



Legislative Assembly for the ACT

STANDING COMMITTEE ON EDUCATION, TRAINING
AND YOUNG PEOPLE

Report on Annual & Financial Reports 2005 - 2006

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Resolution of Appointment

To examine matters related to early childhood education and care, primary, secondary, post secondary and tertiary education and vocational training, non-government education, youth and family services, technology, arts and culture, sport and recreation.

Terms of Reference

On 17 October 2006 the following reports for the financial year 2005 – 2006 and the calendar year 2005 were referred by the Legislative Assembly to the Standing Committee on Education, Training and Young People:

- Canberra Institute of Technology Annual Report
- Department of Education and Training Annual Report
- ACT Building and Construction Industry Training Fund Authority Annual Report
- Office for Children, Youth and Family Support, as a section of the Department of Disability, Housing and Community Services Annual Report.

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STANDING COMMITTEE ON EDUCATION, TRAINING AND
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RECOMMENDATION

RECOMMENDATION 1

3.12 The Committee recommends that the Department of Disability, Housing and Community Services investigates presentation options that allow readers to visually distinguish between different service output areas and locate all information related to these output areas within the two-volumed annual report.

STANDING COMMITTEE ON EDUCATION, TRAINING AND
YOUNG PEOPLE

1 INTRODUCTION

- 1.1 On 17 October 2006, departmental and agency annual reports for 2005-2006 and the calendar year 2005 were referred to the Assembly's standing committees for inquiry and report.
- 1.2 The following reports were referred to the Standing Committee on Education, Training & Young People:
 - Department of Education & Training Annual Report 2005-2006;
 - Sections of the Department of Disability, Housing and Community Services Annual Report 2005-2006 relating to the Office of Children, Youth & Family Support ¹ and the Official Visitor;²
 - Canberra Institute of Technology (CIT) Annual Report 2005³; and
 - Building & Construction Industry Training Fund Authority Annual Report 2005-2006;
- 1.3 The committee resolved to inquire into all referred reports.
- 1.4 The committee held public hearings on 7 and 8 November 2006 at which the Minister for Education and Training, Mr Andrew Barr MLA; the Minister for Disability and Community Services, Ms Katy Gallagher MLA; and officials from the relevant agencies (see Appendix A) appeared to answer the Committee's questions.
- 1.5 The schedule of hearings was posted on the Legislative Assembly website and the Committee Office issued a media alert regarding the forthcoming hearings on 23 October 2006.

¹ Department of Disability, Housing and Community Services, *Annual Report 2005-2006*, Vol 1, pp. 38-49 and Vol 2, pp. 189 – 262. These pages report against Output Class 1 Children, Youth and Family Support and Output Class 2 Early Intervention.

² *Ibid.*, pp. 250-264.

³ The Canberra Institute of Technology reports by calendar year.

Purpose and intent of annual reports

- 1.6 Agency reporting requirements are set out in the *Annual Report (Government Agencies) Notice 2006*.⁴ This Notice includes the *Chief Minister's Annual Reports Directions (the Directions)* which are issued under the *Annual Reports (Government Agencies) Act 2004*.
- 1.7 As specified in the *Directions*, annual reports should be 'an objective account, primarily to the Legislative Assembly, of how the entity has performed during the reporting year'.⁵
- 1.8 *The Directions* also propose that an effective annual report will:
- provide a clear picture of the agency's purpose, priorities, outputs and achievements;
 - focus on results and outcomes – communicate the success or otherwise, including shortfalls, of the agency's activities in achieving government policy outcomes in the reporting year, while accounting for the resources used in the process;
 - discuss results against expectations - provide sufficient information and analysis for the Assembly and community to make a fully informed judgement on agency performance;
 - clearly identify any changes to structures or functions of the agency in the reporting period and explain changes in performance over time;
 - report on agency financial and operational performance and clearly link with budgeted priorities and financial projections as set out in annual Budget Estimate Papers and the agency Ownership Agreement/ Statement of Intent and Corporate Plan;
 - provide performance information that is complete and informative, linking costs and results to provide evidence of value for money;
 - discuss risks and environmental factors affecting the agency's ability to achieve objectives including any strategies employed to manage these factors, and forecast future needs and expectations;
 - recognise the diverse needs and backgrounds of stakeholder groups and present information in a manner that is responsive to the maximum number of users while maintaining a suitable level of detail;
 - comply with any specific legislative reporting requirement; and

⁴ Accessible at <http://www.legislation.act.gov.au/ni/2006-279/current/pdf/2006-279.pdf>

⁵ *Annual Report (Government Agencies) Notice 2006*, p. 7.

- comply with the *Annual Reports (Government Agencies) Act 2004* and the Chief Minister's Annual Report Directions.⁶
- 1.9 The content of annual reports reflects the requirements of the *Directions* and is also influenced by comments provided by Legislative Assembly committees, the Institute of Public Administration's annual review of reports, the Auditor General's report on the effectiveness of annual reporting, as well as practices and publications from other jurisdictions.⁷
- 1.10 Each year, annual reports are assessed by the Institute of Public Administration [ACT Division] for their compliance with formal guidelines and requirements and against internationally recognised characteristics of good reporting.
- 1.11 In considering the referred annual reports, the Committee agreed to adopt a broad approach to the conduct of the Inquiry, allowing Members to focus on general issues of programme management and on the clear reporting of this management rather than on technical adherence to reporting guidelines.
- 1.12 The Annual Reports Inquiry process, and the public hearings in particular, provide Assembly members with an opportunity to seek clarification about the activities that have been undertaken by the ACT Government and to ascertain how agencies are managing their programme performance from one year to the next.

⁶ *Ibid.*, p. 6.

⁷ ACT Auditor General (2003) *The Effectiveness of Annual Reporting*, accessible at http://www.audit.act.gov.au/auditreports/reports2003/Rpt1_2003.pdf

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YOUNG PEOPLE**

2 DEPARTMENT OF EDUCATION AND TRAINING

- 2.1 The Department of Education and Training (DET) provides early intervention education programmes; government education services at preschool, primary school, high school and senior secondary college levels; registration for non-government schools and home education; and the planning and coordination of vocational education and training in the ACT.⁸
- 2.2 At the public hearing held on 7 November 2006, the Committee discussed the following matters with the Minister for Education and Training and officials from the Department (see Appendix A):
- Schools Excellence Framework;
 - Emerging technologies and ICT;
 - Ecological sustainability;
 - Curriculum reform;
 - Establishment of the ANU College ;
 - Civics education in the curriculum;
 - Restorative practices and changes in school cultures;
 - Implementation of an “A to E” grading system;
 - Parent and student satisfaction surveys;
 - Special education places;
 - School-based apprenticeship scheme;
 - ANU College;
 - DET Strategic Plan;
 - Non-government school funding model;
 - Home education; and
 - Koori preschools.

⁸ Department of Education and Training (2006) *Annual Report 2005-2006*, Canberra.

Details of some of the topics discussed with the Committee are outlined below.

Schools excellence framework

- 2.3 During the hearing, the Committee heard details of the schools excellence initiative introduced following the 2002-2003 Budget and funded until 2006-2007. The initiative provides support to schools
- to review and assess their performance, to build on existing good practices and to instigate improvements, with a focus on enhancing student achievement and learning. A major component of schools excellence involves a three-year school review and development cycle, focusing on continuing improvement in schools.⁹
- 2.4 Although yet to be completed, the Department informed the Committee that the compilation of these reviews will be externally verified and validated by parents and an external consultant. An external validator from South Australia had been engaged for this task and an initial, formal report was to be completed by the end of 2006. The Department considers that the outcomes of this work will provide a 'powerful tool' to inform planning.¹⁰

Information and Communications Technology (ICT)

- 2.5 The Committee was advised that the a commissioned review of Information and Communications Technology (ICT) capacity in the education system had provided timely input to the Department's planning by raising awareness of the future needs of students. Described by the term "digital natives", the Department views the ICT needs of current and future students who have a cultural familiarity and preference for digital forms of communication and learning as an important priority¹¹
- 2.6 During the hearing, the potential impact of external changes, such as the establishment of the Shared Services Centre, were noted. The Department understands the challenge of ICT provision in schools in terms of maximising the educational value for students.¹²

⁹ Mr Barr, *Transcript of Evidence*, 7 November 2006, p. 3.

¹⁰ Dr Bruniges, *Transcript of Evidence*, 7 November 2006, p. 4

¹¹ Mr Barr, *Transcript of Evidence*, 7 November 2006, pp. 4-5.

¹² Dr Foskey and Dr Bruniges, *Transcript of Evidence*, 7 November 2006, pp. 6-7.

- 2.7 The educational implications of a digital learning system were also raised, with the need to balance the use of new and traditional educational resources discussed with the Department. The subsequent problem of internet facilitated plagiarism has been recognised by the Department.¹³

Curriculum development

- 2.8 The Department advised the Committee that the curriculum renewal process was progressing towards implementation in 2008 following extensive consultation commenced in 2004. A trial of the new curriculum framework is underway in twenty-two ACT schools¹⁴ comprised of fourteen government schools, three independent schools and five schools from the Catholic education system.¹⁵
- 2.9 In seeking clarity about the nature of the new curriculum, the Committee asked about the balance that would be achieved between teaching students research skills and teaching actual content. The Department advised that the curriculum framework focuses on essential learnings but, in developing the school programmes and teaching units, the content would be embedded in the curriculum framework and be subject to review by relevant experts.¹⁶
- 2.10 Given that the Committee is currently undertaking an Inquiry into voting age eligibility, Members were interested to know whether civics education would be a component of the new curriculum. The Minister indicated that it would, noting also that the significant differences of the ACT electoral and government systems would be incorporated into the framework. The curriculum will cover the history of Australian since Federation and include specifics about what it means to be a citizen of an Australian democracy within the context of the ACT system of government.¹⁷

¹³ Mrs Dunne and Dr Bruniges, *Transcript of Evidence*, 7 November 2006, p. 7-9.

¹⁴ Mr Barr, *Transcript of evidence*, 7 November 2006, p. 10.

¹⁵ Mr Barr, *Transcript of evidence*, 7 November 2006, p. 16.

¹⁶ Mrs Dunne and Dr Bruniges, *Transcript of evidence*, 7 November 2006, pp. 14-15.

¹⁷ Mr Gentleman, Mr Barr and Ms Davy, *Transcript of Evidence*, 7 November 2006, pp. 11-12.

Student and parent satisfaction survey

- 2.11 The Committee was concerned to inquire whether results from the parent and student satisfaction survey published in the annual report could be understood to relate to the movement of students away from the public high school system.¹⁸
- 2.12 The Department advised that the survey method used could not support such a conclusion but that the results of the survey were being considered and addressed at the school level. The strategies being used include:
- The inclusion of students in school decision-making and governance;
 - Specific reference to students with severe disabilities; and
 - Increasing opportunities and up-skilling of students' abilities to negotiate the curriculum.
- 2.13 The Minister noted that a number of public high schools would be involved in the curriculum development process to commence in 2007 and this would provide an opportunity to improve the performance of the public system in the area of student engagement.¹⁹
- 2.14 Also identified by the external validator (Schools excellence framework) were:
- The need for strong and respectful positive relationships between teachers and students;
 - Schools working with a strong values framework;
 - Strong pastoral care systems, including a systemic follow-up of those students at risk and those who are underachieving;
 - A range of interventions tailored to suit individual needs;
 - The positive and unique impact of restorative practices; and
 - A substantial reduction in incidents of bullying.²⁰
- 2.15 The Committee was informed by the Department that the survey data was mostly informative at the operational level and that limited systemic

¹⁸ Mrs Dunne, *Transcript of evidence*, 7 November 2006, p. 18..

¹⁹ Mr Barr, *Transcript of evidence*, 7 November 2006, p. 20.

²⁰ Mr Barr, *Transcript of evidence*, 7 November 2006, p. 19.

inferences could be drawn. This is because data used to inform this indicator is derived from those schools at the beginning of a three year review cycle.

Specifically, the secondary school data presented in the 2005-2006 Annual Report is drawn from surveys of 1,825 students conducted in one high school and three Kindergarten to year 10 schools. Of these students, seventy-six per cent (or 1,378) responded.²¹

- 2.16 The Department also noted that broadly similar results at the secondary level are evident in other jurisdictions.²²
- 2.17 The Committee was advised that with the formation of the Measurement, Monitoring and Reporting Directorate during 2006, the Department would now be working towards establishing diagnostic measurement tools that would allow measurement across the student cohort and provide greater scope for comparisons at various levels within the system.²³
- 2.18 In light of the substantial changes to the public school system that have been planned by the Government, the Committee believes that better collation of the data collected would support strategies for the delivery of education services in the ACT.

Students with disability

- 2.19 Noting an increase of nearly two per cent in the number of students identified with disability for the reporting period, the Committee was informed that the Department understands this in terms of improved diagnosis and an increased willingness of parents to accept and act on a diagnosis.²⁴

Student pathway planning

- 2.20 The Committee was informed about the importance of individual pathway planning in ensuring the best outcomes for students. The school-based apprentice programme, for instance, provided an opportunity for 241 students in 2005 to work towards a clear employment path in areas such as business

²¹ Answer to supplementary question taken on notice (ETYP 06-21).

²² Dr Bruniges, *Transcript of evidence*, 7 November 2006, p. 21.

²³ Dr Bruniges, *Transcript of evidence*, 7 November 2006, p. 22.

²⁴ Dr Bruniges, *Transcript of evidence*, 7 November 2006, p. 24.

retail, automotive, information technology, hospitality, children's services and aged care.²⁵ The Committee noted that this framework was also positively addressing current skills shortages.

- 2.21 The Department advised the Committee that individual pathway planning enhanced students' understanding of the options and choices available to them in planning their education or training for employment. Improved communication and articulation between educational institutions in the Territory continued to be a key strategy in achieving these outcomes for students. The ANU College provided a successful example during the reporting period.

Report quality

- 2.22 The Committee complimented the Department on the overall quality of the annual report, noting that it was more readable and easier to navigate than previous years.²⁶

²⁵ Dr Bruniges, *Transcript of evidence*, 7 November 2006, pp. 29-30.

²⁶ Mrs Dunne, *Transcript of evidence*, 7 November 2006, p. 18..

3 OFFICE OF CHILDREN, YOUTH AND FAMILY SUPPORT

- 3.1 The Office of Children, Youth and Family Support provide a range of services including the monitoring and licensing of children's services, support services for young people, youth justice services and care and protection services. The Office also administers the Official Visitors²⁷.
- 3.2 From late 2004, the Office was incorporated into the Department of Disability, Housing and Community Services and annual reporting is subsumed within the Department's annual report. The Committee's inquiry focused on the Department's reporting against:
- **Output Class 1 Children, Youth and Family Support**, incorporating:
 - Output 1.1 Client and Adolescent Services;
 - Output 1.2 Care and Protection Services; and
 - **Output Class 2 Early Intervention**, incorporating:
 - Output 2.1 Child Development, Family Support and Prevention Services.²⁸
- 3.3 At the public hearing held on 8 November 2006, the Committee discussed the following matters with the Minister for Disability and Community Services and officers from the Office for Children, Youth and Family Support in the Department of Disability, Housing and Community Service (see Appendix A):
- Supply of child-care and coordination within the Industry;
 - The one-stop-shop providing legal services to young people;
 - Progress on the Human Right's Commissioner's audit of Quamby; including redevelopment of Standing Orders;
 - Status of plans for the new Quamby facility;

²⁷ Official Visitors Annual Report 2005-2006 in DHCS Annual Report 2005-2006, ACT Government, Canberra, Vol. 1, pp. 249-264.

²⁸ Department of Disability, Housing and Community Services (2006) *Annual Report 2005-2006*, Canberra, Vol 1, pp. 38-49 and Vol 2, pp. 189 – 262.

- Out of home care;
- Indigenous Foster Care programme;
- Recruitment strategy targeting graduates;
- Minister's Youth Council;
- Review of the Adoption Act; and
- Partnerships with the Australian Catholic University, the University of South Australia and the Australian National University.

Details of some of the topics discussed with the Committee are outlined below.

Childcare services

- 3.4 The Minister advised that an extra 165 long day childcare places were licensed in the Territory during the reporting period and a further expansion of places was anticipated in the next financial year. Confirming the difficulties with supply experienced in some locations, the Committee was advised that efforts were being made to improve coordination between the providers of childcare services, the Commonwealth Government (which administers the childcare subsidy scheme) and the ACT Government (as the licensing authority).²⁹

Youth support services

- 3.5 Outcomes in the area of youth support included the establishment of a "one-stop shop" for youth justice clients, planning towards the construction of the new youth detention centre and a comprehensive review of the standing orders used at Quamby Youth Detention Centre following the human rights audit in May 2005.³⁰
- 3.6 The Committee expressed concern that the detainees' handbook had not been completed following a recommendation from the audit, but was advised that work had progressed and the delay was the consequence of longer than anticipated time to comprehensively review the Standing Orders.³¹

²⁹ Ms Gallagher, *Transcript of evidence*, 8 November 2006, pp. 48-49.

³⁰ *Transcript of evidence*, 8 November 2006, pp.52-53.

³¹ Dr Foskey and Ms Gallagher, *Transcript of evidence*, 8 November 2006, p. 60.

Care and protection services

- 3.7 Improvements in the effectiveness and efficiency of out-of-home care were outlined and it was noted that additional funds and services were being made available.
- 3.8 Details of the training and assessment available to those providing foster care for indigenous children were offered by the Department and the Committee was advised that the development of 'indigenous placement principles' had allowed for the development of cultural care plans for these children.³²
- 3.9 A recruitment strategy developed in this area had proved successful with the target quota of staff from Aboriginal and Torres Strait Islander background now working in the Department. More generally, a vocational employment strategy targeting graduates has increased the numbers of skilled applicants for positions in the child protection area.³³
- 3.10 The Committee was interested in the collaboration between the care and protection services and the schools as communities programme and was advised that the Department was actively supporting those linkages between departmental sections which would improve the outcomes for children, young people and their families.³⁴

Report quality

- 3.11 The Committee noted the difficulty for the Department of Disability, Housing and Community Services in reporting across a number of different service areas. There is a subsequent difficulty for those negotiating the annual reports, particularly since different Assembly committees provide scrutiny across the Department's output range.

³² Mr Harwood, *Transcript of evidence*, 8 November 2006, pp. 61-62.

³³ Ms Gallagher, Ms Lambert and Mr Duggan, *Transcript of evidence*, 8 November 2006, pp. 62-63.

³⁴ Ms Gallagher and Ms Kitchin, *Transcript of evidence*, 8 November 2006, pp. 65-66.

RECOMMENDATION 1

- 3.12 **The Committee recommends that the Department of Disability, Housing and Community Services investigates presentation options that allow readers to visually distinguish between different service output areas and locate all information related to these output areas within the two-volumed annual report.**

4 CANBERRA INSTITUTE OF TECHNOLOGY

- 4.1 The Canberra Institute of Technology (CIT) provides vocational education and training services across five faculties – the Faculty of Business and Information Technology, the Faculty of Communication and Community Services, the Faculty of Design, the Faculty of Science and Technology and the Faculty of Tourism and Hotel Management.
- 4.2 With campuses at Reid, Bruce, Southside, Weston and Fyshwick, the CIT delivers courses to students in a variety of ways including traditional classrooms settings; distance and online learning options; workplace training; simulated work environments and flexible learning centres.
- 4.3 At the public hearing held on 8 November 2006, the Committee heard from the Minister for Education and Training and representatives from the Canberra Institute of Technology (see Appendix A) about the following matters:
- A total of 23,300 enrolments in 450 programmes spread across five facilities;
 - Engagement of a new Chief Executive;
 - Pathways for students completing VET subjects at school;
 - Changes in the demand and delivery of courses, including increases in on-line delivery;
 - Links with industries and specific agencies including Customs and Australian Federal Police;
 - The role of CIT in resolving the skills shortage situation; and
 - Reductions in the demand for rooms in CIT student housing facilities following an increase in the supply of student accommodation in the ACT in recent years.

VET and skills shortages

- 4.4 The Committee was interested to hear about the role CIT plays in addressing skills shortages in the ACT and was advised by the Minister that the Institute

was providing an important link within the education and training sector. Five key areas were identified:

- Provision of vocational and technical education programmes for high school and college students;
- The promotion of CIT to high school and college students;
- The provision of clear pathways for high school and college students;
- Shared knowledge and professional development; and
- Maintaining a systemic and strategic communication base between the sectors.³⁵

The Minister also noted that seventy per cent of students in the ACT do not go to university on the completion of year 12, highlighting the importance of the CIT in providing a vocational pathway for school leavers.

Delivery of courses

- 4.5 The Committee expressed concern that there were anecdotal reports that less face-to-face teaching was being provided by CIT and was advised that such variations reflect significant changes in the delivery of courses overall. For instance, some courses are predominantly delivered using on-line learning techniques and are supplemented by intensive face-to-face contact sessions.³⁶ Significant funding is being directed towards professional development to ensure that the teaching staff is able to deliver courses using on-line modes.³⁷
- 4.6 Other changes in delivery modes reflect the development of shorter, intensive course programmes or courses that combine on-line with intense face-to-face classes over a weekend or two or three days. Flexibility in the delivery of programmes requires significant structural change from the traditional weekly, class-based learning programmes delivered in previous eras.³⁸ The Minister also advised that productivity increases were being sought by

³⁵ Mr Barr, *Transcript of evidence*, 8 November 2006, p. 72.

³⁶ Mr Barr and Dr Adrian, *Transcript of evidence*, 8 November 2006, pp. 75-76.

³⁷ Canberra Institute of Technology, *Annual Report 2005*, ACT Government, p. 85.

³⁸ Mr Barr, *Transcript of evidence*, 8 November 2006, p. 78.

increasing average class sizes from 15.5. to 16 students.³⁹

- 4.7 The Committee queried whether the CIT had the capacity to train the number of skilled workers required to meet projected retirements in some trade areas and was advised that there was capacity to meet the current demand with numbers in areas such as plumbing peaking during 2005 and 2006.⁴⁰

Report quality

- 4.8 The Committee noted the difficulty for the Minister and officers in responding to issues raised in the CIT annual report as it reflects outcomes from the 2005 calendar year, not the 2005-2006 financial year. The Committee also noted that neither the Minister nor the new Chief Executive were in their current positions during the reporting period.

³⁹ Mr Barr, *Transcript of evidence*, 8 November 2006, p. 77.

⁴⁰ Mrs Dunne and Dr Adrian, *Transcript of evidence*, 8 November 2006, pp. 82-83.

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5 ACT BUILDING AND CONSTRUCTION INDUSTRY TRAINING FUND AUTHORITY

- 5.1 The ACT Building and Construction Industry Training Fund Authority provides funding for training and skills development within the building and construction industry.
- 5.2 The training fund is derived from an industry training levy and is expended through five operational programmes as follows:
- Entry level training;
 - Existing worker training and professional development;
 - Promotion and marketing;
 - Research and development; and
 - Access and equity.
- 5.3 At the public hearing held on 8 November 2006, the Committee met with the Minister for Education and Training and representatives from the ACT Building and Construction Training Fund Authority (see Appendix A) and discussed:
- Independent consultation and research procedures used for the development of the annual ACT-wide training plan;
 - Basis for the relationships with Industry;
 - Incentives provided to training companies to support apprentices as well as specific access and equity incentives to support Indigenous apprentices and women apprentices; and
 - High demand from industries for occupational health and safety training making it a priority for the Authority.

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- 5.4 The Committee had not previously heard from the Authority and welcomed the opportunity to hear more about intent and purpose of the Authority in general as well as specific activities undertaken during 2005-2006.
- 5.5 In particular, the Committee took note of the involvement of the Authority in supporting school-based new apprenticeships which are run through registered training organisations (RTOs) and group training organisations. The Authority advised that 205 apprenticeships had commenced during the reporting period, that entry was very competitive and that the programme was viewed very positively by the industry. The number of apprenticeship positions is largely limited by the number that group training organisations can take on effectively. The Authority informed the Committee that it would fund additional apprenticeships if these places could be supported by the training sector.⁴¹

Mary Porter AM MLA

Chair

22 February 2007

⁴¹ Ms Porter and Mr Guy, *Transcript of evidence*, 8 November 2006, p. 85-86.

Appendix A: Hearings and Witnesses

The Committee held public hearings on 7 and 8 November 2006 into the Department of Education and Training Annual Report 2005-2006; the Office for Children, Youth and Family Support and the Official Visitors as a subsumed and annexed reports in the Department of Disability, Housing and Community Services Annual Report 2005-2006; the 2005 Canberra Institute of Technology Annual Report; the ACT Building and Construction Industry Training Fund Authority Annual Report 2005-2006.

The Committee heard from the following witnesses at the hearings:

- Ms Katy Gallagher MLA, Minister for Disability and Community Services;
- Mr Andrew Barr MLA, Minister for Education and Training;
- Dr Michele Bruniges, Chief Executive, Department of Education and Training;
- Ms Janet Davy, Deputy Chief Executive, Department of Education and Training;
- Mr Craig Curry, Executive Director, Department of Education and Training;
- Ms Helen Strauch, Director, Measurement, Monitoring and Reporting, Department of Education and Training;
- Mr John Hare, Director, Governance, Regulation and Risk, Department of Education and Training;
- Mr Rob Donnelly, Director, Finance and Facilities, Department of Education and Training;
- Ms Anne Houghton, Director, Training and Tertiary Education, Department of Education and Training;
- Ms Kathy Melsom, Director, Student Services, Department of Education and Training;
- Mr Wayne Chandler, Director, Schools Northern, Department of Education and Training;
- Ms Joanne Howard, Director, Schools Central, Department of Education and Training;
- Ms Carol Harris, Director, Schools Southern, Department of Education and Training;
- Mr Trish Wilks, Director, Curriculum Support and Professional Learning, Department of Education and Training;
- Mr Michael Bateman, Director, Human Resources, Department of Education and Training;
- Ms Sandra Lambert, Chief Executive, Department Disability, Housing and Community Services;
- Ms Louise Denley, Executive Director, Office for Children, Youth and Family Support, Department Disability, Housing and Community Services;
- Mr Ian Hubbard, Director, Finance and Budget, Department Disability, Housing and Community Services;

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Mr Paul Wyles, Director, Client and Adolescent Services, Department Disability, Housing and Community Services;

Ms Meredith Whitten, Director, Child and Family Centres/Therapy ACT, Department Disability, Housing and Community Services;

Ms Jenny Kitchin, Director, Partnerships Group, Department Disability, Housing and Community Services;

Mr Neil Harwood, Director, Aboriginal and Torres Strait Islander Services, Department Disability, Housing and Community Services;

Mr Frank Duggan, Director, Care and Protection Group, Department Disability, Housing and Community Services;

Mr David Collett, Director, Strategic Asset Management, Department Disability, Housing and Community Services;

Ms Bronwen Overton-Clarke, Executive Director, Policy and Organisational Services, Department Disability, Housing and Community Services;

Mr Adam Stankevicius, Senior Manager, Governance, Strategy and Community Policy, Department Disability, Housing and Community Services;

Dr Colin Adrian, Chief Executive, Canberra Institute of Technology;

Ms Leanne Cover, Senior Manager, Canberra Institute of Technology;

Mr Peter Kowald, Dean, Corporate Services Division, Canberra Institute of Technology;

Mr Shane Kaye, Senior Manager, Finance, Canberra Institute of Technology;

Mr Vaughan Croucher, Dean, Learning Services Division, Canberra Institute of Technology;

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

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

A transcript of the public hearings is available from the Legislative Assembly website at <http://www.hansard.act.gov.au/hansard/2005/comms/default.htm#edu>

Appendix B: Supplementary Questions

In total, there were twenty-five supplementary questions following the annual reports hearings. Answers were received for all supplementary questions.

Details of supplementary questions and the answers received are available from the Committee Secretary at committees@parliament.act.gov.au