

REPORT ON ANNUAL AND FINANCIAL REPORTS 2013- 2014

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

MARCH 2015

REPORT 3

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Ms Yvette Berry MLA (Australian Labor Party, Ginninderra), Member ³ (to 10 February 2015)

Ms Meegan Fitzharris MLA (Australian Labor Party, Molonglo), Member (from 10 February 2015)

Mrs Giulia Jones MLA (Canberra Liberals, Molonglo), Member (to 17 March 2015)

Mr Alistair Coe MLA (Canberra Liberals, Ginninderra), Member (from 17 March 2015)⁴

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¹ Appointed to the Committee on 27 November 2012.

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RESOLUTION OF APPOINTMENT

On 27 November 2012 the ACT Legislative Assembly (the 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:

(e) 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 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.⁵

TERMS OF REFERENCE

On 25 September 2014, the Assembly referred the annual and financial reports for the calendar year 2013 and the financial year 2013–2014 to Assembly committees for inquiry and report by the last sitting day in March 2015, in accordance with an attached schedule. 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 (CIT) – for calendar year 2013
- Community Services Directorate (Arts Policy, Advice and Programs; including Arts ACT)
- Community Services Directorate (Children Youth and Family Services - youth services)
- Cultural Facilities Corporation
- Education and Training Directorate
- The University of Canberra⁶

⁵ 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>

⁶ The Committee did not examine the annual report for the University of Canberra in this inquiry.

ACRONYMS

ACT	Australian Capital Territory
ACT BCITFA	ACT Building and Construction Industry Training Fund Authority
ACTPS	ACT Public Service
ATSI	Aboriginal and Torres Strait Islander
CIT	Canberra Institute of Technology
CSD	Community Services Directorate
ETD	Education and Training Directorate
NAPLAN	National Assessment Program – Literacy and Numeracy. NAPLAN commenced in Australian schools in 2008. Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.
NESB	Non-English speaking background
QoN	Question on notice submitted by a member or members of the Committee following the Committee’s public hearing. These question, together with answers provided to the questions are attached as Appendix C to this report
QToN	Question taken on notice at one of the Committee’s hearings. Questions, including the name of the Member asking the question, together with answers provided to the questions are also attached as Appendix C to this report
The Committee	Legislative Assembly Standing Committee on Education, Training and Youth Affairs
TQI	Teacher Quality Institute

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RECOMMENDATIONS

RECOMMENDATION 1

- 2.7** The Committee recommends that, in addition to providing detailed updates and profile of the expected demands and performance requirements of the ACT Building and Construction Industry Training Fund Authority, that the Authority continue to give an updated account of the challenges facing its client industries, particularly in a time of changing building, construction and engineering activities.

RECOMMENDATION 2

- 3.11** That CIT management continue to place a high priority on improving workplace culture through appropriate staff training and that all senior management commit to regular training that develops additional skills in people management.

RECOMMENDATION 3

- 3.12** The Committee recommends that CIT take particular care to ensure that all claims of bullying and harassment by staff and students are dealt with promptly and thoroughly to demonstrate that CIT does recognise the seriousness and importance of addressing all bullying and harassment issues in a timely and professional manner.

RECOMMENDATION 4

- 3.16** That CIT work more closely with the disability community in determining the future training needs of those seeking professional skills in Auslan interpreting in order to avoid what appears to be the current stop/start approach to the availability and delivery of such courses in the ACT. Additionally the Committee recommends that CIT promote and market the availability of certified courses in Auslan to ensure continuing student enrolment and financial viability of courses.

RECOMMENDATION 5

- 3.17** The Committee also recommends that analysis of the future demand for Auslan interpreters in the ACT is conducted to ensure that the possibility of future shortage of interpreters is avoided.

RECOMMENDATION 6

- 4.7** The Committee recommends that current School Satisfaction Surveys be used to continually assess current issues and inform future delivery of ACT education programs. The Committee recommends that reports of the survey results continue to be collated and published with ETD annual reports.

RECOMMENDATION 7

- 4.8** The Committee recommends that in cases where student and parent survey results relating to safety in schools diverge, or differ; that these results be subject of close scrutiny by the ETD, and that the Directorate work with those schools where survey responses of students and parents significantly diverge, to ensure that steps are taken to understand and positively address the issues raised. The Committee considers improved parental engagement may help to address and resolve these issues.

RECOMMENDATION 8

- 4.16** The Committee recommends that the program for parental engagement continue and that ETD report progress on its implementation. The Committee also recommends that the experience and strategies developed in the course of the program for assisting and providing support to parents from vulnerable backgrounds be part of the Directorate's reporting process.

RECOMMENDATION 9

- 5.9** The Committee recommends that the Community Services Directorate continue to develop and report on strategies to reduce the recidivism rate of the Bimberi Detention Centre.

RECOMMENDATION 10

- 5.11** That the ACT Government continue to evaluate the Parents as Teachers Program especially with respect to outcomes from the additional expenditure, ongoing evaluation of the program, and of outcomes for parents and families.

RECOMMENDATION 11

- 5.16** That the ACT Government continue to seek to improve outcomes in each of the five 'development domains' for children in the first year of schooling, especially physical health and wellbeing.

RECOMMENDATION 12

- 5.17** That the ACT Government consider appropriate research on child physical health and wellbeing to examine possible initiatives which could be adopted in the ACT and which could also draw on experience and strategies developed in other States and Territories.

RECOMMENDATION 13

- 5.20** The Committee recommends that the Community Services Directorate (CSD) continue to report in detail on youth justice issues, particularly the Blueprint for

Youth Justice and ensure appropriate intervention and support programs continue to be developed and implemented by CSD.

RECOMMENDATION 14

6.7 The Committee recommends that the Minister provide details of the ACT Arts Policy Framework review, e.g., its timeframe, objectives, cost, and expected date of completion.

RECOMMENDATION 15

6.8 The Committee recommends that the Minister provide the Assembly with a report on the progress of the ACT Arts Policy Framework and its implementation.

RECOMMENDATION 16

6.9 The Committee recommends that the Minister provide details to the Assembly of new program and policy initiatives since the development of the ACT Arts Policy Framework.

RECOMMENDATION 17

6.13 The Committee recommends that, in its next annual report, artsACT provide a report of the progress achieved in building the second stage of the Belconnen Arts Centre.

RECOMMENDATION 18

6.16 The Committee notes the significant ongoing support provided to the Canberra Area Theatre (CAT) Awards by the NSW Government in recognition of the valuable role that these awards play in encouraging artistic achievement in the ACT and regional NSW, and recommends that the ACT Government make a reasonable ongoing commitment to ensure financial certainty to the CAT Awards.

RECOMMENDATION 19

6.17 The Committee also recommends that the ACT Minister for the Arts and the NSW Minister responsible for the Arts engage in discussions regularly in the future regarding support for the CAT awards in 2016 and following years.

RECOMMENDATION 20

6.19 The Committee recommends that artsACT include in future annual reports details of school programs under the Artist-in-Schools scheme in ACT schools, and also include an account of continuing work and achievements resulting from the legacy individual schools develop from involvement with Artist-in-Schools program.

1 INTRODUCTION

AGENCY REPORTING REQUIREMENTS

- 1.1 Agency reporting requirements for the 2013-2014 financial year are set out in the Chief Minister's Annual Report Directions (the Directions), which are issued in accordance with section 9 of the *Annual Reports (Government Agencies) Act 2004*.⁷
- 1.2 Agencies account for management performance through Ministers to the Legislative Assembly and the wider community. Annual reports, which are tabled in the Legislative Assembly, form part of the historical record of government and public administration decisions, actions and outcomes, and are available for use by stakeholders, including educational and research institutions, the media and the public. Annual reports are also key reference documents for internal management.⁸
- 1.3 As specified in the Directions, annual reports should be 'an objective account, primarily to the Legislative Assembly, of how the entity has performed during the reporting year.'⁹
- 1.4 The Directions also specify that an effective annual report will:
 - provide a clear picture of the agency's purpose, priorities, outputs and achievements;
 - focus on results and outcomes – communicate the success or otherwise, including shortfalls, of the agency's activities in achieving government policy outcomes in the reporting year, while accounting for the resources used in the process;
 - discuss results against expectations - provide sufficient information and analysis for the Assembly and community to make a fully informed judgement on agency performance;
 - clearly identify any changes to structures or functions of the agency in the reporting period and explain changes in performance over time;
 - report on agency financial and operational performance and clearly link with budgeted priorities and financial projections as set out in annual Budget Estimate Papers and the agency 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;
 - Comply with the Annual Reports (Government Agencies) Act 2004 and the Chief Minister's Annual Report Directions.¹⁰

⁷ Annual Reports (Government Agencies) Notice 2014 (No 1) Notifiable Instrument NI2014-319, effective from 10 July 2014. A copy of the instrument is available by accessing the ACT Legislation Register at <http://www.legislation.act.gov.au>.

⁸ Annual Reports (Government Agencies) Notice 2012 (No 1) Notifiable Instrument NI2012-293, p. 6.

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

¹⁰ Annual Reports (Government Agencies) Notice 2012 (No 1) Notifiable Instrument NI2012-293, p. 8.

TIMING AND PRESENTATION OF ANNUAL REPORTS

- 1.5 Under section 9 of the Annual Reports (Government Agencies) Act 2004 (the Act), a direction about annual reports must be issued and many include a requirement that annual reports be provided to a stated person by a stated day.
- 1.6 The direction for 2013-2014 annual reports required annual reports to be presented to the responsible Minister before the close of business on Thursday 18 September 2014, and, unless an extension was granted under section 14 of the Act, to the office of the Speaker of the Legislative Assembly by the close of business on Thursday 25 September 2014.¹¹
- 1.7 All reports examined by the Committee were presented to the Speaker by the required date.

CONDUCT OF THE INQUIRY

- 1.8 The Committee held two public hearings on 13 and 14 November 2014. The Committee heard from a total of 27 witnesses. For details, see Appendix A. Transcripts of the Committee's hearings are accessible at: <http://www.hansard.act.gov.au/hansard/2013/comms/edu08a.pdf> and <http://www.hansard.act.gov.au/hansard/2013/comms/edu09b.pdf>
- 1.9 For the purposes of this inquiry, the Committee did not call the University of Canberra.
- 1.10 Responses to 25 questions taken on notice at the hearings were received. A list of these responses is provided as Appendix B. Following the hearings, 12 supplementary questions were forwarded to the Minister. A list of these questions is provided as Appendix C. The Committee received responses to these questions.
- 1.11 The transcripts of the public hearings, as well as answers to questions taken on notice and supplementary questions received can be accessed via the Inquiry webpage.

ACKNOWLEDGEMENTS

- 1.12 The Committee thanks Ms Joy Burch MLA, in her capacity as Minister for Education and Training, and Minister for the Arts and Mr Mick Gentleman MLA, in his capacity as Minister for Community Services and Minister for Young People and accompanying directorate and agency officials for providing their time and expertise as witnesses at its hearings.

¹¹ Annual Reports (Government Agencies) Notice 2014 (No 1) Notifiable Instrument NI 2014-319.

REPORT OVERVIEW

- 1.13 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 the Education and Training Directorate (ETD). Chapter 5 deals with youth affairs issues managed by the Community Services Directorate (CSD). Chapter 6 deals with the arts and culture issues managed by CSD, and Chapter 7 deals with the Cultural Facilities Corporation (CFC).

2 ACT BUILDING AND CONSTRUCTION INDUSTRY TRAINING FUND AUTHORITY

INTRODUCTION

- 2.1 The ACT Building and Construction Industry Training Authority (the Authority) provides 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 a construction industry.
- 2.2 In evidence to the Committee, the CEO, Mr Carter provided information on entry level training and funding provided by the Authority to group training organisations and the investment in entry level training.
- 2.3 At the hearing the Committee inquired into the Authority's involvement in asbestos training. Mr Carter provided evidence that:

This year we have provided funding to eligible participants in the order of 12,000, almost \$1 million, for the asbestos awareness program, which was regulated as of 1 July. It is not a new thing for the authority because we have had the program for over 10 years. I know that the 2009 date was used in the guidance note by WorkSafe ACT to determine what training would be recognised. Currently we have records that indicate we have provided funding to eligible workers – over 17,000 since 2009, which is about \$1.4 million. That is just in asbestos awareness.¹²

- 2.4 In answer to a question taken on notice at the Committee's hearing, advice was received that, for the reporting period 2013-14 the Authority's governing board had six members. Members were paid in accordance with the remuneration rates determined by the ACT Remuneration Tribunal under the Remuneration Tribunal Act 1995, which is reviewed annually. Members were paid at the rates identified in the Determination 9 of 2012 Part-time Public Office Holders and Determination 9 of 2013 Part-time Public Office Holders. The Chairman is paid an annual fee and the other governing board members each receive a per meeting fee. The Chief Executive Officer, as a non-voting member, does not receive a fee. The Authority conducted eight meetings during the reporting period 2013-14.¹³

¹² Evidence, 14 March 2014, p.49

¹³ Question Taken on Notice, QTON 14 –Mrs Jones MLA

- 2.5 The Committee notes the ACT Building and Construction Industry Training Fund Authority annual report continues to deal appropriately and informatively with the Authority's current program and objectives. The Committee considers that current and arising issues will continue to require the Authority reporting in detail, in its annual report, on changes and challenges which confront industry training and vocational education bodies in the next several years.

SUPPORT FOR ACCESS AND EQUITY TRAINING POLICIES SUPPORTING GENDER EQUALITY INDIGENOUS WORKFORCE MEMBERS

- 2.6 In response to the Committee's question regarding the decline of some 77 per cent in funding for access and equity programs due to the number of stakeholders not proceeding with projects approved by the Authority and why these funded projects were not perceived as worthy, the CEO, Mr Carter advised that there were a range of reasons. Mr Carter told the Committee that:

I have been in consultation with a number of stakeholders. Many of those projects we have given consideration to giving them extensions of time. Some of the kids at risk programs that RTOs have come up with are very worth-while and are some of the most difficult to progress. Given that we fund on a completion basis, it takes a lot more work to ensure that people are captured within the process in order that they can complete. We have offered extensions of time in many of those instances.

The funding line that is drawn at 30 June is what has been completed at that time. There are some \$70,000 to \$80,000 worth of funded programs approved already by the fund that will fall into this financial year, if that makes sense, given that when the budget was drawn they were drawn to include the previous financial year.¹⁴

Recommendation 1

- 2.7 The Committee recommends that, in addition to providing detailed updates and profile of the expected demands and performance requirements of the ACT Building and Construction Industry Training Fund Authority, that the Authority continue to give an updated account of the challenges facing its client industries, particularly in a time of changing building, construction and engineering activities.**

¹⁴ Evidence, 14 November 2014, p.49

3 CANBERRA INSTITUTE OF TECHNOLOGY (CIT)

- 3.1 As the Canberra Institute of Technology (CIT) reports on its activities by calendar year, in this report the Committee has examined the CIT annual report for calendar year 2013.
- 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 ACT Minister for Education and Training. The CIT's role and activities subject of the Committee's inquiry are set out in detail in its annual report.¹⁵
- 3.3 The Minister made an opening statement in the context of CIT's annual report for 2013. In her statement to the Committee, the Minister noted that Mr Shane Kay is acting CIT CEO and stated that during 2013 CIT had implemented a major internal restructure with the CIT Council commissioning an external report on the future governance of the CIT. The Minister further advised that the process to change the advisory council into a governing board has commenced whilst noting that the CIT amendment bill is currently before the Assembly.¹⁶

PRINCIPAL ISSUES

- 3.4 The Committee dealt with several principal issues arising from the CIT annual report. These are considered below.
- 3.5 During discussion with CIT at the hearing on 14 November 2014 the Committee raised the issue of CIT's strategic plan and its drivers.
- 3.6 In answer to a question taken on notice at the Committee's hearing, regarding allegations of systemic bullying and harassment, advice was received by the Committee that CIT has made significant changes to the way it manages workplace issues with a greater focus on early intervention.¹⁷
- 3.7 In response to further questions from the Committee regarding allegations of harassment and bullying, the Minister and officers advised that CIT has undertaken a significant amount of work and training around this issue over the last year and that the work is ongoing.¹⁸
- 3.8 In answer to a question taken on notice regarding CIT consultations about the National Disability Insurance Scheme (NDIS), advice was received that, CIT has been consulting widely with both the ACT Government and the community sector regarding training needs in

¹⁵ See, CIT, Annual Report 2013.

¹⁶ Evidence pp. 35-36

¹⁷ Question Taken on Notice

¹⁸ Evidence p. 44-46

preparation for the NDIS including continuing discussions with Disability ACT and the Community Services Directorate about a range of options to support their employees to obtain a range of qualifications in a timely fashion, that best suits their requirements.¹⁹

CIT MANAGEMENT ISSUES

- 3.9 The Committee has in past reports and in these hearings pursued matters related to CIT's management and workplace culture issues.
- 3.10 In its hearings with CIT, the Committee received considerable advice and up-to-date information on how CIT was progressing in changing its workplace culture and management issues to ensure better communication and recognition of workplace conflict and developing people with better equipped management skills, such as implementation of early intervention strategies, to provide support for CIT staff.²⁰

Recommendation 2

- 3.11 That CIT management continue to place a high priority on improving workplace culture through appropriate staff training and that all senior management commit to regular training that develops additional skills in people management.**

Recommendation 3

- 3.12 The Committee recommends that CIT take particular care to ensure that all claims of bullying and harassment by staff and students are dealt with promptly and thoroughly to demonstrate that CIT does recognise the seriousness and importance of addressing all bullying and harassment issues in a timely and professional manner.**

CURRENT CIT COURSES – CERTIFICATES II AND III IN AUSTRALIAN SIGN LANGUAGE (AUSLAN)

- 3.13 The Committee raised a number of questions regarding the availability and structure of courses in Australian Sign Language (Auslan) through CIT. Concerns, particularly raised by individuals who are dependent on Auslan interpreters, were to the effect that the Certificate II in Auslan was not on offer to prospective interpreters in 2015.
- 3.14 The Committee was advised by CIT Deputy Chief Executive, Brand and Business Development that:

¹⁹ Question Taken on Notice, QTON 14 –Mrs Jones MLA

²⁰ Evidence, 14 November 2014, p.44.

There is a certificate II as well as a certificate III. So the plan for 2014 was to have the certificate II running and in 2015 there will be a certificate III. To ensure, hopefully, that we have viable numbers for the certificate III in 2015, we will be looking to the cohort who completed in 2013 in the certificate II, as well as those who complete this year in the 2014 certificate II, to give viable numbers to our certificate III for next year.²¹

We [CIT] aim to have enrolments of 20 to enrol because, of course, as time goes on, people do drop out. At the moment I have been told that we have 13 who are currently engaged in the Certificate II; that is what we are working with for 2014. We would be looking for enrolments of 20 for 2015 for the certificate III.²²

- 3.15 The Committee is concerned that Auslan courses be offered and conducted in a manner providing continuity and predictability to ensure availability of sufficient interpreters to provide Auslan services in the ACT.

Recommendation 4

- 3.16 That CIT work more closely with the disability community in determining the future training needs of those seeking professional skills in Auslan interpreting in order to avoid what appears to be the current stop/start approach to the availability and delivery of such courses in the ACT. Additionally the Committee recommends that CIT promote and market the availability of certified courses in Auslan to ensure continuing student enrolment and financial viability of courses.**

Recommendation 5

- 3.17 The Committee also recommends that analysis of the future demand for Auslan interpreters in the ACT is conducted to ensure that the possibility of future shortage of interpreters is avoided.**

OTHER ISSUES

- 3.18 The Committee also examined other issues arising from CIT's annual report, namely:

- Development of partnerships between CIT and industry

- 3.19 The Committee has an ongoing interest in the development of VET and youth training in the ACT under its current inquiry into these matters. The Committee intends pursuing those matters with CIT in that context during 2015. The Committee considers that current and arising issues will require that the CIT continues to report in detail in its annual report on changes and challenges which confront it and VET generally in the ACT.

²¹ Evidence, 14 November 2014, p. 38; pp.37-9.

²² Evidence, 14 November 2014, p. 38; pp.37-9.

4 EDUCATION AND TRAINING DIRECTORATE

- 4.1 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 vocational education and training (VET). The current Director-General of Education is Ms Diane Joseph.
- 4.2 ETD is structured around five divisions, namely:
- Learning
 - Teaching and student engagement
 - Strategy and Coordination
 - Tertiary Education and Performance, and
 - Corporate Services.
- 4.3 The Committee raised a number of issues arising from its examination of the ETD annual report during the hearing, including the following matters.

PRINCIPAL ISSUES

AUSTRALIAN RESEARCH ALLIANCE FOR CHILDREN AND YOUTH (ARACY)

- 4.4 The Director of Learning and Teaching, provided evidence to the Committee in relation to the Australian Research Alliance for Children and Youth (ARACY:

The ACT project with ARACY commenced in March this year. From the ground up the cross-sectoral approach is at the forefront of the initiative that has been established. It has a governance structure which provides for the Association of Independent Schools and the Catholic Education office to partner with the directorate as a steering committee for the project. Underlying that is the cross-sectoral stakeholder focus group, which includes all sectors of education plus the parent peak bodies that support those organisations.

The project focused initially on holding some stakeholder groups and some research and evidence gathering right across a broad research base about what is a definition of parental engagement. The second and third phases of the project provide a range of

resources that will be web based and also fact sheets for parents and teachers around evidence-based strategies that enhance parental engagement.²³

SCHOOL SATISFACTION SURVEY RESULTS

- 4.5 The Committee questioned the Minister and officials on what appears to be discrepancies in parent and student responses in relation to safety in schools as expressed in ACT school satisfaction surveys. In this regard, the Director-General of ETD told the Committee that the way ETD uses the results of surveys is to ensure that this important data collected is properly and fully utilised :

We survey our parents, our students, and our teachers, and we do that not just in public schools. There are national assessments that we do. There is a safe schools initiative across the county for all schools. We are really looking at the safety and wellbeing particularly from a student perspective but also a school perspective. When we get the data and when principals get the data, they do not just look at the parents and the students. They look at that. They then look at the results of the students. They look at attendance. They look at transitions. They look at exit destinations. They look at the whole picture.²⁴

- 4.6 In answer to a question taken on notice at the Committee's hearing, the Committee was also advised that with regard to results from the Learning Difficulties Taskforce Implementation Report resulting from one survey, that the reports for February 2014 and June 2014 are available and accessible through the ETD at:

http://www.det.act.gov.au/about_us/minister/taskforce_on_students_with_learning_difficulties

Recommendation 6

- 4.7 The Committee recommends that current School Satisfaction Surveys be used to continually assess current issues and inform future delivery of ACT education programs. The Committee recommends that reports of the survey results continue to be collated and published with ETD annual reports.**

Recommendation 7

- 4.8 The Committee recommends that in cases where student and parent survey results relating to safety in schools diverge, or differ; that these results be subject of close scrutiny by the ETD, and that the Directorate work with those schools where survey responses of students and parents significantly diverge, to ensure that steps are taken to understand and positively address the issues raised. The Committee considers improved parental engagement may help to address and resolve these issues.**

²³ Evidence, 14 November 2014, pp. 53-54

²⁴ Evidence, 14 November 2014, page 59

TEACHER STANDARDS AND QUALITY ASSURANCE IN THE ACT – TEACHER QUALITY INSTITUTE (TQI)

4.9 In its report on Annual Reports for 2012-13, the Committee reported that standards for teaching professionals in the ACT were subject to quality assurance and development under the guidance of the TQI. In its hearings on ETD 2013-14 Annual Report, the Committee sought an update from ETD about teacher professional learning delivered to meet the needs of gifted and talented students.

4.10 The Director Learning and Teaching advised the Committee:

that ETD are going for a universal approach, so all of our 5,000 teachers have access to supports.

4.11 The CEO of the TQI, told the Committee:

The other important thing to raise in relation to reference to high quality professional learning for gifted and talented students is that the whole framework that all ACT teachers, including directorate teachers, now come under is that when they undertake professional learning, the compliance aspect, in effect, is that they do a professional reflection of the impact of what they have learned on their ability and their role as a teacher.

The partnership we have with the directorate and every other teacher employer in the ACT is, through the professional standards for teachers, to look at whether you are catering for all students, including gifted and talented students, but that whenever a teacher undertakes professional learning – whether it is informally through professional learning communities, whether it is through formal academic study or whether it is through an actual accredited program – what they do with that at the end is to stand back and think, “What was the most significant thing I learned?. How is this going to affect my ability to cater for a range of student needs?” It is always targeting a framework to support the learning of the students in the classrooms, and that is really significant.

There is another thing that is really important to note with this, and this happened with our launch yesterday at the forum. We are now hosting, for all teachers, access to the digital portfolio platform of Mahara, which will allow every teacher in the ACT to continue the journey that many of them have already started through an ACT university and to think about professional evidence in digital platform way, continuing on in their work as a teacher.²⁵

²⁵ Evidence, 14 November 2014, p.95

EARLY EDUCATION AND CHILDCARE

- 4.12 The Committee asked how the government has approached the policy problem to help resolve issues and access to child care. The Director of Governance and Assurance advised the Committee that:

Investment in these early years is really significant for our community. There has been the provision of 9,900 places for children of preschool age and under in centre-based education. That is current, as of October 2014. In addition we have approximately 3,300 places for children in government preschools. So there has been growth, as the minister said, in terms of that –double since 2001.²⁶

WORKING WITH VULNERABLE PARENTS IN PARENTAL ENGAGEMENT PROGRAMS

- 4.13 The Committee sought advice from ETD on aspects of the program in place for supporting parental involvement in their children's education, particularly in classroom involvement, where appropriate.²⁷

- 4.14 In addition, and as a complementary question, the Committee asked how the program could support parents from a range of vulnerable backgrounds, such as background, work commitments, language limitations or bad educational experiences.

- 4.15 The Committee was told that:

It has been a very clear focus of the project that the definition and strategies should be as inclusive as possible. It is not about presenting a portion that parents could see them in. That is the language that has been used. We want every parent to be able to see themselves and the contribution that they can make irrespective of their circumstances. Then the work that we will do as teachers is about making sure that, where there are some barriers, we employ the strategies to overcome these barriers. It is very much at the forefront that it would be really important that every parent can see themselves in the definition and the strategies, and that is very inclusive.²⁸

²⁶ Evidence, 14 November 2014, p 62

²⁷ Evidence, 14 November 2014, pp. 55-6.

²⁸ Evidence, 14 November 2015, p. 56

Recommendation 8

- 4.16 The Committee recommends that the program for parental engagement continue and that ETD report progress on its implementation. The Committee also recommends that the experience and strategies developed in the course of the program for assisting and providing support to parents from vulnerable backgrounds be part of the Directorate's reporting process.**

OTHER ISSUES

- 4.17 The Committee also considered a number of other issues arising from the ETD annual report:

- Community engagement in schools.²⁹
- Student satisfaction surveys.³⁰
- Access to childcare –including Productivity Commission Report.³¹
- Women's participation in the workforce and pay gap.³²
- *Qualifications –training for RTOs.³³
- *VET programs.³⁴
- *Aboriginal and Torres Strait Islander employment action plan 2014 to 2017.³⁵
- Literacy and numeracy.³⁶
- Staffing.³⁷

²⁹ Evidence, 14 November 2014, p 56

³⁰ Evidence, 14 November 2014, pp.58-61

³¹ Evidence, 14 November 2014, pp. 61-62

³² Evidence, 14 November 2014, pp. 64-67

³³ Evidence, 14 November 2014, pp.69-70

³⁴ Evidence, 14 November 2014, pp.70-76

³⁵ Evidence, 14 November 2014, pp.77-80.

³⁶ Evidence, 14 November 2014, pp.77-80.

³⁷ Evidence, 14 November 2014, pp.99-100

5 COMMUNITY SERVICES DIRECTORATE

COMMUNITY SERVICES DIRECTORATE (CSD) – CHILDREN, YOUTH AND FAMILY SERVICES

- 5.1 The Children, Youth and Family Services area of the CSD is responsible for two areas: Youth Services and children care and protection services. Youth Services is responsible for the provision of youth services including targeted programs for vulnerable and at risk young people, whole of Government youth policy and youth justice policy, youth engagement services including the Government youth participation strategy Youth Interact, Community Youth Justice and the Bimberi Youth Justice Centre.

PRINCIPAL ISSUES

- 5.2 In its examination of CSD Youth Services annual report, the Committee discussed a number of principal issues arising from the CSD annual report with the Minister for Children and Young People, Mr Mick Gentleman MLA, as follows.

BLUEPRINT FOR YOUTH JUSTICE MILESTONES

- 5.3 The Committee asked about the progress made in reaching milestones for the Blueprint for Youth Justice (the Blueprint) in the year under review. The introduction of a Blueprint for Youth Justice in the ACT, released in July 2011, was seen as a coordinated approach to programs for achieving a best model for youth requiring assistance and support.
- 5.4 The Director-General, CSD, Ms Natalie Howson, told the Committee that:
- the blueprint for youth justice makes a number of recommendations around early intervention which they have picked up in the work that they have been doing in the out of home care strategy which they have been working through with the community over the last 12 months. More specifically though – and Dr Collis can talk to this – working with young people in an early intervention context will also reap further results. Some excellent results have already been achieved but we think we can do better.
- 5.5 Dr Collis, Senior Director, Office for Children, Youth and Family Support advised the Committee that:

I think the youth justice blueprint was very ambitious in putting in a 10 year plan. I chair the vocation group of the youth justice blueprint and we are delighted at the early gains that we have made. A lot of the early gains are around diversion, as you have mentioned, Mr Wall. The kinds of things are having a 24-hour, seven day a week youth justice service. We call it the after-hours bail support service. That is a diversionary service which we have extended to not only a support for bail but a support to all young people who are on youth justice orders. That in itself is proving very successful at reducing short-term remands at Bimberi. We know – the research and our experience tells us – the more times children and young people cycle through a detention facility, the more likely they become hardened and institutionalised to the justice system and it becomes hard to work with them.³⁸

- 5.6 In relation to the first report on the progress of the Youth Justice Blueprint, the Committee was advised that :

the number of offences committed by young people decreased by 17 per cent; the number of young people under supervision decreased by nine per cent; the number of days young people spent in detention reduced by 22 per cent and by 47 per cent for Aboriginal and Torres Strait Islander people.³⁹

- 5.7 The Committee particularly notes this level of change, obviously for the better, and looks forward to future advice and information from CSD on trends in such statistics.

NUMBER OF YOUNG PEOPLE IN BIMBERI DETENTION CENTRE

- 5.8 The Committee examined with Minister Gentleman and CSD officials, the trends and occupancy rates in the Bimberi facility. The Committee remains concerned at the apparent recidivism rate at Bimberi Centre.

Recommendation 9

- 5.9 The Committee recommends that the Community Services Directorate continue to develop and report on strategies to reduce the recidivism rate of the Bimberi Detention Centre.**

PARENTS AS TEACHERS PROGRAM

- 5.10 The Committee was provided at its hearings with details of the parents-as-teachers program associated with Child and Family Centres (CFCs) in the ACT, and how its success is being measured.⁴⁰ The Committee was told the program is designed to target and assist more

³⁸ Evidence, 13 November 2014, p.19

³⁹ Evidence, 13 November 2014, p.20

⁴⁰ Evidence, 13 November 2014, pp. 12-13

vulnerable women in the community, which means the program involves visits to parents and the development of a curriculum involving parenting which is emphasised by home visits. The number of parents currently involved in the program is 160 in the current year, which represents an increase from 120 in the previous years, largely as a result of increased funding for the number of positions available in the program.⁴¹

Recommendation 10

- 5.11 That the ACT Government continue to evaluate the Parents as Teachers Program especially with respect to outcomes from the additional expenditure, ongoing evaluation of the program, and of outcomes for parents and families.**

EARLY INTERVENTION

- 5.12 As a second factor in early intervention, and parents-as-teachers programs, CSD told the Committee that target information relates to picking up trends and improvements in key 'development domains'. In the ACT between 2009 and 2012 there was an improvement in all 'development domains', with the exception of physical health and well-being of ACT children.
- 5.13 The Committee was also told that the programs were designed through Child and Family Centres based on 2009 information which saw an improvement in 2012.⁴²
- 5.14 When questioned on the basis of 'development domains', the Director-General of Community Services noted there are five:
- They are physical health and wellbeing; social competence, emotional maturity, language and cognitive skills and communication skills and general knowledge. The ACT between the 2009 report and this 2012 report, improved on four out of five indicators. The one we have not improved on is physical health and wellbeing, and the numbers moved slightly backward.⁴³
- 5.15 The Committee was interested to learn of this result, and considers that future work and reporting should focus on these 'development domains', especially physical health and wellbeing of children.

Recommendation 11

- 5.16 That the ACT Government continue to seek to improve outcomes in each of the five 'development domains' for children in the first year of schooling, especially physical health and wellbeing.**

⁴¹ Evidence, 13 November 2014, pp. 12-13.

⁴² Evidence, 13 November 2014, pp. 12-13

⁴³ Evidence, 13 November 2014, p. 15

Recommendation 12

- 5.17 That the ACT Government consider appropriate research on child physical health and wellbeing to examine possible initiatives which could be adopted in the ACT and which could also draw on experience and strategies developed in other States and Territories.**

OTHER ISSUES

- 5.18 In its examination of CSD Youth Services annual report, the Committee also discussed a number of other issues with the Minister and officials from CSD, including:
- The Human Services BluePrint ⁴⁴
 - Funding to Youth Services ⁴⁵
 - The Trauma Recovery Centre ⁴⁶
 - Implementation of the Child, Youth and Family Support Program Practice Framework ⁴⁷
 - Youth InterACT Grants ⁴⁸
- 5.19 In answer to questions on notice at the Committees hearing, advice was also provided regarding:
- Early Intervention Services;
 - Youth Services –network and funding issues;
 - Australian Early Development index;
 - West Belconnen Child and Family Centre; and
 - *Families accessing Early Intervention Prevention Services.⁴⁹

Recommendation 13

- 5.20 The Committee recommends that the Community Services Directorate (CSD) continue to report in detail on youth justice issues, particularly the Blueprint for Youth Justice and ensure appropriate intervention and support programs continue to be developed and implemented by CSD.**

⁴⁴ Evidence, 13 November 2014, pp.5-8

⁴⁵ Evidence, 13 November 2014, pp.8- 9

⁴⁶ Evidence, 13 November 2014, pp.9-10

⁴⁷ Evidence, 13 November 2014, pp.16-17

⁴⁸ Evidence, 13 November 2014, pp.27

⁴⁹ Questions Taken on Notice, QTON 4 –Mr Wall MLA, QTON 5-7- Mrs Jones MLA, QTON 8 – Ms Porter AM MLA, QTON 9- Mrs Jones MLA

6 ARTS POLICY, ADVICE AND PROGRAMS

- 6.1 The Arts Policy, Advice and Programs area of the Community Services Directorate (CSD) is responsible for development of the arts in the ACT and supporting and encouraging community participation in the arts.

PRINCIPAL ISSUES

- 6.2 In its examination of CSD Arts responsibilities the Committee raised a number of principal issues arising from the CSD annual report, as follows.

COMMUNITY UPGRADE PROGRAMS

- 6.3 The Committee sought details of upgrades to the Ainslie and Gorman House arts precincts and the Kingston arts hub.

- 6.4 The Committee was advised that :

Part of the arts policy framework is talking about the creation of arts hubs, which are to agglomerate arts activity to provide synergies among the arts organisations that are currently in those arts hubs and to create the impacts and accessibility for arts, for people to access part of the arts program and for the arts to be seen across the community.

Ainslie and Gorman House are now managed by the one organisation, the Gorman House Arts Centre board. Those two buildings are in need of a little bit of rework in order not only to upgrade the buildings but also to make the facilities more accessible and more available. The capital works program which is being rolled out there –the tenders for that program have closed and will be assessed and the tender announced next week – will be to undertake a major body of work around a master plan that was drawn up by Phillip Leeson architects, principally to look at how to maximise the activity in and around the area.

With the Kingston arts precinct, funding was received last year for a feasibility study which is now at a final stage.

A lot of the cultural inclusion outreach work is dealing with a lot of the new migrant communities in West Belconnen in particular. Those organisations are looking for a central space for social gatherings. So to have a neutral space is very important.⁵⁰

⁵⁰ Evidence, 14 November 2014, pp. 104-6

ACT ARTS POLICY FRAMEWORK

6.5 The Committee took this matter up with the Minister and her officials both at the Committee's hearing and in questions on notice. Advice to the Committee was that:

The Implementation of the ACT Arts Policy framework has been incorporated into the business of artsACT. The way in which artsACT undertakes its business is directed by the vision and principles of the Framework.

The funding programs of the ACT Arts Fund are influenced by the framework with criteria and guidelines being in line with the vision and principles. Changes to the funding landscape have been influenced by the principles of the framework.

Implementations of the key projects are outlined in the Arts policy framework.

6.6 The Committee was also advised of four areas of arts policy implementation, which are set out in the detailed reply to the Committee's question.⁵¹

- An upgraded web presence for artsACT and an online grants management system that facilitates information sharing and promotes ease of access to arts funding.
- Peer Assessment Panels that provide independent expert advice to the Minister for the Arts on funding decisions through the ACT Arts Fund.
- Working towards the implementation of the Kingston Arts Precinct Strategy and the development of the Kingston Arts Precinct as a dynamic destination and centre of arts and cultural activity.
- The provision of facilities with the infrastructure to support artistic collaborations and cross arts activities, which are managed by arts organisations that promote best practice and value critical review.

Recommendation 14

6.7 The Committee recommends that the Minister provide details of the ACT Arts Policy Framework review, e.g., its timeframe, objectives, cost, and expected date of completion.

Recommendation 15

6.8 The Committee recommends that the Minister provide the Assembly with a report on the progress of the ACT Arts Policy Framework and its implementation.

Recommendation 16

6.9 The Committee recommends that the Minister provide details to the Assembly of new program and policy initiatives since the development of the ACT Arts Policy Framework.

⁵¹ See, Evidence, 14 November 2014, p. 121; and see the answer to QToN ETYA 23 for details of implementation.

FEASIBILITY FOR SECOND STAGE OF BELCONNEN ARTS CENTRE

- 6.10 The Committee sought advice from the Minister on the progress with the feasibility study for the second stage of the Belconnen Arts Centre in light of the success of the centre's first stage.⁵²
- 6.11 The Minister and the Director of artsACT told the Committee that the development of the feasibility study was progressing, focussing on gallery arrangements, community services covering a number of arts areas and for function hire.
- 6.12 The Committee was told that:

What has come through community consultation for Belconnen is the need for a town hall – the sorts of functions that would normally occur in a town hall. So it is a space that is adaptable. Whether it is for citizenship ceremonies, the local dance community, a visiting performance or indeed a car show, those are the sorts of spaces that are not currently available. If we look at Lake Ginninderra College, their hall is about 99 per cent booked with activity. So this is one of the needs of the community. They are saying, “We need a hall like that but closer to the Belconnen Arts Centre,” and that is our aspiration.⁵³

Recommendation 17

- 6.13 The Committee recommends that, in its next annual report, artsACT provide a report of the progress achieved in building the second stage of the Belconnen Arts Centre.**

CANBERRA AREA THEATRE (CAT) AWARDS

- 6.14 The Committee was concerned to define the nature and criteria for the Canberra Area Theatre (CAT) Awards program, given discussion on the nature and extent of the support the CAT awards provide. The Director of artsACT told the Committee that:

The support for hiring of Llewellyn Hall is what the CAT awards have asked for in the past.....and their application process for that fund is now available. We are expecting the CAT awards to apply. It is a competitive fund. There is \$200,000 available for the hire of Llewellyn Hall. About half of that, \$100,000, goes to the Canberra Symphony Orchestra, to roll their programs out. The other half is available for community groups to make application to the fund. Groups that are currently receiving support are Canberra Youth music, the Eisteddfod Society, the Llewellyn Choir, Musica Viva ACT,

⁵² Evidence, 14 November 2015, pp. 107-7

⁵³ Evidence, 14 November 2014, p. 107

Pro Musica and the Canberra Choral Society. They are the successful groups at the moment; there are six of those....

6.15 In answer to a question from the Committee, the Director artsACT, told the Committee that:

For the CAT awards, in 2011 they received \$10,750; in 2012, \$14,165, and in 2013 , \$14, 190, which was the amount they asked for.⁵⁴

Recommendation 18

6.16 The Committee notes the significant ongoing support provided to the Canberra Area Theatre (CAT) Awards by the NSW Government in recognition of the valuable role that these awards play in encouraging artistic achievement in the ACT and regional NSW, and recommends that the ACT Government make a reasonable ongoing commitment to ensure financial certainty to the CAT Awards.

Recommendation 19

6.17 The Committee also recommends that the ACT Minister for the Arts and the NSW Minister responsible for the Arts engage in discussions regularly in the future regarding support for the CAT awards in 2016 and following years.

ARTISTS-IN-SCHOOLS PROGRAM

6.18 The Committee was provided with the following information on the Artists-in-Schools program which is funded and supported up by the Australia Council. The Committee sought details of the program for 2013 and 2014 by program and school, and was advised as follows:

ACT Artists-in-Schools Program 2013

In 2013 four artists were selected to work in ACT primary schools. The artists, in conjunction with their nominated schools, developed projects based on the artists' current professional practice, providing opportunities for students and teachers to develop skills and an understanding of artistic thinking.

- Teffany Thiedman (visual artist – ceramicist) at Torrens Primary School
- Kirstie Rea (glass artist) at Caroline Chisholm School Junior Campus
- Antonia Aitken (visual artist – print making and drawing) at Evatt Primary School
- Kate Llewellyn (multimedia artist – digital media, theatre and design) at Majura Primary School

⁵⁴ Evidence, 14 November 2014, pp. 108-9

ACT Artists-in-Schools Program 2014

In 2014 four artists have worked in ACT Primary Schools.

- Meredith Hughes (visual artist – textiles) at Lyneham Primary School
- Mary Kayser (visual artist and sculptor) at Macquarie Primary School
- Dan Maginnity (street artist) at Gilmore Primary School
- Lisa Cahill (glass artist) at Arawang Primary School.⁵⁵

Recommendation 20

6.19 The Committee recommends that artsACT include in future annual reports details of school programs under the Artist-in-Schools scheme in ACT schools, and also include an account of continuing work and achievements resulting from the legacy individual schools develop from involvement with Artist-in-Schools program.

6.20 In its examination of CSD Arts responsibilities the Committee also raised a number of other issues as follows:

- Budget figure for the arts in the ACT⁵⁶
- Arts space Strathnairn⁵⁷
- Collection Policy;
- Expansion of the Canberra Theatre;
- Photos of early Canberra;
- Arts Funding;
- ACT Arts Hub;
- ACT Arts in Residence;
- ACT Arts Fund;
- Arts Policies; and
- Strategic Assets Management Plan.⁵⁸

⁵⁵ See answer to QToN, EYTA 19, Evidence, 14 November 2014, p.118.

⁵⁶ Evidence, 14 December 2014, p. 113

⁵⁷ Evidence, 14 December 2014, pp.115-116

⁵⁸ Questions Taken on Notice, answer to QTON 1 –Mrs Jones MLA, answer to QTON 3 –Ms Porter AM MLA and answers to QTONs 2, 17-23 Mr Smyth MLA

7 CULTURAL FACILITIES CORPORATION

7.1 The Cultural Facilities Corporation (CFC) is established under the Cultural Facilities Corporation Act 1997. The CFC's functions are to:

- make, develop, present co-ordinate and promote cultural activities at designated locations and other places in the ACT
- establish and research collections
- conserve and exhibit collections in the possession or under the control of the CFC
- undertake activities, in cooperation with other people if appropriate, to exercise its other functions, and
- the CFC is exercising other functions given to the CFC.

7.2 The CFC is responsible for:

- The Canberra Theatre Centre
- The Canberra Museum and Gallery (CMAG)
- The Nolan Collection Gallery @ CMAG; and
- Three historic places: Lanyon, Calthorpes' House and Mugga Mugga.

CFC PERFORMANCE

7.3 In her opening statement Minister Burch recognised the Cultural Facilities Corporation as a centre for art and cultural development and leadership here in the ACT. The Minister advised that Virginia Haussegger and Justice Richard Refshauge have joined the board.⁵⁹

7.4 In considering the CFC annual report, principal issues examined by the Committee included:

- Volunteer involvement⁶⁰
- Resourcing pressures⁶¹
- Canberra Theatre Centre – capacity and celebrations⁶²
- Location of new Theatre⁶³
- Acquisitions for CFC⁶⁴

⁵⁹ Evidence, 14 December 2014, p. 122

⁶⁰ Evidence, 14 December 2014, pp. 122-123

⁶¹ Evidence, 14 December 2014, pp. 125 -126

⁶² Evidence, 14 December 2014, p. 126 -129

⁶³ Evidence, 14 December 2014, pp.130-132

⁶⁴ Evidence, 14 December 2014, pp.134- 135

Mary Porter AM MLA

Committee Chair

March 2015

Appendix A

Witnesses

Thursday, 13 November 2014

Mr Mick Gentleman MLA, Minister for Planning, Minister for Community Services, Minister for Workplace Safety and Industrial Relations, Minister for Children and Young People and Minister for Ageing.

Community Services Directorate witnesses:

Howson, Ms Natalie, Director-General

Hubbard, Mr Ian, Chief Financial Officer, Finance and Budget

Collis, Dr Mark, Senior Director, Office for Children, Youth and Family Support

Wyles, Mr Paul, Director, Early Intervention and Prevention Services, Office for Children, Youth and Family Services

Manikis, Mr Nic, Director, Community Participation Group

Friday, 14 November 2014

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.

Education and Training Directorate witnesses:

Joseph, Ms Diane, Director-General

Gniel, Mr Stephen, Deputy Director-General, Education Strategy

Wright, Ms Leanne, Director, Learning and Teaching, Education Strategy

Mitchell, Ms Beth, Director, Student Engagement, Education Strategy

Stewart, Ms Tracy, Director, Planning and Performance, Organisational Integrity

McAlister, Ms Coralie, Director, People and Performance, Organisational Integrity

Garrison, Ms Joanne, Director, Governance and Assurance

Sullivan, Ms Susan, Manager, Children's Policy and Regulation, Governance and Assurance

Hamilton, Ms Judith, School Network Leader- North Gungahlin, Office for Schools

Gwilliam, Mr Stephen, School Network Leader, Tuggeranong, Office for Schools

Stenhouse, Mr John, Executive Officer, Office of the ACT Board of Senior Secondary Studies

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

Miller, Mr David, Senior Manager, Training and Tertiary Education

Canberra Institute of Technology witnesses:

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

Stenlake, Dr Nicole, Executive Director, People and Organisational Governance

Kay, Mr Shane, Chief Operating Officer, Corporate Services

Building and Construction Industry Training Fund Authority witness:

Carter, Mr Glenn, Chief Executive Officer

Chief Minister, Treasury and Economic Directorates witnesses:

Dawes, Mr David, Director-General, Economic Development

Rake, Mr Gary, Deputy Director-General, Arts Business, Events, Sport and Tourism Division,
Economic Development

Whitney, Mr David, Director, artsACT

Cultural Facilities Corporation witnesses:

Elvin, Ms Harriet, Chief Executive Officer

Tidy, Mr Ian, Chief Finance Officer

Appendix B

Questions Taken on Notice at Hearings

Asked By	Directorate Agency	Subject	Answer Date	Proof Transcript page no
Mrs Jones MLA	Arts	Collection Policy	24.11.14	135
Mr Smyth MLA	Arts	Expansion of the Canberra Theatre	27.11.14	130-131
Ms Porter MLA	Arts	Photos of early Canberra	27.11.14 (attachment only in hard copy)	129
Mr Wall MLA	CSD	Number of Young People in Bimberi	27.11.14	21
Mrs Jones MLA	CSD	Early Intervention Services	27.11.14	16
Mrs Jones MLA	CSD	Youth Service Network	27.11.14	8-9
Mrs Jones MLA	CSD	Australian Early Development Index	27.11.14	14-15
Ms Porter MLA	CSD	West Belconnen Child and Family Centre	27.11.14	7
Mrs Jones MLA	CSD	Families accessing early intervention prevention services	2.12.14	10-11
Mr Doszpot MLA	EDD	The Learning Difficulties Taskforce Implementation Report	3.12.14	91-92
Mr Doszpot MLA	EDD	Teacher national recruitment	4.12.14	100
Mr Doszpot MLA	CIT	Truth and Reconciliation-CIT Bullying	3.12.14	46

Asked By	Directorate Agency	Subject	Answer Date	Proof Transcript page no
Mrs Jones MLA	CIT	CIT consultations -National Disability Insurance Scheme	3.12.14	39-40
Mrs Jones MLA	ACT BCITF	ACT Building and Construction Industry Fund	4.12.14	49,50
Mr Doszpot MLA	CIT	CIT Solutions Board	3.12.14	42
Mr Wall MLA	CSD	Security System Upgrades at Bimberi	9.12.14	22
Mr Smyth MLA	Arts	Arts Funding	9.12.14	113
Mr Smyth MLA	Arts	Arts Policy Framework	9.12.14	113
Mrs Jones MLA Mr Doszpot MLA	Arts	Artists in school program	9.12.14	118
Mr Smyth MLA	Arts	ACT Arts Hub	9.12.14	119
Mr Smyth MLA	Arts	ACT Arts in Residence	15.12.14	119
Mr Smyth MLA	Arts	ACT Arts Fund	15.12.14	118
Mr Smyth MLA	Arts	Arts Policies	13.01.15	121
Mr Smyth MLA	Arts	Strategic Asset Management Plan	16.01.15	120
Mrs Jones MLA	CSD	Youth Services Funding	19.01.15	8-9