for the project drawing on other expertise within the Department. The question of whether other expert advice will be sought will be considered during the consultation period. Liaison will also occur with other Government agencies and with the Minister prior to the final Government consideration of the consultation material at the end of the year.
- (4-5) The report will be released at the time the decision is announced and will be part of the Government's final consideration of its position.
- (6) The consultation process provides an opportunity for ongoing engagement and consultation.

Towards 2020 publication and proposal cost

MRS DUNNE - asked the Minister for Education and Training on 6 July 2006:

In relation to general costs associated with the *Towards 2020* publication and proposal:

- 1) How much did it cost to produce the twenty-page *Towards 2020: Renewing Our Schools* publication (06/0617) in terms of,
 - d. preparatory reporting and analysis, and
 - e. drafting, composition, editing and design of the publication?
- 2) How much did it cost to print all copies of the publication referred to in 1 printed before or on 6 July 2006?
- 3) Are any more copies of the publication referred to in 1 to be printed after 6 July 2006?
- 4) As between the matte and glossy versions of the publication referred to in 1, was there:
 - f. any difference in printing costs and,
 - g. if there was, what difference?
- 5) As to staff of the Department of Education and Training and others,
 - h. how many Departmental staff
 - i. have been seconded,
 - ii. at what cost, and
 - i. how many other individuals
 - i. have entered into contracts or been paid by the Territory,
 - ii. at what cost, as part of the implementation of the *Towards 2020* proposal?

MR BARR - the answer to Mrs Dunne's question is:

- (1) \$4 224
- (2) \$5 372
- (3) No
- (4) Digital print run (glossy) \$1 951. Main print run (matt) \$3 421
- (5)
 - a.
 - i. Two
 - ii. Approximately \$350 per day
 - b.
 - i. Two
 - ii. Approximately \$350 per day.

Towards 2020 cost of public meetings

MRS DUNNE - asked the Minister for Education and Training on 6 July 2006:
In relation to the cost of the public meetings held so far under the *Towards 2020*
proposal:

- (1) How many employees of the Department of Education have been seconded to assist at the eight public meetings held so far?
- (2) What was the cost of seconding the employees referred to in 1
- (3) How many individuals other than those referred to in 1 have been paid by the Government to assist at or facilitate the eight public meetings held so far?
- (4) How much has been or will be paid to those referred to in 3?
- (5) In what capacity did those referred to in 3 assist or facilitate the meetings?
- (6) What is the total cost of running the eight meetings held so far including the specific items listed above?
- (7) What items are included in this total other than those listed above?

MR BARR - the answer to Mrs Dunne's question is:

- (1) The Department has employed three staff members on a temporary and part time basis to support the *Towards 2020 proposal*, this included assisting with the public meetings as one of their duties. Executive and other Departmental staff attended as part of their normal duties.
- (2) One employee assisted in all public meetings, the other two assisted in four public meetings each. The salaries for these employees would have totalled approximately \$5 600 for the days of the public meetings.
- (3) The building services officers at each of the schools. An external contractor provided the public address system.
- (4) Approximately \$4 990.
- (5) As employees or as contractors hired by the Department.
- (6) Approximately \$12 460.
- (7) Public advertisements, printing costs and other miscellaneous costs associated with the public meetings.

Proposed West Belconnen High School

MRS DUNNE - asked the Minister for Education and Training on 6 July 2006:

In relation to the proposed West Belconnen High School:

- 1) Why has the projected expense of building West Belconnen High School increased by at least \$2m since it was first announced?
- 2) Why has the number of students to be schooled at the proposed West Belconnen High School dropped from the 1500 first announced to 1100?
- 3) What is the explanation for the increase in the write off of the old Ginninderra District High School building between and the publication of the 2005/06 Budget mid-Year Review and the 2006/07 Budget?
- 4) How does the Government justify the 42% decrease in the educational face value of West Belconnen High School presented by the changes referred to in 1 and 2?

MR BARR - the answer to Mrs Dunne's question is:

- (1) In April 2005 the estimated cost of demolishing Ginninderra District High School and constructing a new school on the site was \$43.0m. This estimate was based on the provision of permanent facilities for 1,200 students (potential for additional accommodation of 300 places in the form of transportable classrooms was not part of the budget estimate).

As part of the preparation of the Department's new construction proposals for the 2006-07 capital works program, the budget for the project was reviewed in December 2005 to \$45 million. ACT Procurement Solutions has advised that building costs in the ACT have risen in the order of 11% per annum for commercial construction. This factor has largely resulted in an increase in construction cost for the project.

- (2) The number of students for the West Belconnen School has dropped from 1200 to 1100 places in permanent buildings. Following the consultation process in 2005 the Government acknowledged community views and feedback and determined that a school of around 1100 students would meet the future educational needs of the west Belconnen area. The West Belconnen High School will still be capable of accommodating additional students if required by the addition of transportable classrooms.
- (3) The difference between the \$10.9m disclosed in the mid-year review and the \$11.1m published in BP4 in the 'Notes to Budget Statements' relates to the presentation of the information for two different purposes.

The mid year report reflected the net impact on the operating result for the Ginninderra District Write-off. The net impact of \$10.9m related to the write-off of the school building (\$11.1m) offset by depreciation savings of \$0.2m.

The 'Notes to the Budget Paper 4' provide the depreciation savings and write-off of the school at two different expense line items.

- (4) The capacity of the permanent structure of the school has actually reduced by 100 places, or 8.3% since the school was first announced while the cost has risen by \$2 million, or 4.6%. Collectively the cost of permanent buildings per student has risen by 14.1%, which as explained in (1) is primarily due to the building cost escalation being experienced across the board in the ACT construction industry.

Number of children attending government preschools

MRS DUNNE - asked the Minister for Education and Training on 6 July 2006:
In relation to the number of children attending preschools:

- (1) Why did the number of children attending government preschools in 2005-06 fall 87 students short of the 2005-06 target, as listed at Budget Paper 4 p 387?
- (2) How do you account for the reduction in student numbers given the injection of funds into preschools to increase the hours?

MR BARR - the answer to Mrs Dunne's question is:

- (1) The target number for children attending government preschools included in Budget Paper 4 p 387 was the enrolment at the August 2004 census.

Figures obtained from the Australian Bureau of Statistics indicate that the number of four year old children in the ACT was projected to decline by 110 between June 2005 and June 2006. This decline in the number of ACT resident four year olds would account for the outcome being short of the target.

- (2) In the period 2002 to 2005, changes in preschool enrolments have coincided with changes in the number of four year old children resident in the ACT, as released by the Australian Bureau of Statistics.

During the period 2005-2006 ACT resident preschool enrolments fell by six students. It would appear therefore, that the increase in provision of preschool contact hours has increased the take up rate of preschool places by ACT resident four year olds.

Skills Commission

MR MULCAHY - asked the Minister for Education and Training on 7 July 2006:
In relation to the Skills Commission:

- (1) Will it be a statutory body?
- (2) What skills, experience and attributes will be sought for appointees to the board?
- (3) With respect to the requirement to “coordinate effort” (BP3, p24), what effort is the Commission expected to coordinate?
- (4) What are some examples of what the Commission will do in practice?
- (5) In what respects will the Commission be Different from the Canberra Partnership Board and the Small and Micro Business Advisory Council?
- (6) What will be the budget of the Commission?
- (7) How many public servants will support the Commission?
- (8) What skills will these public servants bring to the Commission?
- (9) What are the indicators of effectiveness by which the performance of the commission will be assessed?

MR BARR - the answer to Mr Mulcahy’s question is:

(1) – (9) Details of the ACT Skills Commission announced in the recent Budget, including its terms of reference and membership, are being developed in consultation with key stakeholders. The range of matters you raise will be addressed in the process and will be announced at a later stage.

Campbell High School- bullying and violence survey

MR STEVE PRATT - asked the Minister for Education and Training on 7 July 2006:

- 1) Please provide copies of the bullying and violence survey conducted at Campbell High School in 2005 which it is understood demonstrated that 50% of the students did not feel safe at Campbell High School including during school hour;
- 2) Please provide the full details of the questions posed in the subject survey, and any other surveys conducted by Campbell into school safety, bullying and violence and the details of all results of those surveys.

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

- 1) There was a bullying and violence survey conducted across year 8 students at Campbell High School in 2004. It revealed that 81.3% generally feel safe, 14% do not generally feel safe and 4.7% sometimes do not feel safe. A copy of the results of the survey is attached.
- 2) The questions posed in the survey are attached. No other surveys have been conducted on this topic. However, the School Review and Development surveys that were completed by staff, parents/carers and students in 2004 include indicators that are relevant to this question. The 2004 survey questions and results are attached.

2004 Year 8 Survey on Bullying and Harassment

Number of respondents	85	
Generally feel safe	69	(81.3%)
Do not generally feel safe	12	(14%)
Sometimes do not feel safe	4	(4.7%)

What have you done or would you do?

• tell/report	26
• fight back	12
• stand up	9
• ignore	9
• walk away	5
• with friends	2
• do nothing	2
• run	1
• hide	1
• stay at home	1
• cry	1
• don't tell	1
• avoid	1

Report to:

• year – co	33
• parents	20
• teacher	18
• friends	8
• Principal	6
• no one	5
• not teachers	1

Unsafe places:

• toilets	24
• no where	23
• everywhere	8
• smoker places	7
• bus	3
• canteen	3
• stair near courts	3
• classes	3
• courts	2
• oval	2
• between classes	2
• main quad	1

Safe places:

• with friends	20
• everywhere	17
• library	17
• class	8
• canteen	4
• main quad	4
• no where	3
• oval	3
• courts	3
• Year-co office	2
• quiet quad	1
• sick bay	1

Bullied at Campbell:	yes 48	no 43
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Bullied this year	yes 33	no 55
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Year 8 Harassment and Bullying Survey

This survey is to be kept confidential – except for the first question – and you are asked to **not** put your name on it. The survey will help the school form a plan to combat harassment and bullying so please complete it sensibly and seriously. Your answers are about yourself, not your friends and should not be used to get back at someone you don't like.

Definition

What do you understand the term bullying to mean?

What does the term harassment mean to you?

Share your responses with the class when your teacher asks

Your Experience at Campbell High

Do you generally feel safe in the school? Yes / No

If you don't feel safe or have been harassed or bullied what have you done or would you do?

Who have you or would you report being harassed or bullied to?

Which places in the school have you been harassed, bullied or feel unsafe in?

Which places do you feel safe from harassment or bullying and why?

Have you been bullied at some time while at Campbell High? Yes / No

Have you been bullied this year at Campbell High?

Since you have been at the school which students have bullied you?

Please list students with as much of their name as you know and a year group

CAMPBELL HIGH SCHOOL
SCHOOL DEVELOPMENT PARENT SURVEY RESULTS

QUESTION	Strongly Agree%	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly Disagree %
I am satisfied with this school	19	65	14	9	0
This school understands the different needs of all members of the school community	6	40	48	5	0
This school caters for and accepts the different needs of all students	8	40	42	9	2
This school is a friendly place	17	63	17	9	2
This school provides encouragement and support for my child	13	58	24	5	0
My child enjoys being at this school	24	61	11	2	2
This school helps my child with ways to deal with harassment	3	34	54	7	2
This schools helps build my child's self- confidence	9	50	33	8	0
I think the school rules are fair	13	61	23	3	0
My child has a say in making the rules for their classroom	3	22	60	13	2
The school gives my child the chance wot work with other students	17	71	12	0	0
I understand the student behaviour policy of this school	11	59	24	6	0
This school is helping my child to be responsible	7	64	24	5	1
At this school there is respect for property	5	47	34	9	6
This school provides a safe environment for my child	13	62	19	5	2
This school celebrates the achievements of students	13	58	25	3	1
My child is encouraged to be involved in the school activities at this school	14	63	18	5	0
The management of student behaviour is effective at this school	7	36	47	9	2
My child's studying environment is good at this school	8	56	29	6	1
Teachers take students' concerns seriously	6	44	37	11	1
My child gets along well with their teachers	15	62	18	5	0
At this school, parents, students and staff respect each other	8	55	32	5	1
Teachers at this school have high expectations of student behaviour	10	55	28	7	1
This school teaches students to be good citizens	6	48	41	5	0
I am informed promptly if my child has a problem	10	34	38	14	4

SCHOOL DEVELOPMENT STUDENT SURVEY RESULTS

QUESTION	Strongly Agree%	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly Disagree %
I am satisfied with this school	11	50	24	11	3
This school understands the different needs of all members of the school community	8	40	38	11	3
I know what the values of my school are	6	49	31	11	3
I enjoy learning at this school	13	41	30	9	7
This school caters for and accepts the different needs of all students	11	43	33	11	4
This school is a friendly place	9	36	33	14	8
This school provides encouragement and support for me	8	40	34	12	7
I enjoy being at this school	16	41	25	10	8
This school helps me with ways to deal with harassment	7	27	35	20	12
This schools helps build my self-confidence	8	34	35	17	6
I think the school rules are fair	7	37	28	18	11
I have a say in making the rules for my classroom	5	20	29	29	17
I understand the rules of this school	15	55	20	6	4
This school is helping me to be responsible	10	38	34	13	6
At this school there is respect for property	7	21	28	22	22
This school is a safe place for me	9	38	30	15	8
This school celebrates the achievements of students	16	44	28	6	6
My opinion is valued at this school	5	23	36	23	12
The management of student behaviour is effective at this school	6	28	35	20	11
My studying environment is good at this school	6	38	32	15	9
Teachers take students' concerns seriously	10	31	32	19	9
I get along well with my teachers	14	40	27	11	8
At this school, parents, students and staff respect each other	10	35	32	15	7
Teachers at this school have high expectations of student behaviour	17	44	26	8	4
This school teaches me to be a good citizen	8	38	31	17	6
I know someone at this school that I can talk to if I have a problem.	25	32	19	13	10

SCHOOL DEVELOPMENT STAFF SURVEY RESULTS

QUESTION	Strongly Agree%	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly Disagree %
I am satisfied with this school	23	60	6	12	0
I know the values of my school	16	65	14	6	0
Students enjoy learning at this school	8	50	38	4	0
This school understands the different needs of all members of the school community	23	48	27	2	0
This school caters for and accepts the different needs of all students	21	58	15	6	0
This school is a friendly place	33	59	8	0	0
This school provides encouragement and support for students	33	56	12	0	0
Students enjoy being at this school	15	56	27	2	0
This school helps students with ways to deal with harassment	20	59	18	4	0
This schools helps build students' self- confidence	18	59	22	2	0
I think the school rules are fair	29	62	6	4	0
I have a say in making the rules for my classroom (teachers only)	49	41	7	0	2
My opinion is valued at this school	27	31	21	17	4
I understand the student behaviour policy of this school	25	58	13	4	0
This school is helping students to be responsible	10	58	29	2	2
At this school there is respect for property	6	38	27	23	6
This school provides a safe environment for students	10	69	13	8	0
This school celebrates the achievements of students	27	50	19	4	0
The management of student behaviour is effective at this school	8	44	31	13	4
Teachers take students' concerns seriously	35	50	13	2	0
Students get along with their teachers	12	69	17	2	0
At this school, parents, students and staff respect each other	15	48	35	0	2
Teachers at this school have high expectations of student behaviour	17	58	19	6	0
This school teaches students to be good citizens	10	56	29	6	0
Parents are informed promptly if their child has a problem	23	52	17	8	0

Long term maintenance and security for schools to be closed

MR STEVE PRATT - asked the Minister for Education and Training on 7 July 2006:
In relation to the funding allocated to long term maintenance and security for schools to be closed:

- (6) Where in the Budget is the funding allocated for the security and maintenance of schools earmarked to be closed in the next 2–3 years?
- (7) What is the total amount of funding allocated per school, per out year over the next 3 years?
- (8) Please advise what plans have been developed or will be developed to manage the closed schools, including all maintenance and security.

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

- (6) The funding for security and maintenance of schools proposed for closure is part of the Government Payment for Outputs for Output Class 1 and 4 in the 2006-07 Budget.
- (7) Funding for the security and maintenance of schools is not specifically allocated per school and preschool over the next three years.
- (8) If a school is determined to be surplus to the needs of the ACT Department of Education and Training then it is transferred to the Property Group within the Department of Territory and Municipal Services. The transfer of surplus government assets to Property Group is carried out in accordance with Surplus Property Policy and Procedure. Property Group then undertakes strategic asset planning regarding the long-term best use of the facility. In the interim, properties are sub-let or licensed by Property Group in accordance with the requirements of the Territory Plan. Building operating costs are recovered through an established cost recovery rental process. There is currently a sizable waiting list, of both community and commercial organisations, that are interested in tenancing such space on a temporary and/or long-term basis.

Vocational education for particular groups

MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE

Mechanisms for developing vocational education for
refugees and other marginalised groups (page 7)

DR FOSKEY - asked the Minister for Education and Training on 5 July 2006:

What are the mechanisms for developing vocational education for these particular groups, Aboriginal and Torres Strait island students and refugee and other marginalised groups?

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

The Department of Education and Training, through the Strategic Priority Program, targets training for marginalised groups including people with a disability, Aborigines and Torres Strait Islanders, unemployed people and people from non-English speaking backgrounds. Additional funding is available through the program to support marginalised groups with literacy, numeracy and classroom learning.

The *Sudanese Refugees Program* allows Sudanese refugees to study English and expands on existing computing knowledge in preparation for further study, and to be involved in nationally accredited programs.

The Chief Minister's Department, through the *Work Experience Support Program*, supports migrants and refugees into employment by providing vocational training and temporary work placements in the community.

The *Indigenous People in Vocational Education and Training Advisory Committee* brings together members of industry, education both private and public, and students, to map the current position of Indigenous education in the ACT, and develop strategies for increasing Indigenous participation in all areas of vocational education and training.

The *Advisory Committee on People with a Disability in Vocational Education and Training* includes representatives from parent and employer groups and the private and public vocational education and training sector. The committee provides strategic advice on all matters relating to the participation of people with a disability in vocational education and training.

Volunteering ACT SPICE helps students at risk of not finishing year 10 experience opportunities in the workplace environment, and therefore remain motivated and positive about their school and life.

The *Training Pathways Guarantee* program addresses the challenges for young people who have become disengaged from training and learning.

The *Youth at Risk – Developing Skills Program* provides marginalised young people with individual support as they prepare for, and enter vocational or educational programs.

The *Women in Vocational Education and Training Committee* provides advice to the Department of Education and Training on all matters relating to the participation of women in vocational education and training.

CIT's Bid for the DEST Language tender

MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE

CIT's Bid for the DEST Language, Literacy And Numeracy Tender QON: Page 36

Transcript of Evidence Wednesday 5 July 2006

DR FOSKEY: To ask the Minister for Education and Training – In relation to:

The Department of Education Science and Training (DEST), has information been sought on why CIT was not selected as the provider of the Language, Literacy and Numeracy Program, tendered for in January 2006?

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

The Dean of the Faculty of Communication and Community Services within CIT has written to DEST with a range of possible meeting dates and times to obtain this information. A response to this request is being awaited from the Acting Director of the Language, Literacy and Numeracy Tender within DEST and will be forwarded to the committee on receipt.

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CIT- Gugan Gulwan Aboriginal Youth centre

MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE

CIT Projects with the Gugan Gulwan Aboriginal Youth Centre QON: Page 44

Transcript of Evidence Wednesday 5 July 2006

DR FOSKEY: To ask the Minister for Education and Training – In relation to:

The Gugan Gulwan Aboriginal Youth Centre at Erindale, is CIT conducting any projects with that Centre?

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

There are no current projects in operation between CIT and the Gugan Gulwan Aboriginal Youth Centre at Erindale. In 2005, however, the CIT Yurauna Centre supported the Gugan Gulwan Aboriginal Youth Centre in conducting a 'Young Mums' support group at the Youth Centre.