

REPORT ON ANNUAL AND FINANCIAL REPORTS 2014-2015

STANDING COMMITTEE ON EDUCATION, TRAINING AND YOUTH AFFAIRS

FEBRUARY 2016

REPORT 4

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Mr Steve Dospot MLA (Deputy Chair)

Mrs Giulia Jones MLA (on leave from 17 March to 4 August 2015)

Ms Joy Burch MLA (from 9 February 2016)

Ms Yvette Berry MLA (Member to 10 February 2015)

Ms Meegan Fitzharris MLA (Member from 10 February 2015 to 9 February 2016)

Mr Alistair Coe MLA (Member from 17 March to 4 August 2015)

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RESOLUTION OF APPOINTMENT

On 27 November 2012 the ACT Legislative Assembly agreed by resolution to establish legislative and general purpose standing committees to inquire into and report on matters referred to them by the Assembly or matters that are considered by the committees to be of concern to the community, including:

A Standing Committee on Education, Training and Youth Affairs to examine matters related to early childhood education and care, primary, secondary, post secondary and tertiary education, non-government education, youth services, technology, arts and culture.

The Legislative Assembly agreed that each committee shall have power to consider and make use of the evidence and records of the relevant standing committees appointed during the previous Assembly.¹

TERMS OF REFERENCE

On 29 October 2015, the Legislative Assembly referred the annual and financial reports for the calendar year 2014 and the financial year 2014–2015 to Assembly committees for inquiry and report by the last sitting day in March 2015. These reports had been presented to the Assembly pursuant to the *Annual Reports (Government Agencies) Act 2004*.

The reports and parts of reports examined by the Standing Committee on Education, Training and Youth Affairs were:

- ACT Building and Construction Industry Training Fund Authority;
- Canberra Institute of Technology– for calendar year 2014;
- Chief Minister, Treasury and Economic Development Directorate (Arts Engagement);
- Cultural Facilities Corporation;
- Education and Training Directorate; and
- The University of Canberra.²

¹ Legislative Assembly for the ACT, Minutes of Proceedings No. 2, 27 November 2012, pp. 24-27, accessible at <<http://www.parliament.act.gov.au/downloads/minutes-of-proceedings/MoP%202.pdf>>

² The Committee did not examine the annual report for the University of Canberra in this inquiry.

ACRONYMS

AR Act	Annual Reports (Government Agencies) Act 2004
ASQA	Australian Skills Quality Authority
CC Cares	Canberra College Cares
CFC	Cultural Facilities Corporation
CIT	Canberra Institute of Technology
CMAG	Canberra Museum and Art Gallery
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
ETD	Education and Training Directorate
ICT	Information and Communication Technology
LDA	Land Development Authority
LSA	Learning Support Assistant
MOOC	Massive Online Open Course
NDIS	National Disability Insurance Scheme
OECD	Organisation for Economic Co-operation and Development
The Authority	ACT Building and Construction Industry Training Fund Authority
TQI	ACT Teacher Quality Institute
VET	Vocational Education and Training

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RECOMMENDATIONS

RECOMMENDATION 1

2.12 The Committee recommends that the Minister for Education and Training report to the Assembly by the end of the March 2016 sitting of the Assembly on the findings and recommendations from the Digital Advisory group advisory group report on cyber safety, the likely government response and action arising from the report, and the timing of a government response to the report.

RECOMMENDATION 2

2.25 The committee recommends that the Minister for Education and Training report comprehensively in the next ETD annual report on the implementation of the recommendations from the Report *Schools for all Children and Young People – Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour*.

RECOMMENDATION 3

2.27 The Committee recommends that the Minister for the Arts continue to report on the Artist in Schools program in future annual reports dealing with arts matters.

RECOMMENDATION 4

3.20 The Committee recommends that the next CIT annual report published following this report includes a report on the status and outcomes of the ASQA audit of the CIT electrotechnology course and actions and responses by CIT to the findings and recommendations of the ASQA audit.

RECOMMENDATION 5

4.7 The Committee recommends that, in light of the observations made to the Committee at its hearings on this year's annual reports in relation to the contribution of the arts to the ACT, that the government consider designing and initiating a survey and study of the contribution made to the ACT economy by the activities and benefits generated by the activities of the arts and cultural community.

RECOMMENDATION 6

- 5.6** The Committee recommends that the Minister for the Arts report to the Assembly by May 2016 on progress achieved in developing a concept and design for a new theatre venue for Canberra, along the lines described to the Committee during these hearings, and include in any such report any findings and proposals, including the development of feasibility, design, possible use and other studies for such a venue.

RECOMMENDATION 7

- 6.13** The Committee recommends that the Authority consider ways to address the gender imbalance on the Board and report on any measures taken in the next Annual Report.

1 INTRODUCTION

- 1.1 On 29 October 2015, the 2014–15 annual and financial reports of all government agencies were referred to the relevant standing committees of the Legislative Assembly for the ACT.³
- 1.2 Accountability of the Executive to the Legislative Assembly and to the public is a key principle of responsible government. For this to be achieved executive agencies must be fully committed both to accountability and to disclosure of information in a straightforward way that is meaningful and easily understandable without financial or accounting training.
- 1.3 The provision of meaningful operational and financial information by government to parliament and the public is a fundamental component of the accountability process.⁴
- 1.4 Annual reports are the principal and most authoritative way in which director-generals and chairpersons account to the Legislative Assembly and other stakeholders, including the public, for the ways in which they have discharged their statutory and other responsibilities and utilised public funds over the preceding 12 months.⁵
- 1.5 As key accountability documents, annual reports are:
- One of the main ways for agencies to account for their performance, through Ministers, to the Legislative Assembly and the wider community;
 - A key part of the historical record of government and public administration decisions, actions and outcomes;
 - A source of information and reference about the performance of agencies and service providers; and
 - A key reference document for internal management.⁶
- 1.6 Annual reports co-exist with other annual whole-of-government reporting processes to present an aggregated view of the performance of the ACT public sector as a whole.⁷

³ ACT Legislative Assembly, *Minutes of Proceedings*, No. 120, 29 October 2015, pp. 1353–1361.

⁴ Public Accounts Committee, Legislative Assembly of Queensland, December 2001, Report No. 59, *Annual Reporting in the Queensland Public Sector*, p. 1.

⁵ ACT Auditor-General's Report No. 1 of 2003: *Effectiveness of Annual Reporting*, p. 1.

⁶ *Annual Report Directions 2013-14*, p. 6.

⁷ For information on the role of annual reports relative to other accountability mechanisms, see Chief Minister and Treasury Directorate, *Strengthening performance and accountability: a framework for the ACT Government*, February 2011, available at: [http://www.cmd.act.gov.au/data/assets/word_doc/0003/184602/Strengthening Prefromance and Accountability - A Framework for the ACT Government.doc](http://www.cmd.act.gov.au/data/assets/word_doc/0003/184602/Strengthening_Prefromance_and_Accountability_-_A_Framework_for_the_ACT_Government.doc).

REPORTING FRAMEWORK

1.7 Annual and financial reports are prepared by all reporting entities in accordance with the:

- *Annual Reports (Government Agencies) Act 2004*;
- Annual Report Directions 2014–15;
- *Financial Management Act 1996*;
- *Territory-owned Corporations Act 1990*; and
- Where appropriate, reporting obligations specific to territory-owned corporations or public authorities as required by enabling or other applicable legislation.

ANNUAL REPORTS (GOVERNMENT AGENCIES) ACT 2004

1.8 The *Annual Reports (Government Agencies) Act 2004* (the AR Act) sets the framework for annual reporting across the ACT public sector. This framework identifies which public bodies provide annual reports and outlines the time frame for provision of reports to the Legislative Assembly.⁸

ANNUAL REPORT DIRECTIONS 2014–15

1.9 The *Annual Report Directions*, which are issued under sections 9, 12 and 16 of the AR Act: ... apply to all administrative units and those government agencies identified as public authorities. The reporting requirements specified within the Directions apply to Annual Reports for the 2014-2015 and 2015-2016 financial years with the reporting period being 1 July to 30 June (unless specified differently for particular agencies).⁹

1.10 Agency reporting requirements for the 2014-2015 financial year are set out in the Chief Minister's Annual Report Directions, which are issued in accordance with Section 9 of the *Annual Reports (Government Agencies) Act 2004*.¹⁰

1.11 The Directions state that annual reports should be 'an objective account, primarily to the Legislative Assembly, of how the entity has performed during the reporting year.'¹¹

1.12 The Directions also specify that an effective annual report will:

- Provide a clear picture of the agency's purpose, priorities, outputs and achievements;

⁸ *Annual Reports (Government Agencies) Act 2004*, pp.13–15.

⁹ *Annual Report Directions 2014–15*, p. 6.

¹⁰ Annual Reports (Government Agencies) Notice 2015 Notifiable Instrument NI2015-207, effective from 15 May 2015 <<http://www.legislation.act.gov.au/ni/2015-207/default.asp>>

¹¹ Annual Reports (Government Agencies) Notice 2012 (No 1) Notifiable Instrument NI2012-293, p. 9.

- 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 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; and
- Comply with the *Annual Reports (Government Agencies) Act 2004* and the Chief Minister's Annual Report Directions.¹²

1.13 The ACT Auditor-General’s Office audits the annual reports of all reporting entities for compliance with the Directions.¹³

CONDUCT OF THE INQUIRY

1.14 The Committee held one public hearing on 23 November 2015. The Committee heard from a total of 28 witnesses. For details, see Appendix A. The transcript of the Committee’s hearing is accessible at: <http://www.hansard.act.gov.au/hansard/2013/comms/edu13a.pdf>

1.15 For the purposes of this inquiry, the Committee did not call the University of Canberra.

1.16 Responses to 13 questions taken on notice at the hearing were received. Following the hearing, 8 supplementary questions were forwarded to the Minister and the Committee received responses to these questions.

1.17 The transcripts of the public hearing, as well as answers to questions taken on notice and supplementary questions received can be accessed via the Inquiry webpage.¹⁴

¹² Annual Reports (Government Agencies) Notice 2012 (No 1) Notifiable Instrument NI2012-293, p. 8.

¹³ *Annual Report Directions 2014–15*, p. 9.

¹⁴ <http://www.hansard.act.gov.au/hansard/2013/comms/edu13a.pdf>

ACKNOWLEDGEMENTS

- 1.18 The Committee thanks Ms Joy Burch MLA, in her capacity as Minister for Education and Training and Minister for the Arts. The Committee also thanks accompanying directorates and agency officials for providing their time and expertise as witnesses at annual hearings.

REPORT OVERVIEW

- 1.19 This report provides an overview of some of the issues discussed during the public hearing and subsequently raised in supplementary questions. This chapter sets out the details about the conduct of the Inquiry. Chapter 2 deals with the ACT Building and Construction Industry Training Fund Authority. Chapter 3 deals with the Canberra Institute of Technology (CIT). Chapter 4 deals with Arts Engagement. Chapter 5 deals with Cultural Facilities Incorporation. Chapter 6 deals with the Education and Training Directorate.

2 EDUCATION AND TRAINING DIRECTORATE

INTRODUCTION

- 2.1 The Education and Training Directorate (ETD) is responsible for education services to children and young people both directly through public schools and indirectly through regulation of non-government schools and home education, and to people of all ages through planning and coordination of VET.
- 2.2 ETD is structured around five divisions, namely:
- Education Strategy;
 - Governance and Assurance;
 - Office for Schools;
 - Training and Tertiary Education; and
 - Organisational Integrity.¹⁵
- 2.3 The Minister for Education and Training made an opening statement in the context of ETD's 2014-15 Annual Report. In her statement to the Committee, the Minister noted that over the past 12 months there have been a number of significant achievements in education with the ACT continuing to implement the Australian curriculum, now providing national consistency in the remaining areas of geography and arts.¹⁶
- 2.4 ETD took ten questions on notice and received eight supplementary question during the hearing held on 23 November 2015.

DIGITAL LEARNING

- 2.5 During the Committee's hearing on 23 November 2015, the Committee questioned ETD about the level of importance placed on digital learning in the education sector, as a result of concerns raised during the financial year.
- 2.6 In response to questions from the Committee, regarding digital learning in the education sector, the Chief Information Officer advised the Committee:

¹⁵ Education and Training Directorate, Annual report 2014-2015, <http://www.det.act.gov.au/publications_and_policies/publications_a-z/annual_report/annual-report-2014-2015/section-b/b.1-organisational-overview>

¹⁶ Ms Joy Burch, Minister for Education and Training, *Transcript of Evidence*, 23 November 2015, p. 2.

In the last 12 months we implemented Google apps for education across all of our schools. That has been really well received, with 67 schools on board with that platform. We had 22,000 students on board with that platform, with parental consent, and we also had close to 900,000 resources actually created within that space in just over 12 months. So it has been really well received.

... Every week 5 we run a Google app for education and ICT integration sharing across all of our schools. That is identifying effective practice. We have had lead schools like Macquarie Primary School and Alfred Deakin High School, which have been leading, not just locally but nationally and globally, some of the implementation of these new tools. They have been sharing that practice with schools across the territory, making sure that effective practice is identified and shared locally. Also, we have been very fortunate with the ACT government investing in the next four years in ICT in our schools so that schools have a reliable base to make sure their technology is up to speed, using best practice, so it can be used effectively and efficiently in the classroom.¹⁷

2.7 During discussions regarding services provided in digital learning, the Chief Information Officer also highlighted that a recent Organisation for Economic Co-operation and Development (OECD) report identified three key areas of Information and Communication Technology (ICT) that schools should adopt globally. The three key areas focused on change management, effective practice and sustainable funding. The Committee was advised that the ACT have been addressing all three areas of ICT development recommended by the OECD.¹⁸

2.8 The Committee sought advice from ETD about the professional development or assistance that is provided to teachers in order for them to be able to look and deliver ICT aspects of the school curriculum.

2.9 Discussing the importance of providing ICT based professional development or assistance to teachers, the Chief Information Officer highlighted professional learning opportunities implemented by ETD:

In relation to the specific initiatives that we run, we actually ensure that we have professional learning opportunities available for them. For example, we released an e-book implementation in the last 18 months which actually focused on the Oliver library management system. We offer regular training to teach librarians across the system in the use of the e-book tool.

... In relation to Google at the moment, we have got a whole school adoption program for Google every week 5. We actually have a team of international experts in the use of

¹⁷ Mr Mark Huxley, Chief Information Officer, Information and Knowledge Services, Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, pp. 10-11.

¹⁸ Mr Mark Huxley, Chief Information Officer, Information and Knowledge Services, Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 10.

Google. In classroom practice we actually bring them in every week 5. We have had over 600 teachers go through that program so far in 2015. That includes school leadership to make sure that they understand the opportunities for the use of these tools in their schools and that they can support their teachers when they return to school on the use of adoption.

Cross-sectorally, we also ran the third ever Google apps for education summit here in the ACT at Gungahlin College in early 2015. We had over 200 participants. It was cross-sectoral representation. It was a very, very well received event.¹⁹

- 2.10 The Committee questioned the Minister and officials on the establishment of the Digital Citizenship Group and the progress this group's work regarding cyber safety. In this regard, the Chief Information Officer told the Committee that:

The advisory group is on schedule to report to the Minister by the end of the year—acknowledging that it is close, Minister. It has been a well-rounded group, with engagement through experts including the e-safety commissioner for the commonwealth; industry expertise from Google; and local peak bodies, parents, students, teachers and principals. It has met twice with reference group members, who are more broadly represented across the community, and we will be bringing all those findings back together in a report by the end of the year.²⁰

It has been very much a focus of the group to look into that: the issues around social media and its use, and its impact coming into school. The input of the e-safety commissioner has been valuable in that process to inform the conversations. He is very much supportive of the view that we need to engage with parents, with students and with schools in a three-way conversation about appropriate use. It does not matter if it happens on school ICT or more broadly outside of that; it is really about understanding where it is being used, what the appropriate practice is and how we engage parents in that conversation to ensure that they have an understanding about where and how students are accessing social media.²¹

- 2.11 The Committee asked how the government has approached behavioural problems directed through social media. The Director of Learning and Teaching advised the Committee that:

One of the general capabilities of the Australian curriculum is personal and social capability. That has two strands of learning right from kindergarten through to year 10. Within that it talks about self-awareness and self-management, and social awareness and social management. That general capability provides a really good framework. As

¹⁹ Mr Mark Huxley, Chief Information Officer, Information and Knowledge Services, Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 15.

²⁰ Mr Mark Huxley, Chief Information Officer, Information and Knowledge Services, Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 55.

²¹ Mr Mark Huxley, Chief Information Officer, Information and Knowledge Services, Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 56.

articulated on the ACARA website, that general capability is the capacity to look, at different stages of development, at the sorts of ways that you can engage students effectively in building their own personal and social capability, around both self and social situations. It also crosses into the strand of health and physical education in terms of relationship management and, again, that self-awareness and developing skills to manage yourself in different situations for physical and mental health and wellbeing; that is covered in that part of the curriculum.²²

Recommendation 1

- 2.12 The Committee recommends that the Minister for Education and Training report to the Assembly by the end of the March 2016 sitting of the Assembly on the findings and recommendations from the Digital Advisory group advisory group report on cyber safety, the likely government response and action arising from the report, and the timing of a government response to the report.**

EXPERT PANEL ON STUDENTS WITH COMPLEX NEEDS AND CHALLENGING BEHAVIOUR

- 2.13 In May 2015, the ACT Minister for Education and Training, Ms Joy Burch MLA, established an Expert Panel to review policy and practices in all ACT schools in regard to students with complex needs and challenging behaviour and provide a report, including findings and recommendations, through the Minister, to a select Committee of the ACT Legislative Assembly.²³
- 2.14 In its examination of ETD's Annuals Report and the Expert Panel's Report, the Committee discussed a number of principal issues arising from both reports with the Minister for Education and Training.
- 2.15 The Committee sought advice from ETD in relation to Professor Shaddock's recommendation, both in 2009 and in the Expert Panel Report, that Learning Support Assistants (LSAs) are offered established learning pathways and training.
- 2.16 The Committee was advised that:

²² Ms Leanne Wright, Director, Learning and Teaching, Education and training Directorate, *Transcript of Evidence*, 23 November 2015, p. 59.

²³ Professor Anthony Shaddock, Dr Sue Packer, Mr Alasdair Roy, Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour, November 2015, <http://www.det.act.gov.au/_data/assets/pdf_file/0009/795186/62074-Expert-Panel-Report-Web.pdf>

...since 2009 [we have had] a heightened increase in wanting to provide professional learning in a whole range of areas following Tony Shaddock's report then... So there has been a really strong commitment to provide that level of learning, rather than necessarily being aligned to a certificate qualification, in a whole range of areas. There has been a strong commitment to the professionalisation of all staff involved in this. Certainly, going to specific cert IVs or cert IIIs in those areas is a recommendation that has come out of the expert panel.²⁴

2.17 In answers to two questions taken on notice, regarding the number of LSA working in the education system and the number of LSA who have attained a Certificate IV, advice was received informing the Committee that there is 503 permanent and temporary staff working as LSAs with the Directorate. Additionally, 95 LSAs have received scholarships to complete a traineeship in Certificate IV in Education Support, with 23 of these currently participating in the program.²⁵

2.18 During discussions regarding the Expert Panel's recommendation to explore LSAs professionalisation and attainment of a Certificate IV, the Minister for Education and Training advised the Committee that ETD has agreed to this recommendation in principal. The Committee was further advised that ETD has implemented a range of training for both LSAs and teachers:

Coming out of the 2009 report there was a focus and an emphasis on what teachers and LSAs need in schools, and specifically what kind of training would benefit them. There was a whole range of online training that was made available. To date, more than 1,500 teachers and LSAs have engaged in that online training. That 1,500 might not just represent 1,500 people, because schools have taken a very proactive approach. Sometimes a whole staff meeting might sit and go through a module together or a small group of school leaders might look at it—or whatever configuration. There has been very good uptake of these modules. They are around specifics of autism spectrum disorder, dyslexia, coordination difficulties in students, behaviour difficulties—a whole range. There is a whole range of modules that teachers and LSAs can engage with.

The other area of training that we thought it was really important that the Committee be aware of is the disability standards for education training, which is a national approach. It is online training. We have had more than 1,130 staff complete that training as well. The modules for disability standards in education are actually tailored

²⁴ Ms Joanne Garrison, Deputy Director-General, Education and training Directorate, *Transcript of Evidence*, 23 November 2015, p. 23.

²⁵ Education and Training Directorate, *Question Taken on Notice*, 23 November 2015, <http://www.parliament.act.gov.au/in-committees/standing_committees/Education,-Training-and-Youth-Affairs/annual-and-financial-report-2014-15/responses-to-questions?inquiry=788716>

for either teachers or LSAs, so you can understand what is useful in your setting, in the area of your responsibility, through engaging with this training.²⁶

2.19 As a complementary question, the Committee queried whether any efforts had been taken to ensure teachers graduating university are given more access to or more opportunities to gain a qualification or information regarding students with complex needs and challenging behaviour.

2.20 The Chief Executive Officer of the ACT Teacher Quality Institute (TQI) advised the Committee of key bodies of work developed to assist professional experience:

One of the other key bodies of work we are doing for the Minister at the moment is the development of an ACT professional experience framework. It talks about the key elements of professional experience that will ensure a really high quality experience for pre-service teachers. During those discussions and as part of the partnership agreements universities will have with schools around professional experience, we can certainly talk about the importance of the need for pre-service teachers to be exposed to and have active engagement in working with students with complex needs.²⁷

2.21 In addition to training provided to faculty members, the Committee also sought advice on the implementation of appropriate sensory and withdrawal spaces in ACT primary and high schools. The Committee was advised that:

We know that there is not one size fits all for that either and that there is a range of ways linked to individual students and their needs, and that needs to be negotiated and planned with them. You will see in many schools from time to time lovely cushions at the end of a classroom, or sometimes they will have the teepees that are available now, or even just a soft chair somewhere.²⁸

2.22 The Minister for Education and Training added:

Most of our primary schools and high schools would be able to accommodate that. But what this piece of work does now is to go back to all of those schools and see where improvements can be made. In the government's response there was \$3 million to improve those sensory spaces. We will work through all of our schools and work with the school community and ask what it is that they want to be part of with this? It could be internal refurbishment of a space or it could just be some sensory gardening or some softening of a fence line or something on the outside as well.²⁹

²⁶ Ms Jacinta Evans, Director, Student Engagement, Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 31.

²⁷ Ms Anne Ellis, Chief Executive Officer, ACT Teacher Quality Institute, *Transcript of Evidence*, 23 November 2015, p. 47.

²⁸ Ms Joanne Garrisson, Deputy director-General, Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 48.

²⁹ Ms Joy Burch, Minister for Education and Training, *Transcript of Evidence*, 23 November 2015, p. 48.

- 2.23 The \$3 million is a refocusing of funding the government has appropriated to the Directorate and it is focusing specifically on those recommendations highlighted in the Expert Panel Report.³⁰
- 2.24 The Minister received three supplementary questions on notice in relation to the Expert Panel's report on Students with Complex Needs and Challenging Behaviour.

Recommendation 2

- 2.25 The committee recommends that the Minister for Education and Training report comprehensively in the next ETD annual report on the implementation of the recommendations from the Report *Schools for all Children and Young People – Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour*.**

OTHER ISSUES

- 2.26 The Committee also discussed the following issues at the public hearing held on 23 November 2015, in relation to the activities of ETD outlined in the 2014-15 ETD Annual Report:
- Parental Engagement;³¹
 - Student Resource Allocation;³²
 - Childhood Education and Care Assurance;³³
 - Approved childcare service providers;³⁴
 - Attendance of Aboriginal and Torres Strait Islander children and exposure to Aboriginal and Torres Strait Islander culture;³⁵
 - Principal Advisory Group;³⁶
 - Inspirational teachings and Leadership;³⁷
 - Gender balance of teachers in the ACT;³⁸
 - Artist in Schools program;³⁹

³⁰ Ms Meg Brighton, Deputy Director-General, Organisation Integrity, Education and Training Directorate, *Transcript of Evidence*, 23 November 015, pp. 49.

³¹ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 4.

³² Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 7.

³³ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 16.

³⁴ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 17.

³⁵ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 32.

³⁶ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 35.

³⁷ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 41.

³⁸ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 44.

³⁹ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 51.

- Determination of future staffing needs;⁴⁰
- Red Tape Reduction;⁴¹
- Network Student Engagement teams;⁴² and
- Commonwealth funding.⁴³

Recommendation 3

2.27 The Committee recommends that the Minister for the Arts continue to report on the Artist in Schools program in future annual reports dealing with arts matters.

⁴⁰ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 53.

⁴¹ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 60.

⁴² Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 64.

⁴³ Education and Training Directorate, *Transcript of Evidence*, 23 November 2015, p. 67.

3 CANBERRA INSTITUTE OF TECHNOLOGY

INTRODUCTION

- 3.1 CIT reports on its activities by calendar year, therefore in this report the Committee has examined the CIT Annual Report for calendar year 2014.
- 3.2 CIT is a statutory authority which operates under the *Canberra Institute of Technology Act 1987*. The CIT Chief Executive is responsible to the Minister for Education and Training. CIT's role and activities subject of the Committee's inquiry are set out in detail in its annual report.⁴⁴
- 3.3 The Minister for Education and Training made an opening statement in the context of CIT's Annual Report for 2014. In her statement to the Committee, the Minister noted that with a changing Vocational Education and Training (VET) environment, CIT has developed systems to adjust to the national vocational education and training reform agenda, particularly for the preparation and introduction of VET FEE-HELP for government subsidised programs in diploma and above, and the introduction of the unique student identifier.⁴⁵
- 3.4 The Minister for Education and Training also mentioned that amendments to the *Canberra Institute of Technology Act 1987* was passed in the Assembly late last year, paving the way for changes in governance as well as the establishment of a new governing board to replace the CIT Advisory Council. Such amendments will equip CIT for succeeding in a competitive environment by allowing a greater focus on business and commercial markets.⁴⁶
- 3.5 CIT took one questions on notice, regarding the transition agreement for the Woden Campus, and receive no supplementary question during the hearing held on 23 November 2015.

CAMPUS MODERNISATION STRATEGY

- 3.6 At the Committee's hearing on 23 November 2015, CIT discussed the \$11 million investment for CIT's modernisation of the Tuggeranong campus.
- 3.7 In response to questions from the Committee, regarding the investment and proposed completion of the new Tuggeranong campus, the CIT Board Chair advised the Committee:

⁴⁴ See, CIT, Annual Report 2014.

⁴⁵ Ms Joy Burch, Minister for Education and Training. *Transcript of Evidence*, 23 November 2015, p. 91.

⁴⁶ Ms Joy Burch, Minister for Education and Training. *Transcript of Evidence*, 23 November 2015, p. 91.

We are on track for the second semester of next year to commence courses in our new facility at Tuggeranong, covering health, community services, hospitality, ICT and business, in new modern facilities which will be welcomed, I am sure, not only by students but by staff.⁴⁷

3.8 Following on from the modernisation of the Tuggeranong campus, the Committee sought advice on the proposed closure of the Woden campus.

3.9 The Committee was advised, in response to its questioning, that the closure of the Woden campus in 2017 has been part of the campus modernisation strategy, as the campus is not considered fit for purpose. As part of the closure, students and facilitators will partake in a comprehensive transition plan developed by CIT.⁴⁸

3.10 In response to further questions from the Committee, regarding the communication of the proposed closure of the Woden campus to students and facilitators, CIT's Chief Executive Officer advised the Committee that:

We have been communicating with students throughout the whole process. With every staff member, there is question and answer information available to all staff on our information site, and it is also on the website, in terms of which programs are going where and when. There is a comprehensive transition program, obviously taking account of where and what students need to know in terms of the programming, access and support that they are going to need. Parallel to that is around the support and transition arrangements for staff and making sure they are set up in time to meet and greet students and get on with the teaching and learning. Then there are support services that wrap around that. So there are all of those services.⁴⁹

3.11 In an answer to a question taken on notice at the Committee's hearing, regarding CIT's transition plan, advice was received informing the Committee that courses and staff will not be transitioned until suitable contemporary facilities are ready to accommodate the move. Courses will be moved to CIT Bruce, CIT Reid and CIT Fyshwick. Furthermore, the information provided identifies each course delivered at the Woden campus, where it will be transitioned to and when it will be transitioned.⁵⁰

⁴⁷ Mr Craig Sloan, Board Chair, Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 94.

⁴⁸ Ms Joy Burch, Minister for Education and Training, *Transcript of Evidence*, 23 November 2015, p. 94.

⁴⁹ Ms Leanne Cover, Chief Executive Officer, Canberra Institute of Technology, *Transcript of Evidence*, p. 94.

⁵⁰ Canberra Institute of Technology, *Question Taken on Notice*, <http://www.parliament.act.gov.au/data/assets/pdf_file/0017/807200/No.-21-CIT-DOSZPOT-QToN-Transition-Arrangements-for-Woden-Campus.pdf>

NEW CIT COURSE: RENEWABLE WIND TECHNOLOGY

3.12 The Committee raised a number of questions regarding the introduction of Renewable Wind Technology courses. In CIT's 2014 Annual Report, under Priorities and Challenges, CIT mentioned the introduction of Renewable Wind Technologies course as a part of increasing industry relevance.

3.13 Discussing the importance of meeting industry demand in Renewable Wind Technologies, the Deputy Chief Executive Officer highlighted the process taken by CIT to include this course:

In regard to the centre for renewable energy, there has been a small team in the initial stages actually planning out the programs that will be on offer in a staged way starting in 2016. In the first step there has very much been a focus on the technical side of it, from the electro and electronics perspective, from that side of things, establishing and maintaining the types of technical equipment that will be there. We have also been having conversations with our key partners in this to look at a broader range of skills required to establish, install and maintain the wind turbines. At this time we have a number of individual skill sets identified as well as qualifications moving forward. Curriculum development work is taking place at the moment and we are planning to actually have enrolments in the first part of next year.⁵¹

3.14 The Committee sought advice from CIT about the staffing and facilitation of the Wind Technologies course. It was noted that CIT had initially engaged with existing staff that are keen and passionate in delivering Wind Technologies courses. However, CIT has also engaged with industry, speaking with those who are in this space to identify additional skills needed.⁵²

3.15 The Committee was advised that currently the maintenance of wind turbines in surrounding regions are generally performed by companies from overseas. The introduction of a Wind Technologies course and potentially solar courses illustrates CIT's drive to not only lead the ACT and regions but nationally and internationally.

CANBERRA COLLEGE CARES PARTNERSHIP

3.16 The Committee enquired about support provided to disadvantaged members of the community, particularly, CIT's partnership with Canberra College Cares (CC Cares) and the support offered to new parents.

⁵¹ Ms Carolyn Grayson, Deputy Chief Executive Officer, Corporate Services, Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 95.

⁵² Ms Carolyn Grayson, Deputy Chief Executive Officer, Corporate Services, Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 96.

- 3.17 The Committee was advised that CIT entered into a partnership agreement with CC Cares at the end of 2014 to deliver programs in three areas: child care, hairdressing and beauty, and business administration and business services. Furthermore, CC Cares delivers the above mentioned courses are delivered on the Canberra College campus to approximately 120 young mothers and fathers.⁵³
- 3.18 Discussing the services provided through CC Cares, members from CIT highlighted that there are pathways for all qualifications delivered at CC Cares into higher level qualifications at CIT.⁵⁴ Additionally, the Minister advised the Committee that CC Cares is not just alternative education but it is a wrap-around service, which initiates conversation around childcare options if the student seeks further education at CIT.⁵⁵

OTHER ISSUES

- 3.19 The Committee also discussed the following issues at the public hearing held on 23 November 2015, in relation to the activities of CIT outlined in the 2014 CIT Annual Report:
- Strategies CIT is putting in place to facilitate learning for students with disabilities and how the challenge of the National Disability Insurance Scheme (NDIS) will be dealt with;⁵⁶
 - Accommodation strategies to handle the potential influx of Certificate IV students as a result of the Expert Panel review and recommendation that all Learning Support Assistants (LSAs) should have a Certificate IV;⁵⁷
 - Remaining positions to filled on the new CIT Board;⁵⁸
 - The selection process for CIT's visit to India to maximise the international market and its opportunities;⁵⁹
 - CIT's implementation of Massive Online Open Course (MOOC);⁶⁰
 - The Human Rights Commission's closure of an unlawful discrimination act due to conciliation being unlikely;⁶¹ and
 - The Australian Skills Quality Authority's (ASQA) audit of CIT's electrical unit.⁶²

⁵³ Ms Sue Maslen, General Manager, Student and Academic Services, Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 102.

⁵⁴ Ms Sue Maslen, General Manager, Student and Academic Services, Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 103.

⁵⁵ Ms Joy Burch, Minister for Education and Training, *Transcript of Evidence*, 23 November 2015, p. 103.

⁵⁶ Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 91.

⁵⁷ Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 92.

⁵⁸ Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 93.

⁵⁹ Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 96.

⁶⁰ Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 97.

⁶¹ Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 99.

⁶² Canberra Institute of Technology, *Transcript of Evidence*, 23 November 2015, p. 100.

Recommendation 4

- 3.20 The Committee recommends that the next CIT annual report published following this report includes a report on the status and outcomes of the ASQA audit of the CIT electrotechnology course and actions and responses by CIT to the findings and recommendations of the ASQA audit.**

4 ARTS ENGAGEMENT

4.1 Output 8.7 (Arts Engagement) is included in the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) Annual Report. The Report states that during 2014-15 the Directorate developed and implemented government policies relating to the arts. It managed the ACT Arts Fund, the Public Art Program and a range of other arts development initiatives, and oversaw the development and management of a range of ACT arts facilities. CMTEDD also maintained links with other arts and cultural organisations and agencies.⁶³ The Report also identifies achievements made in the 2014-15, which includes:

- Undertaking a Review of the ACT Arts Policy Framework;
- Undertaking a sector-level study looking at the direct and indirect ways the sector interacts with the economy ;
- Releasing the Kingston Arts Precinct feasibility study;
- Managing the ACT Arts Fund;
- Supporting the Arts Residency ACT program ;
- Supporting four ACT artists to work in four Primary Schools across the ACT;
- Supporting the Community Outreach Program; and
- Undertaking a number of capital works.⁶⁴

ECONOMIC VALUE OF ARTS IN THE ACT

4.2 During the hearing the Committee heard from the Minister for the Arts that there is a strong interest in understanding the economic value that the arts brings and how, rather than seeing it as expenditure or budget, we explore seeing it as an investment. Directorate officials confirmed that work has been undertaken and it was found that:

Canberrans have the highest per capita level spend on cultural activities—the spend is approximately \$211 million per year—and Canberrans recorded the highest overall national attendance rate at cultural venues and events, at 94 per cent. They had the highest attendance rates at cinemas, at 80 per cent; art galleries, at 53 per cent; and archives; at 8.3. What is really interesting is when we compare this on a national scale. Yes, we have high average incomes, but our spending as a proportion is even higher than the national average, which fundamentally shows that the arts and cultural sectors in the ACT are an important and growing industry.

⁶³ Chief Minister, Treasury and Economic Development Directorate, *Annual Report 2014-15*, p. 65.

⁶⁴ Chief Minister, Treasury and Economic Development Directorate, *Annual Report 2014-15*, pp. 65 – 67.

Beyond their direct input and value add, we also find that there is that indirect value-add. We have quite a significant number of students who are studying arts and culture here within our sector; who will be coming under our education productivity and driver, and we know that that is a significant sector for the ACT.

Beyond that, it is about the livability of our city. It is very difficult to quantify that contribution that the arts and cultural activities make, but they are big drivers of tourism; they are big attractors of the deep, rich talent pools that we need here in the ACT as a knowledge economy; and they make our city a great place to live, to work, to study and to invest. Overall the study conclusively showed the importance of the arts and cultural sector within the ACT.⁶⁵

- 4.3 The Chair enquired into the release of the Kingston arts precinct feasibility study. The Minister informed the Committee that:

The feasibility study builds on the master plan that has been under development for some time. Kingston has long been identified as an arts precinct, a place of destination for cultural activity. What this feasibility study and the most recent work do is show how we build up the built form on Kingston, because it is an area under development, but bring in a level of art and cultural space. It identified 7,000 square metres, or thereabouts, of area that will be dedicated to arts and culture.⁶⁶

- 4.4 A Directorate official clarified that:

The LDA [Land Development Authority] is conducting a two-stage process for the arts precinct. On 2 October we launched the first phase of that process, which was a request for proposal, an RFP. That is open until 10 December, and we will deliberate and look at those submissions. As well, we had an industry briefing on 28 October which was very well attended by people looking for information. In December-January we will start doing the assessment of those expressions of interest. In February we should be able to go back out and notify the successful participants in that short listing and go to the next phase. In that phase, again we give the short-listed candidates the opportunity to define their proposals and come back to us in April 2016. Then the committee will reconvene, assess those proposals and make some recommendations to government to award that particular tender.

One of the things we have tried to do there ... is recognise that it is very important to have an integrated development and make sure that we do not disrupt the activities of the Kingston bus depot markets and other activities that are occurring there. We have

⁶⁵ Ms Louise Gilding, Acting Deputy Director-General, Arts, Business, Events, Sport and Tourism Division, Chief Minister, Treasury and Economic Development Directorate, *Transcript of Evidence*, 23 November 2015, pp. 70 - 71.

⁶⁶ Ms Joy Burch, Minister for the Arts, *Transcript of Evidence*, 23 November 2015, p. 71.

asked for those sorts of things to be put into the expressions of interest so that we can assess those.⁶⁷

4.5 The Minister took one question on notice in relation to available artist residences in the precinct and the fee that is charged for such accommodation.⁶⁸

4.6 Other matters discussed included:

- strategic asset management plan;⁶⁹
- artist residences;⁷⁰
- ACT government public arts guidelines;⁷¹ and
- Key arts organisations⁷²

Recommendation 5

4.7 The Committee recommends that, in light of the observations made to the Committee at its hearings on this year's annual reports in relation to the contribution of the arts to the ACT, that the government consider designing and initiating a survey and study of the contribution made to the ACT economy by the activities and benefits generated by the activities of the arts and cultural community.

⁶⁷ Mr David Dawes, Director General. Economic Development, Chief Minister, Treasury and Economic Development Directorate, *Transcript of Evidence*, 23 November 2015, p. 71.

⁶⁸ Ms Joy Burch, Minister for the Arts, *Transcript of Evidence*, 23 November 2015, p. 73.

⁶⁹ Chief Minister, Treasury and Economic Development Directorate, *Transcript of Evidence*, 23 November 2015, p. 75.

⁷⁰ Chief Minister, Treasury and Economic Development Directorate, *Transcript of Evidence*, 23 November 2015, pp. 71 – 73.

⁷¹ Chief Minister, Treasury and Economic Development Directorate, *Transcript of Evidence*, 23 November 2015, p. 75.

⁷² Chief Minister, Treasury and Economic Development Directorate, *Transcript of Evidence*, 23 November 2015, pp. 76 - 77.

5 CULTURAL FACILITIES INCORPORATION

INTRODUCTION

5.1 The Cultural Facilities Corporation (CFC) is an ACT Government statutory authority established under the *Cultural Facilities Corporation ACT 1997*, to manage the following significant cultural venues in Canberra:

- Canberra Theatre Centre;
- Canberra Museum and Gallery;
- Historic places including Lanyon, Calthorpes' House and Mugga-Mugga;
- The Nolan Gallery; and
- Civic Square Cultural Precinct.

ACHIEVEMENTS

5.2 The CFC Annual Report highlights the achievements made during the financial year.

We are pleased to advise you that the CFC achieved excellent outcomes during 2014-15. We achieved or surpassed all but one of our performance targets; achieved better than budget trading results; and completed all our 2014-15 capital works and capital upgrade projects, allowing us to acquit 100 per cent of our capital works funding for the year. Our good financial results during the year allowed us to make an addition of \$300,000 to the Theatre Reserve at year end. This reserve was established by the CFC to assist us in managing fluctuations in the performing arts industry, and to offset the financial risk associated with major theatre programming ventures, allowing us to bring a wider range of shows to Canberra.

In achieving these results, we continued to pursue our vision: for Canberra to be a creative capital that values the arts for their intrinsic qualities, their contribution to building a more inclusive and resilient society, their support for making the city an exciting place to live and an attractive destination for business and tourism, and their important role in the economy of the ACT.

Major activities for the year included a program of celebrations for the 50th anniversary of the Canberra Theatre Centre; the touring of the Canberra Museum and Gallery (CMAG) exhibition *Elioth Gruner : the texture of light* to Newcastle Art Gallery; the presentation of the Open Gardens Australia Plant Fair at Lanyon; and the programming of major theatre productions such as the circus spectacular *Le Noir*. Through these and many other activities, the CFC welcomed a total of over 366,000 people to its venues and programs during 2014-15.

During the year, the CFC worked closely with other ACT Government agencies on cultural planning for the city centre, especially in terms of studies into a major new theatre for Canberra. A further area of strategic focus was the CFC's partnership with independent arts advocacy body The Childers Group, with outcomes including the presentation of an Arts Leadership Forum attended by over 100 arts sector representatives from the ACT and region.⁷³

EDUCATION PROGRAMS

- 5.3 In the hearing the Committee heard that there were 706 education and community programs provided over the reporting period, which was 26 per cent above target with many of these taking place at CMAG.⁷⁴ A directorate official informed the Committee that

At CMAG, typical programs would include CMAG on Sunday, which is a wonderful family program that is held on the first Sunday of every month. That has been so popular that we have now introduced a version for very young children called "T is for toddler". It is really the pre-schoolers who come to that, and we get them familiar with the museum environment. I think CMAG is of a scale that is very comfortable for younger children. They can feel a bit overwhelmed perhaps by the national institutions, but we are of a scale that they feel quite comfortable in.

Other programs include things like floor talks, guided tours, arts activities in our studio at CMAG—school holiday workshops are very popular—even film screenings, performances occasionally, dance performances, poetry readings in the gallery space, writing workshops and so forth. Often we try to link them to the exhibitions on display at that particular time, so there is a thematic link between the exhibition and the program. On occasion we will link them to special festivals and events. That might include things like Canberra Day or the You Are Here Festival.⁷⁵

NEW THEATRE VENUE

- 5.4 The Committee also enquired about the current operation of the Canberra Theatre, and the plans for a new theatre venue currently being developed.⁷⁶ The CFC Chief Executive Officer told the Committee that planning for a new venue is underway and that a lot of consideration has been made in relation to what size is most appropriate for Canberra given that the current theatre is unable to support larger performances.

⁷³ Cultural Facilities Corporation 2014-2015 Annual Report, p. 6.

⁷⁴ Ms Meegan Fitzharris MLA, *Transcript of Evidence*, 23 November 2015, p. 83.

⁷⁵ Ms Elvin, Chief Executive Officer, Cultural Facilities Corporation, *Transcript of Evidence*, 23 November 2015, p. 78.

⁷⁶ Mrs Giulia Jones, *Transcript of Evidence*, 23 November 2015, p. 79.

When the centre opened in 1965 it was a state of the art facility for that time. But clearly that is 50 years ago, although we still think it is a very viable and valued facility in terms of Canberra theatre; it is much loved by the community. It has an ongoing purpose, but it is no longer suitable as the prime performing arts venue for the region. That really relates to two different things. One is the size of the auditorium which, at 1,250 seats, simply is not large enough to amortise the costs of larger commercial productions. You cannot make it work financially if you can only sell 1,250 seats. The other constraint at the moment is that increasingly theatre productions have become much more complex and larger. There are more sophisticated sets and staging. The Canberra Theatre can no longer accommodate contemporary productions of that scale. The sorts of things we are missing out on would be larger musicals and spectacular performances such as *South Pacific* and *War Horse*. In fact, we tried very hard to bring the very successful production of *South Pacific* by Opera Australia here. We simply could not make the sums work with the theatre being the size that it is.

Again, with *War Horse*, we could not really make that work financially. So large-scale musicals, opera and ballet—we did have *Giselle* here as part of our 50th birthday celebrations this year, which was great. Canberrans love a white ballet, but it is one of the smaller scale ballets that the Australian Ballet does. They cannot bring their main stage full ballet productions here any longer because they are just too big to fit into the venue.

There was a very detailed theatre feasibility study done a few years ago that showed that a theatre of about 1,800 to 2,000 seats is the size that we need to look for. That is going to give you the best chance of—I will not say profitability; I am going to be very careful how I talk about that, because I think there is always going to be a need for ongoing investment in theatre. Certainly at that size, for a commercial promoter coming into the venue, you have got the best chance of making it work financially.

Beyond that size, you are really into a facility where you are losing the intimacy between the audience and the stage, which obviously you do not want. You start to undermine the whole experience then. That is about the size that we are looking at. We know that there is demand for that. We already know that a lot of Canberrans go interstate to access their high-end performing arts experiences, whether that is to Sydney perhaps to the Opera House or to Melbourne perhaps to one of the commercial theatres to see a long-running musical. We are actually losing that money at the moment. We do have the highest attendance rates at cultural venues. So we know that there is a real thirst for that type of experience. We feel we could fulfil it with a theatre of about 2,000 seats.⁷⁷

⁷⁷ Ms Elvin, Chief Executive Officer, Cultural Facilities Corporation, *Transcript of Evidence*, 23 November 2015, pp. 79-80.

5.5 The CFC took one question on notice in relation to public liability insurance.⁷⁸

Recommendation 6

5.6 The Committee recommends that the Minister for the Arts report to the Assembly by May 2016 on progress achieved in developing a concept and design for a new theatre venue for Canberra, along the lines described to the Committee during these hearings, and include in any such report any findings and proposals, including the development of feasibility, design, possible use and other studies for such a venue.

⁷⁸ Cultural Facilities Corporation, *Transcript of Evidence*, 23 November 2015, p. 83.

6 ACT BUILDING AND CONSTRUCTION INDUSTRY TRAINING FUND AUTHORITY

INTRODUCTION

- 6.1 The ACT Building and Construction Industry Training Fund Authority's (the Authority) mission is to provide funding for the training of eligible workers and for the development of skills identified as being in short supply in the building and construction industry. It aims to improve the culture, level and access to training and to support the entry of new people into the building and construction industry.⁷⁹
- 6.2 The Authority took no questions on notice and received no supplementary questions during the hearing held on 23 November 2015.

FUNDING: ENTRY LEVEL PROGRAMS

- 6.3 The total funding provided by the Authority under the five operational programs was \$4.5 million. The entry level training program totalled \$1.45 million of funding, which was an increase of \$500,000 on the previous year. This also included \$289,000 on the group training organisation at-risk incentives.⁸⁰
- 6.4 In response to the Committee's question regarding the significant reduction to the at-risk cohort from 20 to five, the Chief Executive Officer of the Authority advised the Committee that:

In 2012-13 the group training industry and stakeholders asked the board to consider an at-risk payment which is in addition to the incentive payments provided. Certain group training organisations are able to do it. If an apprentice is put as "no job" they are able to have their apprenticeship suspended for that period until an employer can be found. The industry sought from the training fund authority an additional incentive of \$1,000 on top of what was already provided by the Authority to countenance the opportunity for those organisations to stand the apprentices down. We are prepared to pay it, providing of course they do not stand them down. If they stand them down they do not

⁷⁹ ACT Building and Construction Industry Training Fund Authority, *Annual Report 2014 – 2015*, p. 7.

⁸⁰ Mr Glenn Carter, Chief Executive officer, ACT Building and Construction Industry Training Fund Authority, *Transcript of Evidence*, 23 November 2015, p. 85.

get the incentive. That went in the 2013-14 year from 20 to five, which is a good outcome because the risk is they will not stay. They will not be there when they do pick up work again.⁸¹

FUNDING: WOMEN IN NON-TRADITIONAL TRADES

- 6.5 During the Committee's hearing with the Authority, the Committee was advised that the tradeswomen in building construction campaign had successfully continued throughout 2010 to 2015 and would seek the Minister for Education and Training's approval to continue the campaign into 2016.
- 6.6 The Committee noted that the Authority's Annual Report stated that \$106,960 was provided in funding in 2014-15 financial year through the Access and Equity program to provide additional training and support for apprentices, existing workers, employers and promotion and marketing of women in building and construction.⁸²
- 6.7 The Committee received the following evidence in relation to women in non-traditional trades:
- The incentive amount per woman employed in a non-traditional trade is \$4000 per year, paid in two \$2000 increments;
 - \$28,000 was expended for women in non-traditional trades in the 2014-15 financial year;
 - There are no targets set for the number of incentives received each year, however, there is also no cap on the number of incentives offered;
 - The Authority has a promotional website that provides information for young women; and
 - The Authority provided Canberra Institute of Technology (CIT) with an incentive in 2014 for sponsorship of a women's master class program.⁸³

GENDER REPRESENTATION IN THE AUTHORITY

- 6.8 The Committee noted concerns that there are only males employed within the Authority. When this concern was raised, the Authority advised the Committee that the Authority currently has three employees, all of which are male. This is reflected in the Annual Report.⁸⁴

⁸¹ Mr Glenn Carter, Chief Executive officer, ACT Building and Construction Industry Training Fund Authority, *Transcript of Evidence*, 23 November 2015, p. 86.

⁸² ACT Building and Construction Industry Training Fund Authority, *Annual Report 2014 – 2015*, p. 18.

⁸³ Mr Glenn Carter, Chief Executive officer, ACT Building and Construction Industry Training Fund Authority, *Transcript of Evidence*, 23 November 2015, p. 88.

⁸⁴ ACT Building and Construction Industry Training Fund Authority, *Annual Report 2014 – 2015*, pp. 24 – 28.

6.9 In response to questions from the Committee regarding the considerations given to the selection of members for the governing board of the association, the Chief Executive Officer of the Authority advised the Committee that:

The Act prescribes that there will be two employer associations, two employee associations, an independent chairperson and me as a non-voting member. That is the board structure under the act. The two employer associations will be the HIA and the MBA, which represent the housing sector and civil construction. The others are the CFMEU and the electrical trades, the CEPU—Communications, Electrical and Plumbing Union—covered under the ETU. Those organisations themselves nominate their members. Until two years ago we had two female members on the board for over 10 years.⁸⁵

6.10 The Annual report does not comment on any efforts to address this gender imbalance into the future.

6.11 The Minister for Education and Training advised the Committee that she will encourage organisations to reflect gender balance broadly across the various boards and different groups.⁸⁶

OTHER ISSUES

6.12 Other matters discussed with the Committee included:

- Asbestos awareness training budget;⁸⁷ and
- Electro Group Training budget.⁸⁸

Recommendation 7

6.13 The Committee recommends that the Authority consider ways to address the gender imbalance on the Board and report on any measures taken in the next Annual Report.

Mary Porter AM MLA

Chair

February 2016

⁸⁵ Mr Glenn Carter, Chief Executive officer, ACT Building and Construction Industry Training Fund Authority, *Transcript of Evidence*, 23 November 2015, p. 90.

⁸⁶ Ms Joy Burch, Minister for Education and Training, *Transcript of Evidence*, 23 November 2015, p. 89.

⁸⁷ ACT Building and Construction Industry Training Fund Authority, *Transcript of Evidence*, 23 November 2015, p. 86.

⁸⁸ ACT Building and Construction Industry Training Fund Authority, *Transcript of Evidence*, 23 November 2015, p. 87.

Appendix A

WITNESSES

Monday, 23 November 2015

Ms Joy Burch MLA, Minister for Education and Training, Minister for Disability, Minister for Multicultural Affairs, Minister for Racing and Gaming, Minister for Women and Minister for the Arts

Building and Construction Industry Training Fund Authority witness:

Mr Glenn Carter, Chief Executive Officer

Canberra Institute of Technology witnesses:

Ms Leanne Cover, Acting Chief Executive

Mr Craig Sloan, Board Chair

Ms Carolyn Grayson, Deputy Chief Executive, Brand and Business Development

Mr Shane Kay, Chief Operating Officer, Corporate Services

Dr Nicole Stenlake, Executive Director, People and Organisational Governance

Ms Sue Maslen, General Manager, Student and Academic Services

Chief Minister, Treasury and Economic Directorates witnesses:

Mr David Dawes, Director-General, Economic Development

Ms Louise Gilding, Deputy Director-General, Arts, Business, Events, Sport and Tourism Division

Mr Adam Stankevicius, Director, artsACT and Events ACT

Cultural Facilities Corporation witnesses:

Ms Harriet Elvin, Chief Executive Officer

Education and Training Directorate witnesses:

Ms Natalie Howson, Acting Director-General

Mr Stephen Gniel, Deputy Director-General

Ms Joanne Garrisson, Deputy Director-General, Education Strategy

Ms Meg Brighton, Deputy Director-General, Organisational Integrity

Mr Mark Huxley, Chief Information Officer, Information and Knowledge Services

Ms Coralie McAlister, Director, People and Performance

Ms Leanne Wright, Director, Learning and Teaching

Mr Rodney Bray, Director, Business Improvement

Mr Mark Whybrow, Chief Financial Officer, Strategic Finance

Ms Jane Cuzner, Director, Governance and Assurance

Ms Anne Ellis, Chief Executive Officer, ACT Teacher Quality Institute

Mr John Stenhouse, Director, Office of Board of Senior Secondary Studies

Mr David Miller, Director, Training and Tertiary Education

Ms Christine Lucas, Senior Manager, School Leadership

Mrs Tracy Stewart, Director, Families and Students

Ms Jacinta Evans, Director, Student Engagement