



Legislative Assembly for the ACT

STANDING COMMITTEE ON EDUCATION,
TRAINING & YOUNG PEOPLE

**Annual and Financial Reports 2004-2005:
Supplementary Information-Questions and
Answers to Questions on Notice**

FOLLOWING ARE ALL QUESTIONS AND ANSWERS
RECEIVED ELECTRONICALLY.

TABLE OF CONTENTS

ETYP 01	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	4
ETYP 02	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	7
ETYP 03	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	10
ETYP 04	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	15
ETYP 05	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	17
ETYP 06	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	23
ETYP 07	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	25
ETYP 08	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	27
ETYP 09	DR DEB FOSKEY MLA	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	29
ETYP 10	DR DEB FOSKEY MLA	MINISTER FOR EDUCATION & TRAINING	31
ETYP 11	DR DEB FOSKEY MLA	MINISTER FOR EDUCATION & TRAINING	32
ETYP 12	DR DEB FOSKEY MLA	MINISTER FOR EDUCATION & TRAINING	34
ETYP 13	MRS VICKI DUNNE MLA	MINISTER FOR EDUCATION & TRAINING	37
ETYP 14	MRS VICKI DUNNE MLA	MINISTER FOR EDUCATION & TRAINING	38

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 15 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	39
ETYP 16 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	41
ETYP 17 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	44
ETYP 18 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	45
ETYP 19 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	47
ETYP 20 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	48
ETYP 21 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	49
ETYP 22 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	50
ETYP 23 TRAINING	MRS VICKI DUNNE MLA MINISTER FOR EDUCATION &	51
ETYP 24	DR DEB FOSKEY MINISTER FOR EDUCATION & TRAINING	52
ETYP 25	MRS VICKI DUNNE MINISTER FOR EDUCATION & TRAINING:	58
ETYP 26	MRS VICKI DUNNE MINISTER FOR EDUCATION & TRAINING	59
ETYP 27	MRS VICKI DUNNE MINISTER FOR EDUCATION & TRAINING	60
ETYP 28	MRS VICKI DUNNE MINISTER FOR EDUCATION & TRAINING:	61
ETYP 29	MRS VICKI DUNNE MINISTER FOR EDUCATION & TRAINING:	66

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 30	MR MICK GENTLEMAN	MINISTER FOR EDUCATION & TRAINING:	67
ETYP 31	MRS VICKI DUNNE	MINISTER FOR EDUCATION & TRAINING	68
ETYP 32	MRS VICKI DUNNE	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	69
ETYP 33	MRS VICKI DUNNE	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	70
ETYP 34	MRS VICKI DUNNE	MINISTER FOR CHILDREN, YOUTH & FAMILY SUPPORT	71

ETYP 01 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

Dr Foskey asked the Minister upon notice:

In relation to Quamby:

1. Given the Government has acquired new infrastructure for the existing Quamby site – has the ACT Government been able to improve its Human rights compliance for this site? If so, which obligations have been met and how have they been met?
2. When will the next progress report on the Quamby Human Rights audit be made public?
3. At what stage is the ACT Government with the recommendations from this audit?
4. At what stage is the review of the Quamby Standing Orders and Behaviour Management system?
5. How does the ACT Government plan to seek approval for changes to any Quamby Standing Orders that are considered confidential?
6. At what stage is the new detention centre site selection process?
7. Do any interstate agreements that have been signed by the ACT Government affect the development of a new detention facility? If so, how?

Minister Gallagher - The answer to the Member's question is as follows:

1. The Office for Children, Youth and Family Support has arranged for the relocation of a 13 bed double unit demountable for Quamby Youth Detention Centre (Quamby). The demountable has been erected and is being refurbished to Quamby specifications. It is expected the demountable will be operational later this year. The demountable will provide expanded capacity for the Centre and alternatives for accommodation of residents, facilitating improved compliance with the *Human Rights Act 2004*. Additional minor new works are also being completed this financial year to improve existing facilities such as the six-bed recreational arrangements that address recommendations of the Human Rights Audit.
2. The progress made to the recommendations of the Human Rights Audit report during this financial year will be included in the 2005-2006 Departmental Annual Report.

3. The ACT Government is continuing to progress the recommendations made by Human Rights and Discrimination Commissioner in the audit report. Of these recommendations, four were completed in full at the time of the Government Response. In addition, the review of the Standing Orders and the Behaviour Management System and the development of the Residents and Staff Handbook continue to progress. The revised Standing Orders incorporating the Behaviour Management System, following the consultation phase, will be finalised later this year. These actions address many of the recommendations of the Human Rights Audit.

In addition, Quamby has appointed cooks at the Centre, who will commence in the near future. This will enable the preparation of food on site and commence the planning for an educational program for older residents. The arrival of the demountable means Quamby is able to consider alternative accommodation arrangements for residents to address the issues raised by the audit report. Access by residents to gym facilities and cardio equipment is occurring. Progress also continues to be made to address the recommendations regarding the management of remissions. Final outcomes may be dependant on legislative change.

4. The Office for Children, Youth and Family Support is finalising the review of the Standing Orders and the Behaviour Management System. Currently, consultation is occurring with the following agencies or groups prior to finalisation:
 - Community Advocate;
 - Human Rights and Discrimination Commissioner;
 - Official Visitors;
 - Aboriginal and Torres Strait Islander Unit;
 - Aboriginal and Torres Strait Islander community;
 - Human Rights Unit, Department of Justice and Community Safety; and
 - Astrid Birgden, consultant.
5. The Government will make a final determination on those Standing Orders that should remain exempt from publication upon completion of the consultation process. At this time, it is intended that most, if not all, will be available to the community.
6. The announcement regarding the preferred site selection was made by the Minister on 4 November 2005.
7. No.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

Approved for circulation to the Standing Committee on Education, Training
and Youth Affairs

By the Minister for Children, Youth and Family Support

Ms Katy Gallagher

Date: 11 November 2005

ETYP 02 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

Dr Foskey asked the Minister upon notice:

In relation to Club 12-25:

1. How were young people consulted with in regards to the development of Club 12-25 (apart from the Youth Council)?
2. At what stage of the process were young people consulted?
3. a) Why did the ACT Government choose to build the skate park on the side of the building that was next to the road, and opening onto the road?
b) If it was a decision of the developer rather than ACT Government to locate park that way, please provide a copy of correspondence on the issue between the developer and relevant government agencies.
4. Why did the skate park not include shade or greenery?
5. Has any analysis been conducted on the possible health impacts on young people engaging in demanding physical exercise at a location which is adjacent to, open to and at the level of a busy traffic route?

Minister Gallagher - The answer to the Member's question is as follows:

1. I am advised that:
The process for consultation for the new youth centre now known as Club 12/25 began in December 2002 and Anglicare has continued to consult with young people regarding the building and its development. Anglicare consulted with young people ensuring the voices of specifically 'at risk' young people were heard, including young aboriginal women and homeless young people. Their comments were included in discussions held at regular meetings of the Building Control Group, which was made up of representatives from Anglicare, the Department of Disability, Housing and Community Services Queensland Investment Corporation, Cox Architects, and ACT Health. During the construction of the building these meetings were held weekly. Other ways young people were consulted in development of the building were:
 - A public meeting during the conceptual stage with the architects present;
 - Anglicare regularly feeding information and changes back to young people through the Pig Drop-in Centre, Youth Education Program participants and through the Junction Youth Health Service waiting

room. The Junction Youth Health Service also underwent an internal evaluation, which included consultation for the new building;

- Displaying of plans at the Pig Drop-in and Junction waiting room, with boards for young people's comments;

Consultation has continued with young people as further issues arise such as a graffiti mural for the black wall behind the skate park, basketball court and children's play area. Young people have also been consulted about noise issues from the Pig Drop-in. Anglicare has undertaken these consultations.

The Junction Youth Health Service was not originally part of the brief and was included in July 2003, from this stage the young people who utilise this service have been consulted.

The feedback received from young people at the launch of Club 12/25 was very positive and they felt a strong sense of ownership and pride in the new building.

2. Young people have been included in consultation at all stages of the planning and construction process.
3. I am advised that:
 - a) the location of community facilities within Section 84 was subject to considerable consultation with agencies, the developer and the community. Extensive planning studies and consultation were undertaken including a preliminary assessment and a Territory Plan Variation, which identified the current locations for community facilities. The Territory Plan Variation came into effect in September 2002 confirming, among other uses, the location of the community facilities. The Variation was subject to the scrutiny of the Assembly and the Standing Committee on Planning and Environment and was not disallowed by the then Assembly.

The skate park is located so that it can have a close relationship with the community centre while still being accessible from the public realm (Ballumbir Street). It is also close to public transport (bus stops) and to the other attractions and facilities in the City retail precinct.

The high visibility from public spaces is a deliberate feature of the 'design for safety' of the facility.
 - b) Not applicable.
4. The new skate park location and size, allows for a skatable concrete surface equal in area to the demolished skate park. Users repeatedly made calls for a new skate park no smaller than the old park. Inclusion of

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

significant shade or greenery would have involved reducing the usable dimensions of the park. Community consultation did not identify shade as a contributing factor to the enjoyment or reputation of the park.

5. The ACT Government has not undertaken such a study. It should be noted that the previous facility was also close to Bullimbur Street.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support
Ms Katy Gallagher
Date: 15 December 2005

ETYP 03 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth & Family Support

Dr Foskey asked the Minister upon notice:

In relation to the Youth Council:

1. On what basis are young people chosen to be a part of the Youth Council?
2. Are there any demographic backgrounds that the ACT Government tries to meet when selecting the Youth Council?
3. Why are Youth Council terms only 1 year long? Have there been any considerations to change this?
4. What training is provided to Youth Council members?
5. What are the expectations and terms of reference for the Youth Council?
6. What time commitment do members provide?
7. How does the ACT Government ensure that not too much work burden is placed on Council members?
8. In what manner was the Youth Council consulted with on: review of the Children and Young People Act 1999; Graffiti Management Strategy; ACT Commissioner for Children and Young People position paper; ACT Water Strategy?
9. What expertise was the Youth Council able to provide on the: review of the Children and Young People Act 1999; Graffiti Management Strategy; ACT Commissioner for Children and Young People position paper; ACT Water Strategy?
10. Were other young people (and if so who) consulted in regard to the: review of the Children and Young People Act 1999; Graffiti Management Strategy; ACT Commissioner for Children and Young People position paper; ACT Water Strategy?
11. Is the ACT Government considering reviewing the model of the Youth Council that is currently used? If, yes, what models is it considering?

Minister Gallagher - The answer to the Member's question is as follows:

1. The Minister's Youth Council (MYC) Terms of Reference set out the following application and appointment processes:
 - Nominations for the Council membership will be sought publicly, including through the Youth InterACT Consultation Register. Young people must be registered on the consultation register in order to be eligible for appointment to the Council; and

- The selection panel will comprise government officials and community members including at least two young people aged between 12-25 years. The panel will determine an appropriate selection process and will provide a short-list of suitable applicants for the Minister's consideration and formal approval.

Selections will be based on the following criteria:

- Commitment and willingness to participate fully in Council activities;
 - Ability to contribute to Council processes and consultation activities; and
 - Commitment to reflecting the diverse range of experiences and views of young people in the ACT.
2. Yes, including gender, area of residence, occupation, cultural background and age.
3. The Terms of Reference for the MYC state:
- Appointments to the Council can be made for either one or two year terms, as determined by the Minister. Members are eligible for re-appointment for a further term. The maximum length of appointment is three years.
 - Any member aged 24 or 25 years at the time of appointment can only be appointed for a one-year period.
4. The MYC determine their training needs in collaboration with the Secretariat. To date the current Council has received training on:
- Consultation (provided by the Youth Coalition)
 - Conflicts of interest, government process and policy (provided by DHCS)
 - Media provided by a private media consultant

A MYC Training Calendar will be developed in the coming months

5. The Terms of Reference state the following objectives, roles and responsibilities:

Objectives

- To give young people the opportunity to take a leading role in participation and consultation activities on issues that affect their lives.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

- To act as a conduit to the Minister on the views of young people.
- To raise awareness of the aspirations, needs and concerns of young people within government and the community.
- To facilitate interaction between young people, the ACT Government and the wider community.

Role and Responsibilities of Members

- To provide the Minister with direct and well informed advice on matters relating to young people.
- To ensure that the diversity of young people's experiences and circumstances is reflected in advice to government.
- To consult widely with young people in the ACT.
- To attend Council meetings, training and development sessions and other relevant activities.

The full Terms of Reference for the Council are available at
www.youth.act.gov.au

6. Members are required to attend monthly Council meetings however any additional commitment is decided by the individual member based on their other life commitments. The amount of time committed varies from member to member.
7. The MYC Work Plan which sets out the major tasks of the Council is developed by members following detailed discussion. The Secretariat within the Department of Disability, Housing and Community Services support the Council to undertake their work and serve as a liaison point between the Council and those wishing to consult or seek input. Individual members are able to choose how much time they allocate to the Council beyond the monthly meetings.
8. Review of the Children and Young People Act 1999
A member of the Review of the Act Team attended a Minister's Youth Council meeting to discuss the review of the legislation. Follow up discussions were held by Council members prior to a written response being provided.
 - Graffiti Management Strategy
The Minister's Youth Council were provided with the draft Graffiti Management Strategy for comment. Members of the Council with a particular interest in the issue provided written comment to the Department of Urban Services.

- Commissioner for Children and Young People
A Departmental representative working on the consultations for the Commissioner for Children and Young People attended a Minister's Youth Council meeting to explain the consultation process. As a follow up to this discussion a focus group was held with members of the Council.
 - ACT Water Strategy
Environment ACT consulted with the Minister's Youth Council through attendance at a MYC meeting. Members of the Council also attended meetings with Environment ACT on the draft strategy.
9. The expertise the Council offered with all the consultations in question was their experience as young people living in the ACT.
10. Other young people were consulted for:
- Review of the Children and Young People Act 1999
The entire community was provided with the opportunity to comment on the review of the Children and Young People Act 1999. The Minister's Youth Council was the only specific group of young people targeted in the consultation.
 - Graffiti Management Strategy
The Department of Urban Services, Canberra Urban Parks and Places commissioned the Youth Coalition of the ACT to undertake consultation with young people on the draft Graffiti Management Strategy. The report *Feedback: Consultations with Young People on the Draft ACT Graffiti Strategy* was submitted in June 2004 to Canberra Urban Parks and Places.
 - Commissioner for Children and Young People
Full details of the consultations held with young people regarding the Commissioner for Children and Young People position paper are available in the report *Wot u z: Emerging Themes from Young People's Responses to a Commissioner for Children and Young People*.
 - ACT Water Strategy
The entire community was provided with the opportunity to comment on the draft ACT Water Strategy. The Minister's Youth Council was the only specific group of young people targeted in the consultation.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

11. The Terms of Reference for the Minister's Youth Council were reviewed in January 2005 following discussion with MYC members past and present, my office and the Department.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support
Ms Katy Gallagher
Date: 11 November 2005

ETYP 04 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

Dr Foskey asked the Minister upon notice:

In relation to capital works:

1. How are young people consulted with in regards to planned ACT Government capital works?
2. At what stage of a planning process are young people to be consulted?
3. What 2005-05 ACT Government capital works have young people been consulted with? How and when were they consulted with?
4. What consultation is the ACT Government conducting with young people in regard to the Civic Revamp?
5. What consultation is the ACT Government conducting with young people in regard to Capital Hill?

Minister Gallagher - The answer to the Member's question is as follows:

1. Consultation with the community on capital works programs is generally sought through written submissions from the public, young people included, as a result of press advertisements notifying the community of proposed works to be undertaken.
2. Consultation with young people occurs through the normal consultation methods with all age groups as part of planning processes, as well as targeted consultation with youth in relation to specific projects such as public realm upgrades. The Community Inclusion Fund within the Chief Minister's Department has highlighted the requirement to target the young people in the planning processes.
3. Childers Street Precinct Project was a forward design item in the 2004-05 ACT Government Capital Works Program. During master planning process for City West, key youth stakeholders were consulted in 2002-04, including the Youth Coalition of the ACT and the Residents of Childers and Kingsley Streets (ROCKS) group. A range of techniques was used in consultation, including face-to-face meetings, public workshops, public meetings, phone calls, presentations and newsletters.

The re-building of the Weston Creek Child Care Centre is a very recent example of the Government's commitment to consulting with and engaging children and young people in all aspects of decision-making that affects their lives. The children were active participants in the

project's design and construction, collaboration between the staff, families and children was fundamental to the rebuild. Children, their families and the service's staff spent considerable time articulating their ideas for a service of excellence.

2005/06 saw the completion of the Youth in the City Facility on Section 84 Civic. Young people were extensively consulted and involved in the design phase of that development. The details of that involvement were given in the answer to a specific question on notice from the annual and financial reports hearing.

Also included in the Capital Works for this year are the Gunngahlin and Tuggeranong Child and Family Centres. These included significant consultation with young people largely through the interim centres that were established in the Gunngalin Town Centre and Homeworld in Tuggeranong.

4. I am advised that the Community Safety Assessment for Canberra Central study was prepared by a consultant to identify any planning, design, implementation and management issues with community safety implications that need to be addressed in the City and to recommend actions and solutions.

The Youth Coalition, the peak youth affairs body of the ACT, was sub-contracted to prepare a youth consultation report for the study to focus on the views and needs of students and marginalized and vulnerable youth groups. The findings have informed policy, design and management recommendations for the study.

5. It is assumed that Capital Hill is meant to be City Hill. Public submissions (targeted all age groups) were invited on the future of the City Hill Precinct in May 2005. This invitation complemented that already made by the ACT Government in March 2005, with the release of 'City Hill - a concept for the future' by the Minister for Planning.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support

Ms Katy Gallagher

Date: 23 November 2005

ETYP 05 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

In relation to the Youth Services Program Planning Group:

1. What are the Terms of Reference for the Youth Services Program Planning Group?
2. What Youth Services Program review recommendations relating to this group have been actioned?
3. What funding or resources have been made available for the recommendations of the Youth Services Program review?
4. Does the government have a progress report on the Youth Services Program review recommendations that it can make available? Or if not, will a progress report be made publicly available?
5. What direction has been given to this Group from the Minister for its work plan?

Minister Gallagher - The answer to the Member's question is as follows:

1. The terms of reference Youth Services Program (YSP) Planning Group are provided at Attachment A.
2. There were 17 recommendations in the *YSP Review Final Consultation and Research Report* provided in June 2002. The Government Response provided three main strategies for advancing the findings of the review, consisting of funding guidelines, a development strategy and a planning group. Action on all recommendations has been undertaken.
3. The Youth Coalition was provided with \$201,248 funding in the 2003/04 financial year for core activities, with an additional \$40,000 for sector development activities associated with the Youth Services Program Development Strategy and other funding for events such as National Youth Week. This funding was subsequently made recurrent. Five youth centres were provided \$60,000 each within the 2004/05 financial year to provide service coordination.
4. No.
5. The Minister may refer relevant issues to and/or seek advice from the Youth Services Planning Group as required.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

Approved for circulation to the Standing Committee on Education, Training
and Youth Affairs

By the Minister for Children, Youth and Family Support

Ms Katy Gallagher

Date: 11 November 2005

DRAFT TERMS OF REFERENCE

Youth Services Program (YSP) Planning Group

**‘Towards quality youth practice, built upon respectful collaboration with
young people’ (Saggers et al, 2004, p2)**

Background

The establishment of a Youth Services Program (YSP) Planning Group is a requirement of the ACT Government, reflected in both the YSP Review and the Sector Development Strategy.

The need for a planned approach to sector development was identified as a priority in the Review of the Youth Services Program (YSP) in 2002. The YSP Development Strategy seeks to support the development of non-government organisations funded through YSP to consolidate effective practice and to respond to the changing needs of young people over time.

This Strategy is based around five sector development priorities:

1. Program Governance
2. Youth Participation and Consultation
3. Access and Equity
4. Case Management
5. Youth Workers in Education Settings

The ACT Government recognises that youth issues are increasingly complex and is committed to developing a partnership approach with services and young people to identify ways to move forward in sector development. Building the capacity of non-government youth services is a key way to support improved service delivery outcomes for young people in the ACT community.

Role and Purpose of the YSP Planning Group

Purpose:

To support the implementation of the YSP Development Strategy and related sector development activities, with an overarching commitment to action and outcomes.

Role:

To provide strategic advice on the development of YSP and to facilitate the involvement of a wider range of stakeholders on key issues relating to program development and sector development needs.

Responsibilities of the YSP Planning Group

- To monitor program and sector development activities related to Youth Services Programs, including the YSP Development Strategy;
- To provide strategic advice on the development of the Youth Services Program;
- To facilitate the involvement of a wider range of stakeholders on key issues relating to program development and sector development needs;
- To ensure accessible participation by young people in the Planning Group, including Aboriginal and Torres Strait Islander young people and young people from culturally and linguistically diverse backgrounds.
- To attend regular Planning Group meetings and relevant sector development activities.

Membership and Representation

The YSP Planning Group will include representatives from government and non-government organisations and with relevant expertise and experience in youth affairs, service delivery and/or sector development. Young people will have interest and/or general knowledge of youth services in the ACT.

The YSP Planning Group will comprise up to 15 members; consisting of up to four ACT government members, six non government members (one position will be held by the Youth Coalition of the ACT) and five young people.

YSP Planning Group members will be appointed as representatives of a particular organisation or network. Membership will reflect the diversity of stakeholders including ACT government, the community sector, young people and consumers. Members may nominate a delegate to attend meeting on their behalf, however, it is the responsibility of the member to fully brief their delegate prior to the meeting.

Individuals with particular expertise may be co-opted to the YSP Planning Group when necessary, to provide advice and assistance for identified projects or issues. Co-

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

opted individuals will act in an advisory capacity, and will not be regarded as YSP Planning Group members.

Term of Office

Non government representatives and young people will be appointed to the YSP Planning Group for one year, with the option of extension. The maximum term is three years. Any young person member aged 24 or 25 years at the time of appointment will not be reappointed for a further term.

ACT government representatives and the peak youth representative body will be appointed to the YSP Planning Group for the term of the YSP Development Strategy, unless otherwise informed.

The YSP Planning Group will operate for the duration of the three year funding cycle to 30 June 2007.

Resignation

Members should notify the secretariat in writing of their intention to resign from the YSP Planning Group. In such cases, a vacant position may be filled on a temporary basis at the discretion of the Planning Group.

Office Holders

The YSP Planning Group will nominate a chairperson from amongst the members of the Planning Group for a period of six months (or approximately 3 meetings). The role of chairperson will rotate amongst the members.

The role of the Chairperson may include:

- Lead all meetings of the YSP Planning Group
- Assist members to work together as a group by facilitating discussion and drawing participation from all members;
- Ensure all members have equal opportunity to contribute ideas, opinions and concerns;
- Develop the agenda for each meeting in consultation with members.

Operation

The YSP Planning Group will meet every 8 weeks. Meeting times, dates and locations will be determined in advance, in consultation with members.

Meetings shall be facilitated by the chairperson, or in the absence of the chairperson, a person nominated by the chairperson.

Members are encouraged to converse and meet outside of designated meeting times to further particular issues. In such cases, reports should be made back to the group, or provided to the secretariat at the next scheduled meeting.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

The meeting agenda will be developed by the secretariat in consultation with the chairperson and members. Minutes of the YSP Planning Group will be compiled by the secretariat. The chairperson will approve minutes prior to them being circulated to other members prior to the next meeting.

Where ever possible decisions by the Planning Group will be by consensus. In the event that a vote is required, the chairperson will determine the method of voting process. The chairperson will not cast a vote, except as a deciding vote in the event of a tie. Where YSP Planning Group does not achieve consensus on issues to be raised this will be reflected in the minutes.

The quorum for decision making at YSP Planning Group meetings will be five members, consisting of at least two young people, two community sector representative and one department representative. Any decisions made at a meeting where the quorum is not successfully met will be emailed to all group members by the Secretariat for endorsement or further discussion.

If a member is unable to attend a meeting or provide a delegate, he/she will forward apologies to the secretariat or chairperson prior to the meeting.

Reimbursement of Out of Pocket Expenses

All young person members will receive a reimbursement fee of \$30.00 for meeting related expenses, for an average of five meetings per year, plus reimbursement for any extra ordinary expenses. Payment will be made in accordance with attendance at meetings.

Secretariat

The role of the Secretariat is to support YSP Planning Group members to undertake their duties. The Secretariat will support members by:

- Organising meetings (arranging venues, providing refreshments, notifying members of meetings);
- Formalising the agenda in consultation with members and chairperson;
- Collating and distributing written material as required prior to each meeting;
- Recording minutes and attendance at meetings;
- Organising reimbursement for young people's out of pocket expenses;
- Preparing correspondence on behalf of the YSP Planning Group;
- Assisting with research tasks and preparing written material as required;
- Providing members with comprehensive advice on ACT Government policies, procedures, processes and purchased services; and,
- Any other duties that are negotiated with YSP Planning Group members.

ETYP 06 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

Dr Foskey asked the Minister upon notice:

In relation to the Young Peoples Plan:

1. What items of the Young Peoples Plan that were to be actioned in 2004–05 were not actioned in that period? And why weren't these items actioned?
2. Page 66, Vol 2, Five youth centres were provided \$60,000 each within the 2004–05 financial year to provide service coordination.
 - a) Could more detail please be provided on what the centres are doing with their \$60 000 each?
 - b) How did this funding affect youth workers and schools?

Minister Gallagher - The answer to the Member's question is as follows:

1. A comprehensive status report of the Department's progress on actions within the 2004-2005 Action Plan for Young People, including those actions which were not commenced in the reporting year, is detailed in the Department's Annual Report, Volume 2. It is worth noting, that a number of these actions list other Departments as having the lead on progressing implementation. This report can be accessed at:
<http://www.dhcs.act.gov.au/pubs/index.htm#dhcs>
2. In relation to the five youth centres provided with funding for service coordination:
 - a) The five youth centres funded in 2004-2005 with an additional \$60,000 were U-Turn Youth Services Belconnen, Youth in the City, Woden Youth Centre, Tuggeranong Youth Resource Centre and Gungahlin Youth Services. Individual negotiations were held with the organisations in regard to the specifics of services to be delivered with this funding. The outputs funded are as follows:

- Service Coordination: promotes greater public and target group awareness of services available for young people in the region, develops and supports local community based activities, special interest and youth cultural groups, and coordinates the delivery of quality youth and community services.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

Some of the youth centres also negotiated an increase in case management hours to compliment the service coordination function.

- b) Enhanced service coordination aims to improve service system networking and collaboration. The funding assists youth workers to offer a greater range of service options to young people and improved linkages with the local community and schools.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support
Ms Katy Gallagher
Date: 11 November 2005

ETYP 07 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

Dr Foskey asked the Minister upon notice:

In relation to the Children and Young Peoples Commissioner Office:

1. At what stage is the development of the Commissioner's office and location?
2. Will the office have a separate entrance from other Commissioner's entrances?
3. Will the office have a completely separate space from other Commissioners' offices?
4. How is the office going to be made child friendly?
5. Will the office be based on the Queensland or NSW Commissioner's offices in any way? If so how?

Minister Gallagher - The answer to the Member's question is as follows:

1. The Department of Justice and Community Safety (JACS), is responsible for identifying office accommodation for the Children and Young People Commissioner as part of establishing the ACT Human Rights Commission. I am advised that JACS have, through an invitation process managed by Property ACT, evaluated a number of properties in the City area
2. The layout of the office accommodation will depend on the floor plan of the identified building.
3. The layout of the office accommodation will depend on the floor plan of the identified building.
4. Child and young people friendly principles will influence the design of the reception area, shared facilities and office fit-out.
5. The extent to which either offices of the Queensland or NSW Commissions will inform the final design solution will depend on the floor plan of the identified building.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

Approved for circulation to the Standing Committee on Education, Training
and Youth Affairs

By the Minister for Children, Youth and Family Support

Ms Katy Gallagher

Date: 15 November 2005

ETYP 08 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

Dr Foskey asked the Minister upon notice:

In relation to the Transition Options:

1. Is there a formal discharge plan and /or checklist provided for young people exiting remand?
2. Is there a formal discharge plan provided for young people exiting detention?
3. Is any form of monitoring and check up provided for all young people transitioning detention and remand centres? How long is this service provided for?
4. What steps are taken to assist the transition of young people that are not entered into specific projects such as Turnaround?
5. Are there any programs of support that flow over for convicted youth to convicted adults (ie the transition between 17 and 19 years of age)? Or are completely separate programs provided?

Minister Gallagher - The answer to the Member's question is as follows:

1. Yes. In circumstances where the remand is brief, case planning is usually limited to ensuring that the child or young person will have adequate accommodation, care and supports upon discharge.

Where children and young people are remanded for a significantly longer period, residents will have an individualised case plan developed based on an assessment of their individual needs. These will generally include educational, health, emotional, accommodation and care needs.

2. Yes. All children and young people on committal orders have case planning during their detention at Quamby and exit planning as described above.
3. No.
4. The transition of children and young people from detention to the community is undertaken through the case plan and exit planning strategies considered prior to discharge.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

The identification of the relevant services, the referrals to them, their engagement and their commencement upon discharge are all part of the case management undertaken by the case management unit at Quamby.

5. In law, a young person becomes an adult at the age of 18 years. Young people who become adults while on a Children's Court orders may continue to receive support from Youth Justice or from other programs accessible to Youth Justice such as Turnaround.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support
Ms Katy Gallagher
Date: 15 November 2005

ETYP 09 Dr Deb FOSKEY MLA
Family Support

Minister for Children, Youth &

Dr Foskey asked the Minister upon notice:

In relation to the Australian Government's Family Violence Partnership program:

1. Is the federal funding targeted to every State and Territory or might a jurisdiction not receive funding under this program.
2. Were plans put in place last year to develop a project in partnership with the Commonwealth and, if so, from which program would the funds have been drawn.
3. Has the proposal which is now with the Australian Government been developed in consultation with Indigenous community organisations?
4. Who has responsibility for this kind of project development when it could be seen to be the responsibility of Family Services or Chief Minister's Department? In such a situation, does an agency become the lead agency, and how is that determined?
5. Was there a lack of clarity in this instance in identifying the lead agency to develop a response to the FVPP, or was it not seen to be a high priority?

Minister Gallagher - The answer to the Member's question is as follows:

1. Funding available under the Australian Government's Family Violence Partnership Program (FVPP) are allocated on individual applications.
2. Yes. This did not involve withdrawing funds from existing programs.
3. Yes.
4. In this particular instance, the lead agency changed during the course of the proposal's development as a consequence of the change in the nature of work and the specifics of the proposal. CMD led during the early stages of the proposal's development in the provision of information and establishing links across agencies. Early in 2005, when the specific details of the proposal became more clear, responsibility for leading on the matter moved to the OCYFS in the Department of Disability, Housing and Community Services through mutual agreement between the relevant Government agencies.
5. No.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

Approved for circulation to the Standing Committee on Education, Training
and Youth Affairs

By the Minister for Children, Youth and Family Support

Ms Katy Gallagher

Date: 15 November 2005

ETYP 10
Training

Dr Deb FOSKEY MLA

Minister for Education &

Dr Foskey asked the Minister upon notice:

In relation to the Community Engagement Unit's advice on the P – 10 school proposal for West Belconnen.

Given the advice tendered by the Unit to the Department was verbal advice, is it possible to see:

1. the notes made by staff following such a meeting
2. advice provided to the Minister consequent to meetings with the Unit.

Minister Gallagher - The answer to the Member's question is as follows:

1 a) and b) No. Notes made by department staff following discussions with the Community Engagement Unit have not been kept. Advice provided concerning the community consultation process was in the form of a Cabinet submission and is therefore Cabinet in Confidence.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

ETYP 11 Dr Deb FOSKEY MLA
Training

Minister for Education &

Dr Foskey asked the Minister upon notice:

In relation to School Improvement, the Annual Report identifies 80% high school student satisfaction in the School Improvement project:

1. How does that compare to other systems, in the ACT and elsewhere?
2. Is there any analysis available of those students more or less likely to be satisfied with their school experience?
3. Is any follow up work being done on identifying what is dissatisfying and why?

Minister Gallagher - The answer to the Member's question is as follows:

1. The department does not have access to the results from other sectors within the ACT or from other states.
2. Following the self assessment of school performance, individual schools examine their findings to identify school specific practices that may contribute to or inhibit student satisfaction. These analyses are reported in each school's Annual School Board Report.

System wide analyses of factors contributing to student satisfaction were a major feature of the *Improving the Education Outcomes of Boys* by Dr Andrew J. Martin December, 2002.

The publication of the Middle Years Framework also had its genesis as a result of the student satisfaction analyses.

3. The following system initiatives have been put in place to address student satisfaction:
 - High School Development Program
 - Middle Years Framework
 - Student pathways
 - Vocational Education in High Schools
 - Alternative education programs eg. Indigenous Boys Education at Birrigai; Canberra College Care Program; K-10 schools at Gold Creek, Amaroo and Wanniasa; ICT in Teaching and Learning; Curriculum Renewal; Youth workers in high schools and colleges

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

- Student Network Forum
- Student representation on departmental reference groups in particular the High School Development Reference Group and the Curriculum Renewal Consultative Group.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

ETYP 12
Training

Dr Deb FOSKEY MLA

Minister for Education &

Dr Foskey asked the Minister upon notice:

In relation to Valuing Cultural Diversity:

1. While special days such as NAIDOC Week and Harmony Day are referred to in this section of the report, can you advise if
 - a) there is a system wide initiative to support understanding and interest in culture and diversity?
 - b) there are any resources accessible to schools specifically for such program?
 - c) there is any PD and teacher support focussed on cultural and religious tolerance and understanding?
2. In regard to cultural and socio-economic diversity more broadly, can you advise on how the government
 - a) supports students dealing with poverty, illness of self or family members, sexuality identity issues, racism; and
 - b) monitors and reports on that support?

Minister Gallagher - The answer to the Member's question is as follows:

1.
 - a) The department initiatives include the: *Equity and Diversity Plan 2003-2005* the *Services to Indigenous People Plan* and the discussion paper, *The Inclusivity Challenge*. In each school and central office there are Equity and Diversity Contact Officers for staff.
 - b) School access resources including the *Racism: No Way!* website; *Tales from Ngambri History*, five storybooks produced by the local Indigenous community (for 5 to 8 year olds); *The Inclusivity Challenge* discussion paper; and the *Across curriculum Perspective: Multicultural Education* support paper.
 - c) Cultural awareness training and multicultural awareness training is provided for all staff. From 2005, all newly inducted staff attend cross-cultural awareness sessions as part of the orientation program. *Reconciliation, Learning and Leading Together* is the new program for teachers that commenced in term 3, 2005 on Indigenous culture and strategies to assist Indigenous students and to engage Indigenous families.

Leave provisions in the DET Staff Certified Agreement and Teachers Agreement provide for Religious leave to attend a ceremony integral to the practice of the employee's religious faith; Ceremonial leave for employees of Aboriginal or Torres Strait Islander descent; and ATSIC leave for attendance at ATSIC meetings where the employee is an elected representative. Study leave is also available for Indigenous staff.

2.

- a) School counsellors, student welfare teams, youth support workers, Indigenous Home School Liaison officers as well as the Anti-Sexual Harassment and Anti-Racism Contact Officers for students provide support and assistance to students who are experiencing problems that affect their ability to participate and enjoy their school and learning.

Direct financial support to families of 14 and 15 year old students is available through the Secondary Bursary Scheme. This scheme provides \$450 per annum for 14 year old students and \$500 per annum for 15 year old students.

All government schools are required to set aside funds to support students from low income families. In addition the ACT Government has committed \$500,000 per year in the 2nd Appropriation 2004-05 budget for student support funds. This funding is distributed to schools on the basis of enrolment and disadvantage and is used to support student participation in education activities for which parents might reasonably be expected to contribute.

The government also provides \$272,000 per year over four years for Schools Equity Funding. Currently this funding is distributed to fifteen schools identified as being the most disadvantaged in the ACT. Some of the key purposes of the Schools Equity Fund are to enhance educational experiences and improve educational outcomes for students from lower socio-economic families and to provide schooling experiences that build on the cultural understandings and experiences of students and to develop strong partnerships between schools, parents, communities and other agencies and services.

- b) Complaints of racism and sexual harassment are monitored by contact officers for students in schools and the data reported using the MAZE database.

School counsellors, youth support workers and Indigenous Home School Liaison officers maintain records of student contact and activities undertaken to support students.

In relation to the Secondary Bursary Scheme, students are required to demonstrate satisfactory attendance in order to receive the support. Schools report on student attendance each term. Students who are in receipt of the bursary and who have more than five days unexplained absence risk the loss of the bursary payment in the following semester.

Schools are required to provide an annual report on acquittal of the student support funds, including the purpose to which the funds were put.

Schools receiving the Student Equity Funding are required to provide a plan at the beginning of the three year cycle outlining the projects and programs to which the funds will be used. At the end of the year, schools submit an evaluation report, including any proposed changes to the plan occurring as a result of the evaluation.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

ETYP 13 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to the ACT Department of Education's processes for overseeing primary school teachers' training:

Does the ACT Department of Education have any formal mechanism for liaising with teacher training institutions to ensure their curricula equip trainee teachers with the knowledge, capabilities and skills necessary to teach all eight key learning areas for primary school students to the standards demanded by the ACT?

Minister Gallagher - The answer to the Member's question is as follows:

Australian universities have a range of different quality assurance arrangements in place to ensure that their graduates meet appropriate standards for teaching throughout Australia.

The National Institute for Quality Teaching and School Leadership (NIQTSL) is currently working with universities in all jurisdictions and with teacher employer bodies in the development of a set of national standards for teacher training courses. This national work will inform teacher registration bodies in confirming appropriate entry standards in each jurisdiction. The ACT Government has given a commitment to explore options for introducing teacher registration in the ACT in the context of this national agenda.

The department works closely with the University of Canberra in the development of its teacher education programs including; curricula, the internship program, and professional experience programs. As the major supplier of primary teacher graduates for the department, the university is a member of a number departmental committees including the Qualifications Committee and the Curriculum Renewal Taskforce.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training

Ms Katy Gallagher

Date: 15 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 14 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to - Income and expenditure of the ACT Building and Construction Industry Training Fund Board as in the Annual Report 2004-05

1. Why did the Board's expenditure exceed income in 2004-05?
2. How was this expenditure funded?

Minister Gallagher - The answer to the Member's question is as follows:

The Board has advised:

1. A substantial amount was expended on the Up and Cross skilling of existing workers particularly in OH&S training.
2. From surplus funds accumulated in previous years.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

ETYP 15 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to – Major issues, challenges and achievements for the reporting year, for the ACT Building and Construction Industry Training Fund Board Annual Report 2004-05

1. How much funding was provided to Group Training Organisations in 2004-05?
2. How much funding was provided to Group Training Organisations to employ additional field staff in 2004-05?
3. How many additional field staff were employed in 2004-05?
4. Why was only 18.8% spent on administration costs, less than the 25% approved by the Minister?
5. What sort of incentives were provided to schools and colleges whose student undertake School-Based New Apprenticeships in Construction?
6. Are all schools and colleges who undertake School-Based New Apprenticeships provided these incentives, and if not, why not?
7. Are the incentives provided to schools and colleges whose students undertake School-Based New Apprenticeships in Construction limited to ACT Government schools and colleges, and if so, why?

Minister Gallagher - The answer to the Member's question is as follows:

The Board has advised:

1. Funding provided to GTO's in 2004-05 totalled \$1,328,002
2. Funding provided to GTO's to employ additional field staff in 2004-05 totalled \$172,468.
3. Additional field staff funded totalled 4.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

4. The Board is extremely watchful and economical when expending Project Owners funding on administration costs, however it does anticipate that administration costs will increase in future years.
5. Colleges receive a \$500 training incentive for each year 12 students undertaking Certificate I in Construction. Schools receive a training incentive for year 10 students undertaking Certificate I in Construction in the BISEP training program. The Board funds the salary of a Teachers Assistant at Copland and Dickson colleges.
6. All schools and colleges who provide School-Based New Apprenticeships in Certificate I in Construction and who have applied for funding receive training incentives.
7. No - all colleges who provide School-Based New Apprenticeships in Certificate I in Construction and who have applied for funding receive training incentives.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

ETYP 16 Mrs Vicki DUNNE MLA Minister for Education & Training

In relation to – The outlook for the coming year, for the ACT Building and Construction Industry Training Fund Board Report 2004-05

1. What were the main recommendations of the “Willis Report” into the ACT Building and Construction, Electrotechnology and Horticultural Industries Apprenticeship Completion and Attrition Rates?
2. Which ACT schools and colleges currently offer Certificate I and II in Construction?
3. What is “best Practice”, as referred to in one of the outcomes under future directions for Program I Entry-Level Training, where it is recommended that the “Willis Report becomes “best practice” for the employment and training of New Apprentices?
4. What criteria is used to identify a “group”, as referred to under future directions for Program % Access and Equity, where one of the strategies is listed as “provide supplementary funding for the training of identified groups?
5. Will particular places be set aside for women in order to “increase training places for women in the industry”, as indicated in one of the outcomes listed under future directions for Program 5 Access and Equity?
6. If yes to (5), what happens if there are vacancies because women choose not to take up these places, and will these places be given to eligible men?

Minister Gallagher - The answer to the Member’s question is as follows:

The Board has advised:

1. The main recommendations of the “Willis Report” relate to
 - a) Apprentice wage rates
 - b) Expanding pre-apprenticeship orientation programs and school-based apprenticeship training
 - c) Giving greater emphasis to group training
 - d) Opening pathways from apprenticeships into advanced training

- e) The 'Australian Technical Colleges'
- f) Employer training
- g) The apprentice mentoring and pastoral care functions
- h) Conflict mediation
- i) Re-introducing an apprenticeship inspectorate
- j) An 'Apprenticeship Ombudsman'
- k) Promoting and marketing apprenticeships
- l) Awards for excellence
- m) Training completion incentives
- n) Apprentice recruitment
- o) Certificates of competency

However, many of the recommendation are outside the responsibility of the Board but are more the responsibility of the ACT or Federal governments.

2. The Board is unable to answer this question.
3. In reference to "Best Practice", the "Willis Report" outlines a number of initiatives which if adopted by government, industry and key stakeholders, may increase the commencements of New Apprenticeships, reduce the attrition rates and recognise those employers who undertook 'train the trainer' type training.
4. Criteria used to identify a "group" is as follows
 - Women in the industry
 - Indigenous Australians
 - Workers with an injury or disability
 - Workers with literacy and/or numeracy needs
 - Young workers at risk, with an emphasis on 15 to 18 year olds.

The criteria may also include workers who undertake various rehabilitation programs to assist them to continue their employment and/or complete their training.

5. The Board encourages employers to employ women in a non-traditional trades by providing on-the-job training incentives.
6. Training places are not reserved for women or men, but driven by demand.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

Approved for circulation to the Standing Committee on Education, Training
and Young People

By the Minister for Education and Training

Ms Katy Gallagher

Date: 11 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 17 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to – The key strategic achievement, for the ACT Building and Construction Industry Training Fund Board as in the Annual Report 2004-05

Does the Board expect that expenditure will exceed income in the next financial year; if not, why not?

Minister Gallagher - The answer to the Member's question is as follows:

The Board has advised:

Yes, in the budget recently approved by the Board, expenditure will again exceed the income that has been budgeted for 2005-06. The excess expenditure will be funded from surplus funds accumulated in previous years.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

ETYP 18 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to – The overview of agency performance and financial results, for the ACT Building and Construction Industry Training Fund Board Annual Report 2004-05

1. What is the breakdown of funding of \$842,136 to ACT Group Training Organisations, employers of apprentices, Registered Training Organisations, Colleges, and other stakeholders from the Entry-Level training program in 2004-05?
2. Why did the Board spend less on its Entry-Level training program in 2005 than in 2004 (table 2.1)?
3. Why did the Board spend less on its Promotional and Marketing program in 2005 than in 2004 (table 4.1)?
4. Why did the Board spend less on its Research and Development program in 2005 than in 2004 (table 5.1)?
5. Why did the Board spend less on its Access and Equity program in 2005 than in 2004 (table 6.1)?

Minister Gallagher - The answer to the Member's question is as follows:

The Board has advised:

1. Funding breakdown,

ACT Group Training Organisations	\$684,424
Employers of Apprentices	\$110,230
Colleges	\$ 33,000
Other stakeholders	\$ 14,482

2. The Board expended less on Entry-Level training in 2005 compared to 2004 because, fewer applications were received from stakeholders for funding.
3. The Board expended less on Promotion and Marketing in 2005 compared to 2004, as there were fewer applications for sponsorship funding.

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

4. The Board expended less on Research and Development in 2005 compared to 2004, for the reason that, there were fewer applications for research and development funding.
5. The Board expended less on Access and Equity in 2005 compared to 2004, because, there were fewer applicants applying for funding, to undertake literacy and numeracy training and from persons with a disability.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

ETYP 19 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to – The ACT Women’s Plan and its relevance, for the ACT Building and Construction Industry Training Fund Board Annual Report 2004-05

1. What is the significance of providing the Board’s staff with the ACT Women’s Plan?
2. What sort of things do you envisage the annual Action Plan to progress the objectives of the ACT Women’s Plan will entail or include?

Minister Gallagher - The answer to the Member’s question is as follows:

The Board has advised:

1. As instructed by the *Chief Minister’s Annual Report Directions 2004 - 2005*, agencies must report on their contribution to the achievement of the Women’s Plan with reference to the supporting 2004-05 action plan.
2. It is ACT government policy to ensure the working environment for female staff is supportive, friendly and that all professional development opportunities endorse gender equity principles. Currently the Board doesn’t employ any women but has two women on its Board.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 15 November 2005

ETYP 20
Training

Mrs Vicki DUNNE MLA

Minister for Education &

Mrs Dunne asked the Minister upon notice:

In relation to – Community engagement, for the ACT Building and
Construction Industry Training Fund Board Annual Report 2004-05

1. How much was spent on “community engagement” in 2004-05?
2. What are the priorities identified during the consultation process for the
2006 Training Plan?

Minister Gallagher - The answer to the Member’s question is as follows:

The Board has advised:

1. A total of \$43,500 was expended on community engagement.
2. The priorities identified include;
 - Increase the number of persons entering the industry through Entry-level training
 - Increase the number of students undertaking Certificate I & II in ACT Schools and colleges
 - Increase the number of eligible existing workers undertake up and cross skilling training
 - Providing financial assistance to eligible existing workers to undertake up and cross skilling training
 - Promote employment and career opportunities in the building and construction industry

Approved for circulation to the Standing Committee on Education, Training
and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

ETYP 21 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to – The Human Rights Act 2004, for the ACT Building and Construction Industry Training Fund Board Annual Report 2004-05

1. What does the Board's strategy on the principles of the Human Rights Act 2004 entail, other than what is already listed in the Annual Report?
2. How does the Board propose to disseminate information to staff on the legislative scrutiny process?

Minister Gallagher - The answer to the Member's question is as follows:

The Board has advised:

1. Ensure the principles of the Human Rights Act by:
 - All clients and staff of the Board are treated with respect, dignity and equality.
 - All employees provided with a copy of the Discrimination Act 1991
2. Liaise with Mr Nathan Hancock, Policy and Regulatory Division, Human Rights Unit, who provided the Human Rights Act to the Board.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 22 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to – Fraud prevention, for the ACT Building and Construction Industry Training Fund Board Annual Report 2004-05

What are the fraud prevention strategies and fraud control arrangements in place?

Minister Gallagher - The answer to the Member's question is as follows:

The Board has advised:

The Board's fraud strategies and control include, all cheques must be signed by two signatories. Under \$5,000 by the Executive Director, the Compliance Manager or a Board member, over \$10,000 by the Executive Director and a Board member or two Board members. An accountant audits and prepares the Board's quarterly BAS return and the ACT Auditor General's office audit the Board's financial documents and accounts annually.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 23 Mrs Vicki DUNNE MLA Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to – The notes to and forming part of the financial statements, for the ACT Building and Construction Industry Training Fund Board Annual Report 2004-05

1. Under 6. *Supplies and Services*, why was there such a substantial increase in travel expenses in 2005 (\$6,272 in 2005 compared to \$3,589 in 2004)?
2. What is the breakdown of these travel expenses?

Minister Gallagher - The answer to the Member's question is as follows:

The Board has advised:

1. During 2003-04 the Chairman and/or the Executive Director attended meetings of the Australian Forum of Construction Industry Training Funds in Melbourne and Brisbane, whereas in 2004-05 the Chairman and/or the Executive Director attended meetings of the Australian Forum of Construction Industry Training Funds in Brisbane, Adelaide and Perth, resulting in additional funds being expended in 2004-05.
2. Following is a breakdown of the Boards travel expenses,

	2003-04	2004-05
Travel - Including, Taxi, Airfares, Parking	\$2,904	\$5,218
Accommodation	\$ 685	\$1,054

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 11 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 24 Dr Deb FOSKEY Minister for Education & Training

Dr Foskey asked the Minister upon notice:

In relation to p.166 of the Department's annual report:

Could the Department provide the recommendations in the Interim Government Schools Education Council's (IGSEC) budget submission.

Minister Gallagher - The answer to the Member's question is as follows:

The list of 35 recommendations submitted to the Minister by the Interim Government Schools Education Council is attached.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

GOVERNMENT SCHOOLS EDUCATION COUNCIL

PRIORITY ISSUES FOR THE 2005-2006 BUDGET

EXECUTIVE SUMMARY

FRAMEWORK

After seeking school, community and stakeholder input in a wide-ranging consultative process, Council developed a framework to undergird its recommendations for the 2005-2006 budget based on *the Canberra Social Plan* and *the Adelaide Declaration on National Goals for Schooling in the 21st Century*.

Within this framework, Council determined to concentrate on six broad **areas** and to prioritise them as indicated below, viz

- the middle / high school years
- the curriculum
- student support / pastoral care
- senior secondary / colleges
- preschool / early childhood
- maintaining a quality workforce.

Within each of these broad areas, specific issues were analysed and the following recommendations were made.

RECOMMENDATIONS

1. Middle School / High School Years

- In order to provide for all students and to increase the engagement of disaffected students in the middle school/high school years, the High School Development Program (or similar program) should be extended and should concentrate on such issues as
 - *the transition between primary and secondary schools*
 - *the extension of the middle school philosophy to years 9 and 10*
 - *the length of secondary lessons*
 - *the frequency of movement between classes*
 - *student assessment*
 - *the number of teachers assigned to junior classes during the year*
 - *the integration of subject material*
 - *the relevance of the courses offered to young and developing adolescents*
 - *the teaching strategies employed to ensure active participation*

- *negotiation of learning tasks and learning styles with students*
- *the nature of teacher-student relationships*
- *the importance and adequate provision of appropriate student welfare.*
- *Additional staff should be appointed to high schools to increase the learning support for students making inadequate progress.*

2. The Curriculum

Early Literacy Intervention

Literacy beyond Years 3/4

- *Primary schools should ensure that the teaching of literacy is given priority in all grades to year 6 and that effective intervention programs for at-risk students in the early years are maintained and extended.*
- *High school and college teachers of English should be trained to teach literacy in mainstream settings and to understand the concept of literacy scaffolding for diverse purposes both in- and outside the school.*
- *High schools and colleges need to develop or purchase age-appropriate materials for teaching literacy skills that do not patronise adolescent students but make them feel valued and included.*
- *Teachers of subjects other than English should teach the specific literacies of their own disciplines.*
- *Learning Assistance Programs should be reviewed and extended in high schools combined with increased efforts to develop greater parent involvement.*
- *Literacy Coordinators / Literacy Specialists should be introduced, or their services extended, in all primary schools, high schools and colleges.*
- *The department should provide, as a matter of urgency, professional learning programs to up-skill Literacy Coordinators / Literacy Specialists in each school so that they, in turn, may support others and implement professional development programs in their own schools.*
- *Specialist programs should be introduced to support parents in helping their children's learning at home.*

The Arts

- *Schools, or clusters of schools, need to have greater access to artists-in-residence in such areas as drama, music, dance/movement, and stage production.*
- *The need for professional development programs for classroom teachers in the arts needs to be explored and reported.*
- *An information base of arts programs in ACT government schools needs to be developed in order to determine the nature of arts programs on offer and to allow schools to share programs and expertise.*
- *The Curriculum Renewal process should explore the value of extending arts programs to embrace more adequately the needs of students-at-risk, Indigenous students and those with special needs.*

3. Student Support / Pastoral care

The Most Challenging Students

- *The Adolescent Development Program should be re-examined to ensure that it is operating in the best way to meet the needs of the most challenging students.*
- *There is an urgent need for a pilot program to be commenced immediately in one or two schools, employing an outside expert to work intensively with teachers and challenging students on a long-term basis with adequate resources and with access to other agencies.*
 - Apart from pilot programs, high schools should have full and continuing access when required to a range of mental health / psychiatric services for challenging students.
 - Experienced, clinical, non-teacher psychologists need to supplement the restricted efforts of departmental counselling staff.
 - It is imperative for a range of inter-departmental services to be available on request to deal with the acute problems of challenging students.

Students with Disabilities

- *Increased funding for special education will be required owing to*
 - *the implementation of the ‘Standards of the Disability Discrimination Act’ in 2005;*
 - *the increased numbers of students with disabilities, particularly those enrolling in mainstream situations, together with the increasing need for highly specialised and intensive programs; and*
 - *the provision of assistance for students with mental health disorders.*
- *Additional numbers of staff should be supported to gain appropriate qualifications in targeted areas of special education.*
 - There is a need to enhance a truly inclusive approach to curriculum development in special education and to provide new technologies to support the learning of students with disabilities.
- *Interagency and inter-institutional partnerships need to be further developed in the field of special education.*

Other Aspects of Student Welfare / Support

- 1:1 reactive counselling will still be needed to supplement the department’s increasing and positive emphasis on proactive programs.
- The pool of counsellors needs to be increased, including counsellors with a non-teaching background if required.
- There is a need to extend the Schools as Community Program to include a greater number of schools.

4. Senior Secondary / Colleges

- *The government should initiate and fund an independent review of ACT education in the senior secondary school years to consider, among other matters, organisation, courses, instructional practices, inclusivity, the transition between high schools and colleges, and the relationship of the colleges to the world of work.*
- *In the short term, there is an urgent need for*
 - *on-going professional development for college teachers concerning pedagogy, assessment strategies and inclusive practices; and*
 - *the provision of short-term funding to review the current course offerings and structures.*

5. Preschool

- *Preschool provision should be expanded from ten and a half hours a week to a minimum of 12 hours, preferably spread over two full days (but still allowing other options negotiated between parents and staff).*
- *A maximum preschool class of 20 is recommended.*
 - *The SCAN process should be applied to all preschool students with identified disabilities and the preschool should be resourced appropriately using that appraisal process.*
 - *Funding for additional qualified staff will be required as a result of these modifications.*
 - *Preschools need to be incorporated within the primary school administration under the responsibility of the primary school principal, allowing preschool teachers collegial support and professional development and enhancing the curriculum continuity between the preschool and kindergarten years.*

6. Maintaining a Quality Workforce

- *Additional proactive programs should be developed to identify staff with high potential and to mentor their career development.*
- *Present measures to maintain and enhance a highly qualified teaching force should be continued and extended to:*
 - *attract qualified teaching staff over the next decade, and*
 - *enhance the level of satisfaction among existing staff.*

ETYP 25 Mrs Vicki DUNNE Minister for Education & Training:

Mrs Dunne asked the Minister upon notice:

How many young women who have babies are students in the ACT high school and college system?

Minister Gallagher - The answer to the Member's question is as follows:

Data on whether students are pregnant or have children is not collected by ACT government high schools or colleges because of privacy considerations. The Canberra College has 21 students enrolled in the *Canberra College Cares* (CCCares) program which is designed young carers, and young mothers and fathers, to enable them to succeed in education and to set and attain personal goals. Of these students, 18 are either expectant parents or have young children and some of these students are male.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 26 Mrs Vicki DUNNE Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to the CIT:

Can the CIT provide the number of reported accidents involving students at CIT in 2004.

Minister Gallagher - The answer to the Member's question is as follows:

38.

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By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

ETYP 27 Mrs Vicki DUNNE Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to the CIT:

See p. 60 of the CIT annual report. Could CIT provide an explanation of the graph on page 60 which appears to be missing some detail.

Minister Gallagher - The answer to the Member's question is as follows:

Whilst the legend to the Injury Analysis graph indicated reporting against eleven categories of incidents by injury type, the reason the graph itself contained only nine sectors is two of the categories contained zero incidents, as follows:

Falls, trips & slips of a person	17
Being hit by moving objects	3
Body stressing	12
Chemical & other substances	0
Mental stress	8
Incident with no injury or disease	21
Hitting objects with a part of the body	7
Sound & pressure	1
Heat, radiation & electricity	2
Biological factors	0
Other & unspecified mechanisms of injury	5

Total 76

The graph referred to staff injuries only.

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By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

ETYP 28 Mrs Vicki DUNNE Minister for Education & Training:

Mrs Dunne asked the Minister upon notice:

Can the Department provide a comparative table of the salary ranges and averages for the teaching and administrative staff of the Department.

Minister Gallagher - The answer to the Member's question is as follows:

Please refer to attached tables.

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Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

08-Nov-05

		Certified Agreement Rates		
		Bottom of Range	Top of Range	Average*
Non-Teaching Staff				
	Administrative Service Officer 1	**\$25,836	\$35,253	\$25,836
	Administrative Service Officer 2	\$36,101	\$40,033	\$37,928
	Administrative Service Officer 3	\$41,119	\$44,378	\$43,184
	Administrative Service Officer 4	\$45,831	\$49,760	\$47,708
	Administrative Service Officer 5	\$51,117	\$54,202	\$54,202
	Administrative Service Officer 6	\$55,206	\$63,416	\$60,002
	Contract Executive	\$119,292	\$215,076	\$137,695
	Graduate Administrative Assistant	\$41,119	\$43,256	\$42,401
	Information Technology Officer 1	\$44,378	\$50,742	\$45,359
	Information Technology Officer 2	\$55,206	\$63,416	\$58,012
	Information Technology Trainee	\$21,087	\$21,087	\$21,087
	AWA - Manager 1 (SOG A)	\$90,153	\$117,946	\$107,231
	AWA - Manager 2 (SOG B)	\$77,624	\$114,327	\$101,742
	AWA - Manager 3 (SOG C)	\$65,697	\$92,675	\$89,976
	Professional Officer 1	\$45,831	\$54,202	\$54,202
	Professional Officer 2	\$55,206	\$63,416	\$63,416
	Senior Information Technology Officer B	\$82,589	\$92,974	\$92,974
	Senior Information Technology Officer C	\$69,899	\$75,367	\$74,152
	Senior Officer A	\$95,918	\$95,918	\$95,918
	Senior Officer B	\$82,589	\$92,974	\$85,919
	Senior Officer C	\$69,899	\$75,367	\$74,746
	Senior Professional Officer A	\$95,918	\$95,918	\$95,918
	Senior Professional Officer C	\$69,899	\$75,367	\$75,367
	Trainee	\$16,089	\$25,884	\$17,138
	Workforce Management 1 - 3 Broadband (ASO 1 -6)	\$31,898	\$63,416	\$48,731

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

Teaching Staff			
Classroom Teacher	\$43,073	\$66,353	\$59,954
School Leader C (Executive Teachers)	\$77,237	\$77,237	\$77,237
School Leader B (Deputy Principals)	\$82,546	\$82,546	\$82,546
School Leader A (Principals)	\$82,546	\$119,817	\$99,534

* The average salary is calculated as an average of actual salaries paid for the classification. For part-time staff, the equivalent full-time rate has been used in calculating the average.

** Junior Rate - 19 years

ETYP 29 Mrs Vicki DUNNE Minister for Education & Training:

Mrs Dunne asked the Minister upon notice:

Is out of school professional development for teachers restricted by the difficulty in finding relief teachers to 'cover' for those undertaking courses? If such a problem exists is it a product of lack of funds to employ relief teachers or a shortage of relief teachers?

Minister Gallagher - The answer to the Member's question is as follows:

There is no evidence that professional development for teachers is being restricted by any difficulty in finding relief teachers or a lack of funds to employ them. The department has not received any reports from schools of difficulties in finding casual teachers to allow teachers to attend learning and development courses.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 30 Mr Mick GENTLEMAN Minister for Education & Training:

Mr Gentleman asked the Minister upon notice:

Details of student performance at Amaroo School

Minister Gallagher - The answer to the Member's question is as follows:

In accord with Government policy, *Reporting of ACTAP Results to Parents*, student and school ACTAP results are not made publicly available.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training
Ms Katy Gallagher
Date: 8 November 2005

ETYP 31 Mrs Vicki DUNNE Minister for Education & Training

Mrs Dunne asked the Minister upon notice:

In relation to the Executive Leadership Development Program:

Could the department provide a description of its Executive Leadership Development Program including the total cost and breakdown of the cost of the various components of the program.

Minister Gallagher - The answer to the Member's question is as follows:

The Department of Education and Training participates in a range of activities and development opportunities provided by the whole of government Executive Leadership Development Program conducted by Yellow Edge Pty Ltd. The aim of the program is to strengthen the service wide capabilities of ACT Public Service executives both now and in the future. In the program, some sessions incur no cost to the department, whereas others attract a cost.

Six members of the department's Executive have participated in various stages of the program.

The total cost of members of Executive participating in the program to the department for the 2004-2005 reporting period was \$21,405.80.

The breakdown of the costs for the components of the program that the department's Executive participated in are:

Induction – no cost incurred by the department

Coaching – \$209.00;

Career Path Appreciation (CPA) interview and BIOSS Program - \$7 920;

Residential Leadership Program - \$13,181.80; and

Networking Functions - \$95.00.

Approved for circulation to the Standing Committee on Education, Training and Young People

By the Minister for Education and Training

Ms Katy Gallagher

Date: 11 November 2002

ETYP 32 Mrs Vicki DUNNE
Family Support

Minister for Children, Youth &

Mrs Dunne asked the Minister upon notice:

Can you please provide the committee with an outline of the post-graduate program conducted by the Australian Catholic University, including who pays the HECS fee?

Minister Gallagher - The answer to Mrs Dunne's question is as follows:

The Australian Catholic University offers a range of post -graduate studies. In particular they deliver post-graduate certificates in Human Services (Child Welfare) and (Leadership). Several staff from the Office for Children, Youth and Family Support and the community sector attend these courses. The Office for Children, Youth and Family Support pay the fees for the staff they sponsor.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support

Ms Katy Gallagher

Date: 22 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 33 Mrs Vicki DUNNE
Family Support

Minister for Children, Youth &

Mrs Dunne asked the Minister upon notice:

Are you able to provide a copy of the review report relating to the Adolescent Day Unit program to the Committee?

Minister Gallagher - The answer to Mrs Dunne's question is as follows:

The final thesis was submitted in June 2005 and is attached for your information.

(electronic copy of thesis unavailable)

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support

Ms Katy Gallagher

Date: 23 November 2005

Inquiry into Annual & Financial Reports 2004–2005
Standing Committee on Education, Training & Young People

ETYP 34 Mrs Vicki DUNNE
Family Support

Minister for Children, Youth &

Mrs Dunne asked the Minister upon notice:

Who is responsible for administering the client survey for Youth Connections?

Minister Gallagher - The answer to Mrs Dunne's question is as follows:

The Team Leader of Youth Connections Program is responsible for inviting each exiting client to complete a client satisfaction survey.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

By the Minister for Children, Youth and Family Support
Ms Katy Gallagher
Date: 22 November 2005