

2013

**THE LEGISLATIVE ASSEMBLY FOR THE
AUSTRALIAN CAPITAL TERRITORY**

**GOVERNMENT RESPONSE TO THE
STANDING COMMITTEE ON EDUCATION, TRAINING AND YOUTH AFFAIRS
*REPORT NO 1***

REPORT ON ANNUAL AND FINANCIAL REPORTS 2011-2012

**Presented by
Ms Katy Gallagher MLA
Chief Minister**

Government Response

Standing Committee on Education, Training and Youth Affairs Report No 1 – Report on Annual and Financial Reports 2011-2012

Introduction

The Annual Reports of All ACT Government agencies are referred to the Standing Committees of the ACT Legislative Assembly for examination and report.

The Standing Committee on Education, Training and Youth Affairs reviewed annual reports for:

- ACT Building and Construction Industry Training Fund Authority;
- Canberra Institute of Technology
- Community Services Directorate (Arts, Children and Youth);
- Cultural Facilities Corporation;
- Education and Training Directorate;
- University of Canberra; and

The Committee made 9 recommendations.

Response to Committee Recommendations

Recommendation 1

2.7 The Committee recommends that, in addition to emphasising and illustrating the achievements and future directions of the expected demands and performance requirements of the ACT Building and Construction Industry Training Fund Authority, that the Authority give an updated account in its next annual report of the challenges facing its client industries, particularly in a time of changing market conditions.

Government Response

Agreed in principle.

The ACT Building and Construction Industry Training Fund Authority will include in its next Annual Report an updated account of the challenges facing its client industries in relation to their training needs. However, this commitment will be subject to the outcomes of the review of annual reports currently under way. Among other things, the review seeks to streamline the information placed in annual reports in favour of utilising agency websites and other more timely and accessible means of disseminating information to the public and other stakeholders.

Recommendation 2

3.8 The Committee recommends that the Education and Training Directorate examine more closely the issues affecting teacher qualifications at CIT and the use of higher duties allowances in teaching appointments.

Government Response

Noted.

The Director of the CIT is responsible for CIT teaching staff in accordance with the *ACT Public Service Canberra Institute of Technology (Teaching Staff) Enterprise Agreement 2011-2013* and the *Canberra Institute of Technology Act 1987*. Formal qualifications and competencies are regulated through the Australian Skills Quality Authority.

CIT teachers are supported to gain the minimum qualification of a Certificate IV in Teaching and Assessment, if they do not have it when they are engaged. CIT also has salary incentives to encourage teachers to gain higher level qualifications in adult education.

CIT promotional positions require teachers to have the equivalent of a Certificate IV and Advanced Diploma of Adult Education and payment of higher duties allowance (HDA) requires evidence of appropriate qualifications and vocational competence and completion of an HDA checklist.

Although the CIT Recruitment Team has been keeping copies of mandatory qualifications for some time, copies of mandatory qualifications must now accompany any HDA application.

This process has also facilitated tracking of staff on higher duties to ensure it does not go over 6 months without an appropriate selection process being conducted.

Recommendation 3

3.11 The Committee recommends that CIT provide in its next and following annual reports a detailed account of its role in vocational education in the ACT, and matters related to internal administrative issues in CIT under review and subject to oversight by the Minister for Education and Training.

Government Response

Agreed.

CIT's annual report complies with the Chief Minister's Annual Report Directions and includes comprehensive information regarding the provision of vocational education and training in the ACT. CIT will, where appropriate, report on internal administrative issues under review of the Minister for Education and Training. However, this commitment will be subject to the outcomes of the review of annual reports currently under way.

Recommendation 4

4.11 The Committee recommends that ETD annual report provides detail of current and planned programs and services to students requiring special support and assistance, including Aboriginal and Torres Strait islander students and students with special needs.

Government Response

Agreed in principle.

The Directorate will consider additional information that can be made available, including information on the number of disability education special settings. However, this commitment will be subject to the outcomes of the review of annual reports currently under way.

Recommendation 5

4.15 The Committee recommends that ETD annual reports detailed annual reviews of the outcomes of its professional development and career planning for teachers in the ACT, in particular the results of more recent planning and professional development and career planning changes affecting pre-school teachers.

Government Response

Noted.

The Education and Training Directorate is working towards alignment of reporting systems to gather this data, subject to the outcomes of the current review of annual reports. The Directorate has established the Workforce Capability Group to strengthen strategic planning of professional learning and career pathways for all staff.

Recommendation 6

4.19 The Committee recommends that the ETD work to improve the communications between ETD and the disability related services area of ACT Health in order to deliver more integrated service for special needs students in all special needs schools in the ACT.

Government Response**Agreed.**

The Education and Training Directorate in partnership with ACT Health is piloting a model which will enable increased support for students with complex health care needs across all schools, including specialist schools. This model includes ongoing communication and liaison between families and carers, schools and health professionals

The purpose of this model is to provide equitable nurse-led healthcare support to children who have complex or invasive healthcare needs during school time.

Recommendation 7

4.20 The Committee recommends that fulltime nursing care be provided on an equal and permanent basis across all the special schools in the ACT.

Government Response**Not agreed.**

The Education and Training Directorate in partnership with ACT Health is piloting a model that will support students with complex health care needs across all schools, including specialist schools, to attend school. This model allows for appropriate healthcare to be provided based on the individual needs of students.

Recommendation 8

4.23 The Committee recommends that ETD work more closely with Territory and Municipal Services (TAMS) and ACT Policing through the Safe Schools Taskforce on issues affecting students' safety at and around ACT schools and report more detail on its work in its next and following annual reports.

Government Response**Noted.**

The Directorate works with ACT Policing, TAMS and school communities on school and student safety issues such as school traffic, intruders and vandalism.

The Safe Schools Taskforce ceased operation in August 2012.

Recommendation 9

5.11 The Committee recommends that CSD annual reports provides full and updated detail of outcomes on the administration of youth justice services, and provide updated advise on implementation of the recommendations of the Human Rights Commission Review of Youth Justice and the progress made by the Youth Justice Implementation Taskforce.

Government Response**Agreed.**

However, this commitment will be subject to the outcomes of the review of annual reports currently under way.