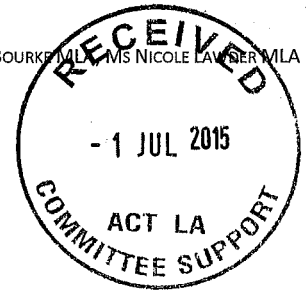




LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWLER MLA



**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by the Chair on 22 June 2015: Ms McAlister took on notice the following question(s):

Ref: Hansard Transcript 22 June 2015 page 674

In relation to: Aboriginal and Torres Strait Islander Employment Data

THE CHAIR: Just a supplementary, you said that you had 72 individuals that had identified this way. 2 per cent of 5,000 staff is about 100 so how will you get the extra 30 positions?

Ms McAlister: Through basically implementing our action plan. So the action plan has 35 initiatives for us to implement which we are implementing in a sustained way. So it is not only about getting staff, it is about developing the staff that we have and so we are very focused on that goal.

THE CHAIR: And the timeframe to get to the target level?

Ms McAlister: We have, the head of service has given us growth targets over time. So every six months we have cumulative targets that we will meet and that we are very focused on. I can give you that data if you wish.

Ms Joy Burch MLA: The answer to the Member's question is as follows:–

The Directorate's employment action plan that articulates 35 initiatives relating to attraction; retention; capacity building and cultural competency. The Directorate received a commendation for its employment strategy in the Inquiry into *ACT Public Service Aboriginal and Torres Strait Islander Employment* report handed down in March 2014.

The Action Plan aims to empower:

- Non -Indigenous employees through creating opportunities to build cultural integrity and providing cultural supervision to managers and principals
- Aboriginal and Torres Strait Islander employees through the ongoing support for the Directorate's Aboriginal and Torres Strait Islander Staff Network , including the provision of consultation and mentoring and career development opportunities
- Future employees through building pathways for potential employment and career development.

Directors-Generals have employment targets set by the Head of Service. These targets provide clarity, direction and purpose to activity relating to employment of Aboriginal and Torres Strait Islander peoples within the Directorate and across the ACT Public Service.

The June 2015 Head of Service target for the Education and Training Directorate is 72 employees and the Directorate has met the target. There has been an increase in Aboriginal and Torres Strait Islander staff numbers within the Directorate since June 2012.

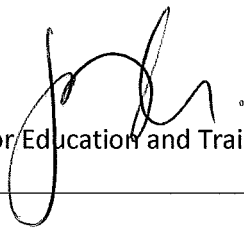
Date	June 2015	June 2016	June 2017	June 2018
Cumulative number of employees within the Directorate	72	80	88	97

Our current employees hold a range of positions within the Directorate.

- 34 Administrative/General Service Officer or equivalent
- 3 Senior Officers
- 26 Teachers
- 9 School Leaders

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



Date:

30/6/15

By the Minister for Education and Training, Ms Joy Burch MLA

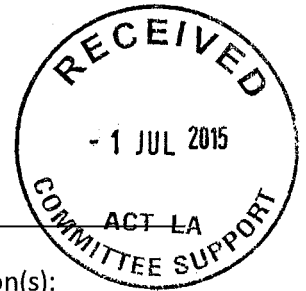


LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS



Asked by the Chair on 22 June 2015: Ms Stewart took on notice the following question(s):

Ref: Hansard Transcript 22 June 2015, page 679

In relation to: ACT public school Data on the amount of space per student per school.

THE CHAIR: All right. Ms Stewart, you had—do you have a list of the amount of space per student per school that you could table for the committee's interest?

Minister Burch MLA: The answer to the Member's question is as follows:—

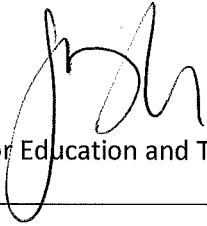
The following table identifies the amount of students per hectare across a sample of ACT public schools.

School Name	Year range	School capacity 2015	Overall site area (hectares)	Students per hectare
Telopea Park School (with tennis courts)	K-10	1,235	7.2	171
Telopea Park School (without tennis Courts)	K-10	1,235	6.91	178
Amaroo School	P-10	1,741	8.3	209
Gold Creek School	P-10	1,533	12.57	122
Namadgi School	P-10	1,183	7.3	162
Caroline Chisholm School	P-10	1,348	13.99	96
Alfred Deakin School	7-10	969	8.79	110
Kingsford Smith School	P-10	1,190	8.56	139
Melrose High School	7-10	1,064	7.83	135
Wanniassa School	P-10	1,117	12.2	91

Harrison School	P-10	1,730	8.56	202
Lyneham High School	7-10	1,064	5.8	183
Narrabundah College	11-12	1,102	6.2	178

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



Date:

30/6/15

By the Minister for Education and Training, Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA



**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Ms Lawder MLA on 22 June 2015: Mr Wynants took on notice the following question(s):

Ref: Hansard Transcript 22 June 2015, page 707

In relation to: Caroline Chisholm School

MS LAWDER: Are you able to provide to the committee the presentation you gave to the board last week?

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

The presentation given to the Caroline Chisholm School Board is attached.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

30/6/15

By the Minister for Education and Training, Joy Burch MLA

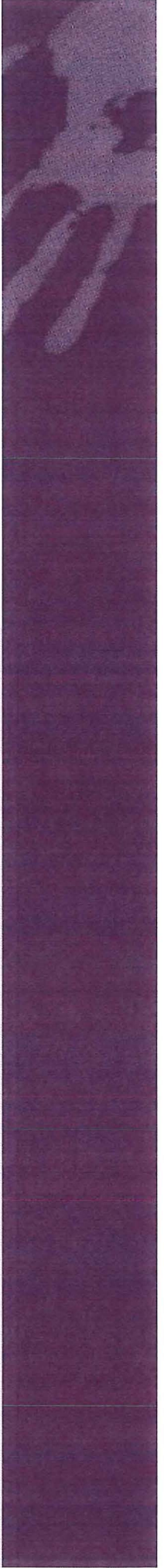


CAROLINE CHISHOLM SCHOOL

Centre for Innovation and Learning



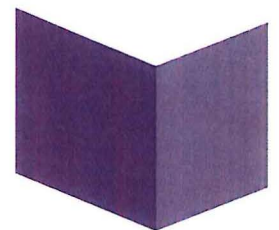
Project Update



The Journey

Excellence and Enterprise – Advancing Public Schools of Distinction (2011)

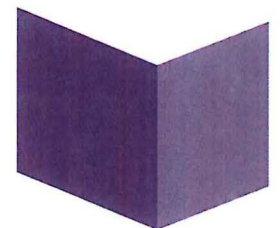
Through this strategy Caroline Chisholm School was identified to implement this initiative in the Tuggeranong region.



The Journey

In the 2012 ACT Election, ACT Labor committed to provide a Centre of Excellence in Numeracy at the school.

Following the 2012 ACT Election, the project was progressed to expand the proposal to include the STEM program.

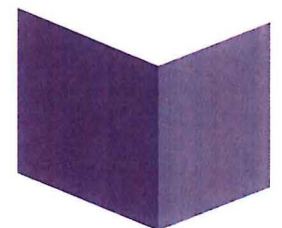


The Journey

The project involves the construction of a new multi-purpose facility at the school (senior campus) to deliver the STEM curriculum using state-of-the-art equipment.

The STEM curriculum includes:

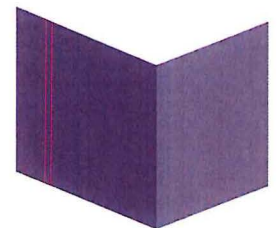
- Science (physics, chemistry, biology, geology, astronomy);
- Technology (ICT, digital design, computer aided design, multi-media, robotics, 3D printing);
- Engineering (material science, architecture, environment); and
- Mathematics (pure and applied, statistics).



The Journey

The program will not only be available to students and staff at Caroline Chisholm School but will also extend to feeder primary schools, the Tuggeranong network of schools and to teachers from across the ACT public education system.

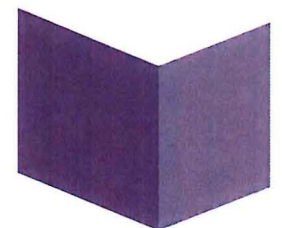
The centre will also be available for parents and the local community to develop the skills and knowledge of the STEM curriculum and offer after hours courses.



2015-16 ACT Budget

The 2015-16 ACT Budget allocated \$5.896 million in capital funding over 3 years to construct a centre for innovation and learning at the Caroline Chisholm School (senior campus).

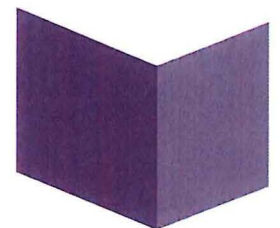
	2015-16	2016-17	2017-18	Total
	\$'000	\$'000	\$'000	\$'000
Capital	495	1,980	3,421	5,896

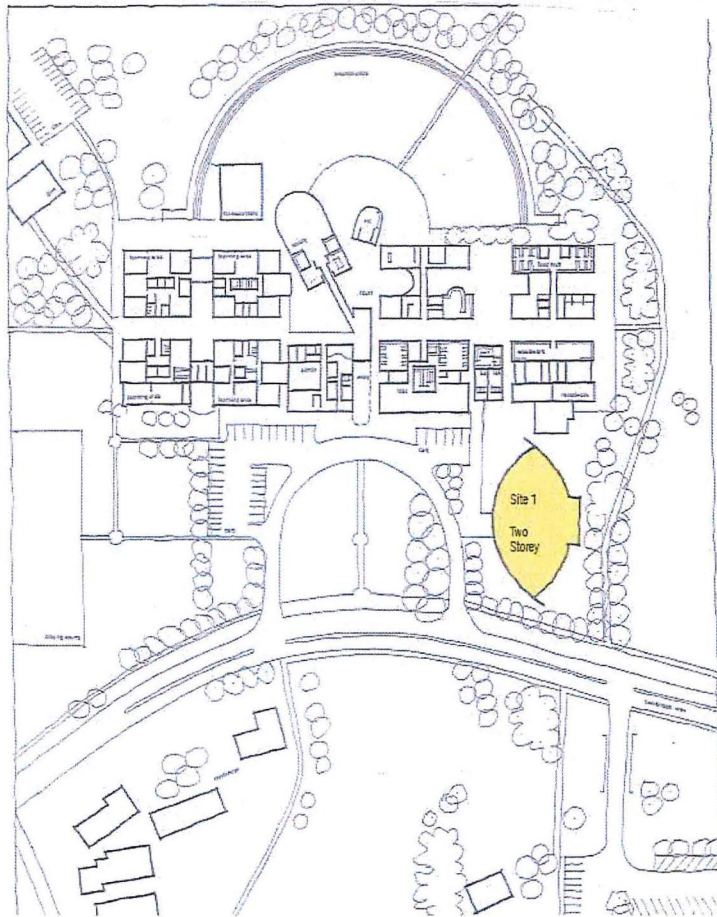


Master Planning

A program of master planning options was undertaken in consultation with the school executive and the Directorate to determine the preferred site for the new Centre for Innovation and Learning.

The following four options were identified and explored:

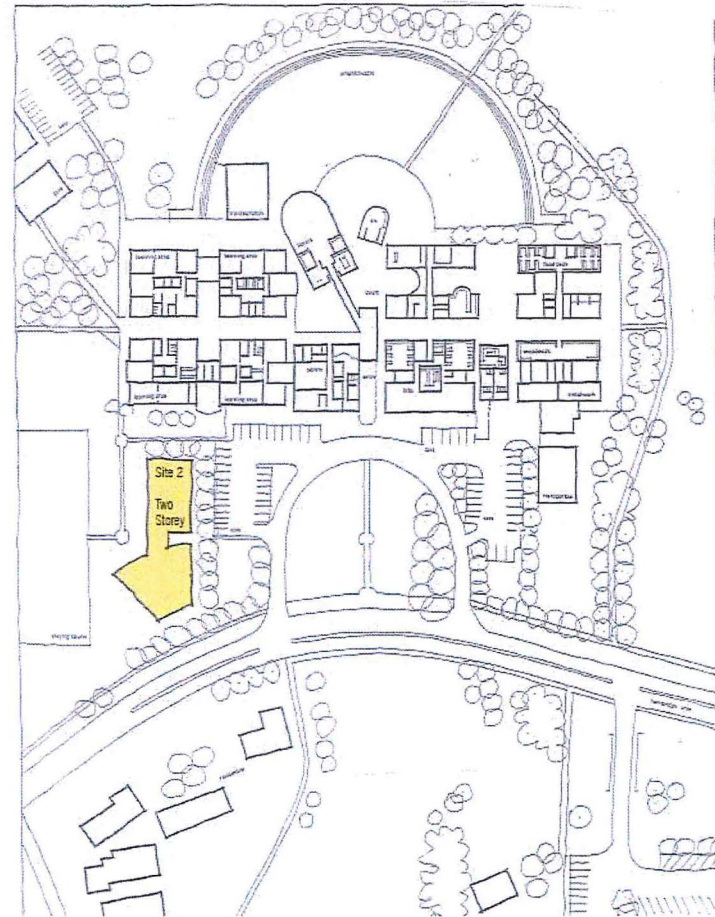




SITING OPTIONS - SITE 1 / TWO STOREY 1287sqm

COLLINS CADDAYE ARCHITECTS
19 SEPTEMBER 2014

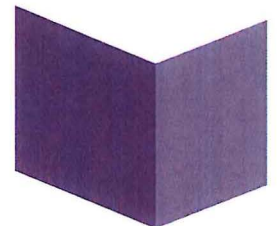
Proposed Site 1

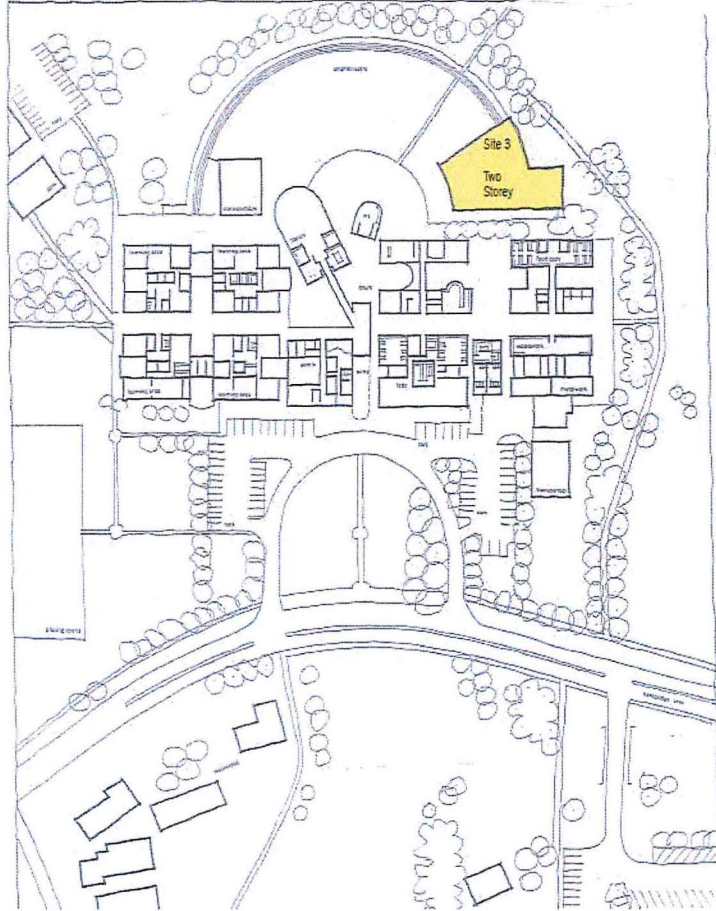


SITING OPTIONS - SITE 2 / TWO STOREY 1287sqm

COLLINS CADDAYE ARCHITECTS
19 SEPTEMBER 2014

Proposed Site 2



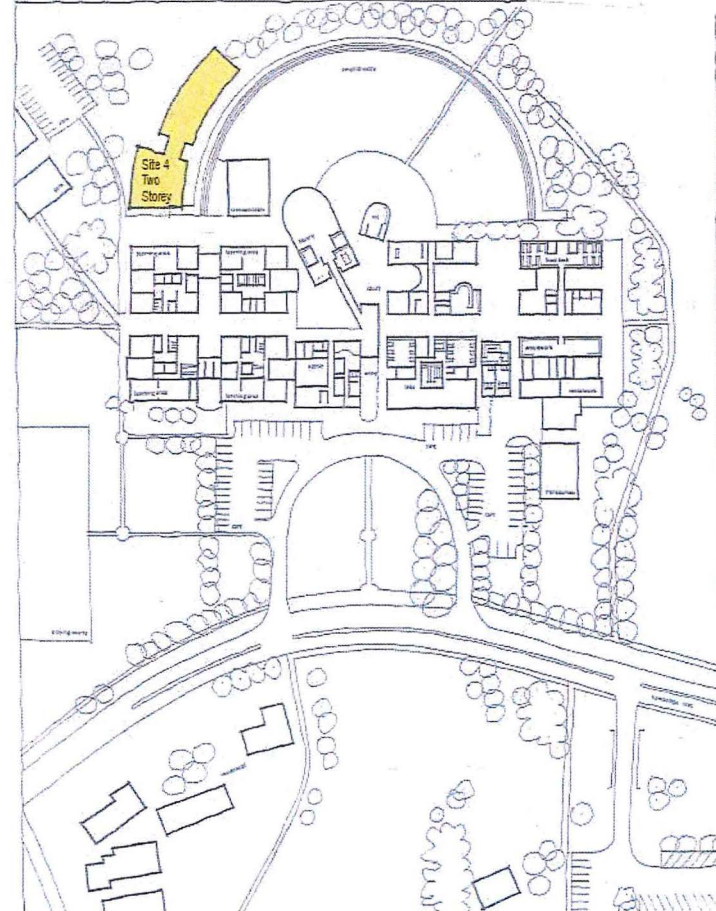


SITING OPTIONS - SITE 3 / TWO STOREY 1287sqm

COLLINS CADDAYE ARCHITECTS

19 SEPTEMBER 2014

Proposed Site 3



SITING OPTIONS - SITE 4 / TWO STOREY 1287sqm

COLLINS CADDAYE ARCHITECTS

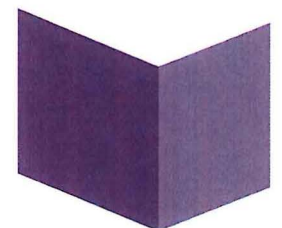
19 SEPTEMBER 2014

Proposed Site 4



ACT
Government

Education and Training

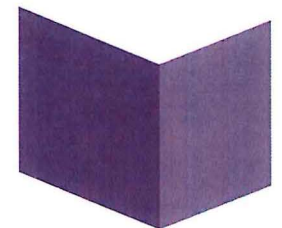


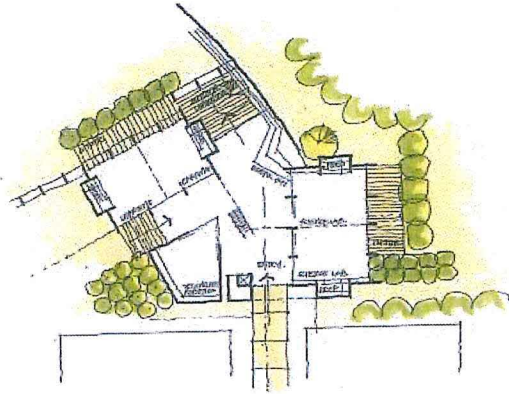


Following further consultation, it was determined that masterplan option #3 was the preferred location for the new centre.

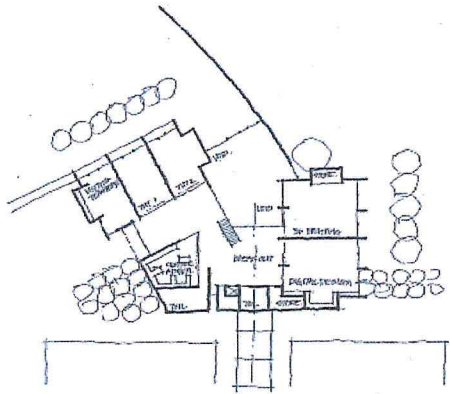
This option was further developed to the concept design stage.

Preferred Option (#3)

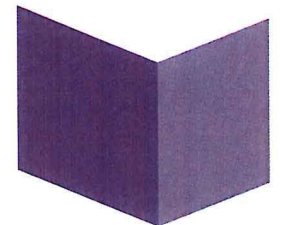
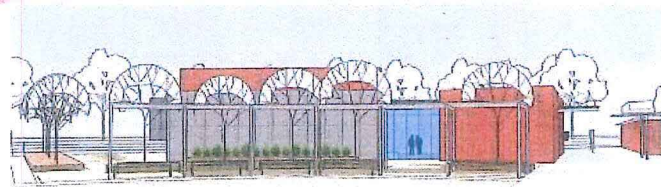
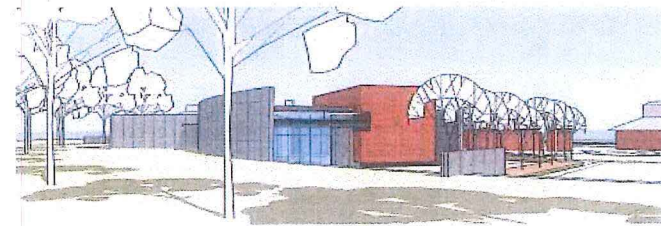




SCHEMATIC PLAN - LOWER LEVEL

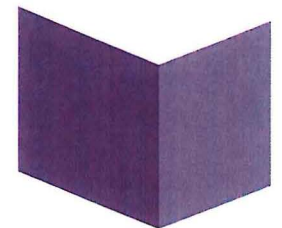


SCHEMATIC PLAN - UPPER LEVEL



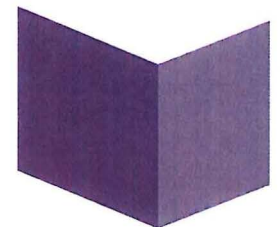
Next Steps

- Service Delivery Plan to be refined and finalised by the school.
- A communication and consultation plan to be developed.
- Consultant engagement to develop the concept plan further and prepare detailed documentation.
- Builder engagement to provide construction documentation and construction services.



Preliminary Program

Date	Action
September 2015	Design Consultant Engagement
February 2016	Preliminary Sketch Plans Complete
March 2016	Contractor Engagement
September 2016	Construction Commences
September 2017	Construction Complete
November 2017	Commissioning and Centre Set Up
February 2018	Commencement of Centre Operations



Questions ?

Thank You



ACT

Government

Education and Training



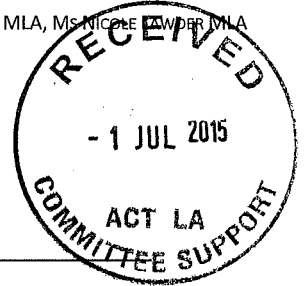


LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**



Asked by Ms Lawder MLA on 22 June 2015: Minister Burch MLA took on notice the following question(s):

Ref: Hansard Transcript 22 June 2015, Page 736

In relation to: Home Education Numbers

MS LAWDER: Thank you, and I note your point that it is only very small numbers, but I am just interested to know whether nationally or internationally are the numbers increasing, decreasing?

Ms Joy Burch MLA: The answer to the Member's question is as follows:-

In the period 2010-15 Australian State and Territory Education Departments report consistent growth in the Home Education sector.

Publically available statistics from the USA and Canada report an increase in home education in the period prior to 2012; and New Zealand reported a small decrease in home education for the period 2010-14.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

20/6/15

By the Minister for Education and Training, Ms Joy Burch MLA

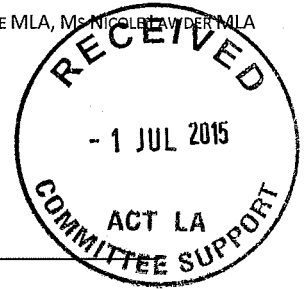


LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS



Asked by Mr Dozpote MLA on 22 June 2015: Minister Burch MLA took on notice the following question(s):

Ref: Hansard Transcript 22 June 2015, page 736

In relation to: Number of meetings with the Non-government Schools Education Council over the past 24 months.

MR DOSZPOT: How many times over the last 24 months have you or the ETD met formally with the non-government schools education council?

Ms Joy Burch MLA: The answer to the Member's question is as follows:-

In the last 24 months, I have met with the Non-government Schools Education Council three times and my Directorate has met with the Non-government Schools Education Council six times.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

30/6/15

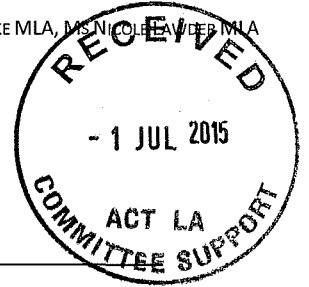
By the Minister for Education and Training, Ms Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA



**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Ms Lawder on 22 June 2015: Minister for Education and Training took on notice the following:

Ref: Hansard Transcript 22 June 2015 Page 761

In relation to: Auslan Certificate Courses – QON

Ms Burch: There was quite an extensive question on notice—perhaps we could provide that to the committee—that goes to how we advertised and promoted it.

Joy Burch: The answer to the Member's request is as follows:—

Legislative Assembly Question on Notice no 393 is attached.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

25/6/15

By the Minister for Education and Training, Joy Burch MLA

INSTRUCTIONS FOR ANSWERING QUESTIONS TAKEN ON NOTICE (QTON):

1. Answers to QTONs should be lodged in signed hard copy (not emailed) to the Committee Support office within **5 working days of the hearing day when the question was taken on notice**. Day 1 is the first working day after the day of the hearing in which the question is taken on notice. **Example:** *If the question is taken on notice on Monday, the answer should be submitted by close of business the following Monday (even if the hearings for the portfolio stretch across several days).*
2. Where an answer provides a referral to sources of information in published documents, the answer should include the name of the document, the author and / or agency publishing the document, page number/s, and a hyperlink to the document, if applicable.
3. * Numbers assigned by Committee Support office

COPY

Provided to

selection

committee + sent to
LA Notice Paper.

MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION

QUESTION NUMBER 393

Auslan Courses

5/5 Mr Doszpot 23 MARCH 2015: To ask the Minister for Education and Training—

- (1) What advertising, including when, where, what cost and what frequency, was undertaken by and on behalf of CIT for the (a) Certificate II, (b) Certificate III, and (c) CIT Solutions 2015 Auslan courses.
- (2) How many expressions of interest did CIT receive for the Certificate II in 2015 and how were they processed/advised.
- (3) Is CIT planning to offer a Certificate III in 2016; if so, (a) from where will students come, given there are no Certificate II students this year.
- (4) If the course is ending its certification and this is an issue for CIT, is the Minister able to say how other TAFE's manage this issue.
- (5) What steps has CIT taken to ensure certification is continued for Auslan courses.
- (6) What is the usual process for courses that require renewal of their certification and is it usual practice for such courses to continue being taught while the necessary steps are taken to re-establish the certification; if so, which courses/how many/how often does this happen.
- (7) Does CIT get funded for a certain number of hours of Auslan classes; if so, (a) how many hours/amounts involved, (b) how many students does the funding cover, (c) who provides the funding and (d) what happens to the funding if the courses don't proceed.
- (8) Will the Minister provide the full breakdown of expenses relating to how much CIT has spent on Auslan classes each year for the past 10 years on delivering the (a) Certificate II course, (b) Certificate III course and (c) CIT Solutions community Auslan course.
- (9) How many hours of teaching is involved in one year of (a) Certificate II course, (b) Certificate III course and (c) CIT Solutions courses.
- (10) How many Auslan-using deaf students are enrolled at CIT in 2015.
- (11) How many Auslan-using deaf students were enrolled in 2014 and 2013 and (a) what courses were they enrolled in and (b) what is the gender breakdown.
- (12) Does CIT employ Auslan interpreters; if so, how many.
- (13) How many hours of interpreting did CIT use in (a) 2010, (b) 2011, (c) 2012, (d) 2013 (e) 2014 and how many hours of interpreting are projected for 2015.

- (14) What qualifications does each interpreter used by and at CIT have and are they CIT staff or external consultants; if CIT, are they full time or part time.
- (15) What qualifications are teachers in the Auslan courses required to have.
- (16) Are all lecturers engaged in teaching Auslan fully qualified in accordance with required standards.

MS BURCH - the answers to Mr Doszpot's question are:

- 1) What advertising, including when, where, what cost and what frequency; was undertaken by and on behalf of CIT for the (a) Certificate II, (b) Certificate III, and (c) CIT Solutions 2015 Auslan courses.

a and b) It is not common practice for CIT to promote individual courses across its 400 programs offerings. CIT did advertise the Certificate III in the CIT 2015 Course Guide which was available from 30 August 2014 (open day) and in December 2014 and January 2015 as outlined below.

- o Print advertisements appeared in the Canberra Weekly publication on Thursday 18 December 2014 and Thursday 22 January 2015.
- o Print advertisements appeared in the Chronicle publication on Tuesday 16 December 2014 and Tuesday 20 January 2015.
- o "Whole of Government" online advertising appeared on Tuesday 16 December 2014 and Tuesday 13 January 2015.

- c) The total cost of advertising for the Auslan courses was \$2,292.93. The Auslan program was included in the course listing on the CIT website throughout 2014 and 2015. CIT Solutions does not advertise its Auslan courses separately to other short courses. It advertises all upcoming short courses twice a year in a brochure inserted in the Canberra Times print publication. It also has a list of email subscribers that it contacts regularly throughout the year advising of upcoming courses, short courses and accredited training courses. Information regarding all CIT Solutions short courses is available on their website and periodically promoted through the whole of government online message.

- 2) How many expressions of interest did CIT receive for the Certificate II in 2015 and how were they processed/advised

CIT does not keep official EOI lists for all its courses. At the end of January 2015, a list compiled by staff in that area contained the names and contact details of 37 persons who had expressed interest in the Certificate II in Auslan in the previous year. On the week of 10 February 2015 CIT attempted to contact each person named on the list.

The officer was able to make contact with 24 of the people on the list. When possible, a message was left (with the officer's contact details) when the person could not be contacted. Of those contacted, 14 continued to express an interest in studying Auslan at CIT, three people indicated that the CIT Solutions short course was better suited to their requirements and seven said they were no longer interested in studying Auslan at CIT.

- 3) Is CIT planning to offer a Certificate III in 2016; if so, (a) from where will students come, given there are no Certificate II students this year.

CIT cannot offer the current accredited Certificate III in Auslan in 2016 to new students. The Auslan Certificate II and Certificate III courses previously delivered by CIT expire on 31 December 2015. Applicants must have successfully completed the Certificate II in Auslan or be able to demonstrate equivalent skills before being accepted into the Certificate III course.

- 4) **If the course is ending its certification and this is an issue for CIT, is the Minister able to say how other TAFEs manage this issue.**

The accredited Auslan course delivered by CIT expires at the end of 2015. A project considering the reaccreditation for the Auslan qualifications has commenced, coordinated by deafConnect Ed (Victoria) and Government Skills Australia. CIT is monitoring the outcome of this process. It is up to each TAFE institution to manage the delivery of its courses.

- 5) **What steps has CIT taken to ensure certification is continued for Auslan courses.**

CIT is not in a position to ensure "certification" is continued for the current Auslan courses. The Auslan program was developed and proposed for accreditation by the Kangan Institute in Victoria. It was accredited by the Victorian Registration and Qualifications Authority until 31 December 2015. The Kangan Institute ceased teaching the Auslan program in 2013. Reaccreditation of the Auslan courses is a matter for the Victorian consortium (including deafConnect Ed) which has taken over delivery of the Auslan program and Government Skills Australia.

- 6) **What is the usual process for courses that require renewal of their certification and is it usual practice for such courses to continue being taught while the necessary steps are taken to re-establish the certification; if so, which courses/how many/how often does this happen.**

The majority of non fee-for-service courses offered by CIT are part of nationally recognised training packages, whereas the Auslan program was accredited by the Victorian Registration and Qualifications Authority. The Industry Skills Councils responsible for national training packages usually have any new training package in place before the review date of outdated training packages.

- 7) **Does CIT get funded for a certain number of hours of Auslan classes; if so, (a) how many hours/amounts involved, (b) how many students does the funding cover, (c) who provides the funding and (d) what happens to the funding if the courses don't proceed.**

Funding for Auslan training is included in CIT's yearly Training Profile referred to in the Statement of Intent agreed with Government and funded through budget appropriation. The Training Profile is a listing of courses on offer in the forthcoming academic year and an estimate of the training hours to be provided for each course.

- a) Over the past few years CIT has allocated between 7,000 and 10,000 training hours to Auslan.
- b) The funding covers training hours (as described above) not a number of students. Students enrol in individual Auslan units. A student might enrol in only one unit in a program, or several units. Some students have progressed to complete an entire program, such as the Certificate II in Auslan. Training hours for Auslan are relatively small based on low student demand and low unit and program completion rates.

- c) The funding allocated under CIT's yearly Training Profile is provided by the ACT Government through the ACT budget.
- d) If the CIT does not offer a course, any funds allocated for that course may be redistributed to other courses in high demand.

8) Will the Minister provide the full breakdown of expenses relating to how much CIT has spent on Auslan classes each year for the past 10 years on delivering the (a) Certificate II course, (b) Certificate III course and (c) CIT Solutions community Auslan course.

CIT estimates that total direct teaching delivery costs to run the accredited Auslan programs are in the order of \$100,000 per annum with additional support costs in terms of supervision, teaching resources, teaching support, curriculum support etc. on top of the direct teaching component.

9) How many hours of teaching is involved in one year of (a) Certificate II course, (b) Certificate III course and (c) CIT Solutions courses.

CIT is paid on curriculum hours for structured learning which includes class time, self-managed learning (online and elearn access), and other course requirements. Curriculum hours are:

- a) Certificate II 450 hours
- b) Certificate III 460 hours

Auslan 1 and 2 at CIT Solutions offer 12 hours of class time delivered over six weeks based on fee-for service course.

10) How many Auslan-using deaf students are enrolled at CIT in 2015.

Currently at CIT in 2015 there are 16 Auslan-using deaf students.

11) How many Auslan-using deaf students were enrolled in 2014 and 2013 and (a) what courses were they enrolled in and (b) what is the gender breakdown.

In 2013 there were 12 Auslan-using deaf students enrolled at CIT. In 2014 there were 17 Auslan-using deaf students enrolled at CIT. Due to the small number of students, identifying gender and course enrolments cannot be provided as this may impact on the privacy of the students.

12) Does CIT employ Auslan interpreters; if so, how many.

CIT currently has one employee (Education Advisor - Disability) who is also an accredited interpreter. Up to half of this employee's time is spent interpreting in Auslan. CIT also currently employs four interpreters on a casual, part time basis as required. On occasions when employed interpreters are not available, CIT engages an interpreter through Auslan Services.

13) How many hours of interpreting did CIT use in (a) 2010, (b) 2011, (c) 2012, (d) 2013 (e) 2014 and how many hours of interpreting are projected for 2015.

Details of Auslan interpreting hours used by CIT are as follows:

- a) 2010 estimate 430 hours

- b) 2011 estimated 438 hours
- c) 438 hours in 2012
- d) 253 hours in 2013
- e) 232 hours in 2014
- f) In 2015 projected hours for Auslan interpreting services at CIT are 250.

14) What qualifications does each interpreter used by and at CIT have and are they CIT staff or external consultants; if CIT, are they full time or part time.

Auslan/English interpreters employed by CIT are required to be NAATI (National Accreditation Authority for Translators and Interpreters) paraprofessional or professional interpreters. CIT employs a full time Education Advisor - Disability who is also an accredited interpreter. Interpreting for Auslan-using deaf students involves approximately half the Advisor's working hours per week. CIT currently employs four interpreters on a casual, part time basis as required.



15) What qualifications are teachers in the Auslan courses required to have.

As a registered training organisation, all teachers at CIT are required under the Standards for Registered Training Organisations 2015 to:

- a) have vocational competencies at least to the level being delivered and assessed
- b) relevant industry skills
- c) current knowledge and skills in vocational training
- d) Certificate IV in Training and Assessment or equivalent competencies.

16) Are all lecturers engaged in teaching Auslan fully qualified in accordance with required standards.

Yes.

Approved for circulation to the Member and incorporation into Hansard.	
<p style="text-align: center;"></p> <p>Ms Joy Burch MLA Minister for Education and Training</p>	<p style="text-align: center;"></p> <p>Date:.....</p>



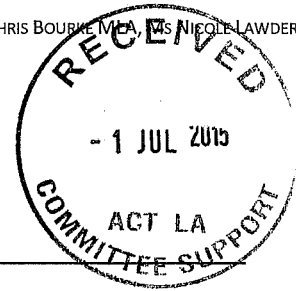
LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

(Part 1)

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), Ms MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, Ms NICOLE LAWDER MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**



Asked by Mr Doszpot on 22 June 2015: Minister for Education and Training took on notice the following question(s):

Hansard Transcript 22 June 2015 PAGE 265

In relation to: The appointment of the Head of Department for Electrical Trades

MR DOSZPOT: I am simply asking questions; there is no reference or inference. How many candidates were interviewed for the position? Was a selection panel appointed, who appointed the panel, who was on the panel, how many candidates were interviewed?

Ms Burch: We will take that on notice and get back to you what we can.

Joy Burch: The answer to the Member's question is as follows:-

The Head of Department for Electrical Trades position was advertised in the Canberra Times and online in ACT Government Jobs, seek.com, tafejobs.com.au, CareerOne.com. Six applications were received, three were shortlisted, one withdrew and two were interviewed. As prescribed by the CIT Teachers Enterprise Agreement, a merit-selection process was undertaken utilising a Joint Selection Committee (which included an AEU representative and industry representative from Electro Group). The five member panel was selected and chaired by the Director of CIT Trade Skills and Vocational Learning and the recruitment process was conducted in consultation with CIT Recruitment.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

20/6/15

By the Minister for Education and Training, Joy Burch

INSTRUCTIONS FOR ANSWERING QUESTIONS TAKEN ON NOTICE (QTON):

1. Answers to QTONs should be lodged in signed hard copy (not emailed) to the Committee Support office within **5 working days of the hearing day when the question was taken on notice**. Day 1 is the first working day after the day of the hearing in which the question is taken on notice. **Example:** If the question is taken on notice on Monday, the answer should be submitted by close of business the following Monday (even if the hearings for the portfolio stretch across several days).
2. Where an answer provides a referral to sources of information in published documents, the answer should include the name of the document, the author and / or agency publishing the document, page number/s, and a hyperlink to the document, if applicable.
3. * Numbers assigned by Committee Support office



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

(Part 2)

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Ms Lawder on 22 June 2015: Ms Carolyn Grayson took on notice the following:

Ref: Hansard Transcript 22 June 2015 Page 765

In relation to: Selection Criteria – QON

MR DOSZPOT: Can we have a copy of the selection criteria?

Ms Grayson: The position description is the selection criteria—which is available.

Joy Burch: The answer to the Member's request is:–

Position Description for Position Number P51894 Manager Education Level 1, is attached.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

30/6/15

By the Minister for Education and Training, Joy Burch MLA

INSTRUCTIONS FOR ANSWERING QUESTIONS TAKEN ON NOTICE (QTON):

1. Answers to QTONs should be lodged in signed hard copy (not emailed) to the Committee Support office within **5 working days of the hearing day when the question was taken on notice**. Day 1 is the first working day after the day of the hearing in which the question is taken on notice. **Example:** *If the question is taken on notice on Monday, the answer should be submitted by close of business the following Monday (even if the hearings for the portfolio stretch across several days).*
2. Where an answer provides a referral to sources of information in published documents, the answer should include the name of the document, the author and / or agency publishing the document, page number/s, and a hyperlink to the document, if applicable.
3. * Numbers assigned by Committee Support office



Canberra Institute of Technology Position Description

POSITION NUMBER: P51894
CLASSIFICATION: MANAGER EDUCATION LEVEL 1
POSITION TITLE: Head of Department, Electrical Trades
COLLEGE/DIVISION: CIT Trade Skills & Vocational Learning
BRANCH: CIT Electrical Trades
IMMEDIATE SUPERVISOR: P14847 and P14854
TEAM & DIRECT REPORTS: Administrative and Teaching Staff
RESTRICTIONS:

OVERVIEW OF CIT

Canberra Institute of Technology (CIT) has been the premier provider of vocational education and training in the ACT and surrounding area for over 85 years. While CIT is the sole public provider in the ACT, CIT operates in an increasingly competitive market. CIT has grown the percentage of non-government subsidised training to 38% of its revenue and aims to increase this percentage over the next five years. CIT has annual turnover of in excess of \$105 million. CIT Solutions, CIT's commercial arm, contributes a further \$20million. Like all public providers CIT is adapting its business approach to meet the changing market conditions and demands.

CIT comprises four Teaching Colleges and four Divisions coordinated through a matrix management style approach. Each division is led by an Executive with support from one or more Directors and a number of senior managers. Each teaching college is led by two Directors. The Divisions are: CIT People and Organisational Governance, CIT Corporate Services, CIT Student and Academic Services, and CIT Brand and Business Development.

CIT CULTURE

CIT staff are expected to demonstrate the values and signature behaviours that underpin the ACT Public Service (ACTPS) Code of Conduct. Equally as a member of the ACT Tertiary education community CIT carries out its activities in a competitive environment where quality education is an advantage. For this reason it is appropriate that CIT has its own vision and mission as it goes about changing lives through first class technical and further education; and a set of values that are consistent with the ACTPS values system.

CIT TRADE SKILLS AND VOCATIONAL LEARNING, ELECTRICAL TRADES DEPARTMENT

CIT Electrical Trades offers a diverse range of training programs to all sections of the ACT Electrical industry. Our nationally accredited courses include electrical pre apprenticeship, ASBA and electrical apprenticeship courses as well as training for telecommunications workers.

ROLE AND RESPONSIBILITIES OF MANAGER EDUCATION LEVEL 1

The Head of Department will, through quality leadership in and management of education and related activities, contribute to the achievement of departmental/college goals.

Management

- Efficiently and effectively manage, administer and co-ordinate the activities of the department in accordance with institute policy, encompassing:

- Manage a dynamic team of administrative and teaching staff.
- Efficiently manage the finances of the department in line with Institute budgets including commercial and other revenue.
- Plan, distribute and utilise financial, human and physical resources to achieve both College and Institute performance targets.
- Manage the provision and reporting of all additional apprenticeship support resourcing.
- Manage both internal and external audits for the department.
- Work with Trade Skills and Vocational Learning Directors to recruit staff.
- Schedule classes, timetable staff, distribute workload, provide support and assist teaching staff to develop learning materials for program participants.
- Schedule and chair industry validation assessment meetings.
- Co-ordinate re-enrolment and enrolment processes, information sessions and marketing events for the department.
- Supervise the work of the department Administrative Officer.
- Maintain student records, systems and processes appropriate to the requirements of the Canberra Institute of Technology, ASQA and the ACT Education and Training Directorate (ETD).
- Perform educational and administrative tasks and other incidental duties as directed by the Trade Skills and Vocational Learning College Directors.
- Provide exceptional client/customer service.

Educational Leadership

- Provide professional educational leadership across the department:
 - quality of education delivery and assessment.
 - implementation of CIT Teaching and Learning Framework and CIT Trades Skills and Vocational Learning College goals.
 - supervision, training and professional development of staff.
- Provide leadership to teaching staff in the development of course content, program delivery, assessment and continuous improvement of programs within the team.
- Provide leadership to department to enhance the student experience.
- Assist Trade Skills and Vocational Learning College Directors to develop, review and evaluate all educational programs offered by the department and develop innovative and customised delivery models to meet industry needs.
- Lead and encourage the development of on-line and other technology appropriate for contemporary course delivery.

Business Development

- Provide advice and proactive leadership to increase departmental and college revenue.
- Manage projects within the College business plan as required by Trade Skills and Vocational Learning College Directors.
- Liaise with industry, community and educational organisations as appropriate.

- Provide information to industry stakeholders and students on Recognition of Prior Learning in line with Institute policies.
- Develop innovative training programs to meet specific commercial client needs as required.

Selection Criteria

Position Number: P51894

SKILLS, EXPERIENCE AND APTITUDE

1. Leadership and Management

- Demonstrated leadership qualities, including the ability to lead a team through change, and a demonstrated understanding of and commitment to continuous improvement.
- Proven ability in establishing and maintaining a highly motivated results-oriented team environment, particularly involving teachers and support staff.
- Comprehensive experience in effectively managing physical, financial and human resources within defined budget constraints and managing operational plans to achieve results.
- Proven ability to develop, negotiate, manage, implement and review commercial agreements.

2. Students and Vocational Education and Training (VET)

- Demonstrated ability to proactively contribute to the Trade Skills and Vocational Learning Leadership team within a complex Vocational Education and Training (VET) environment.
- Comprehensive and critical knowledge of current practices in adult education in a VET context to enhance the student experience.
- Extensive educational experience relevant to the department including:-
 - Ability to maintain, develop and monitor effective teaching standards.
 - Ability to develop innovative and customised models of delivery and assessment to meet industry needs.
 - Ability to negotiate with individuals and industry to meet their workforce development needs.
 - Manage, implement and review appropriate performance assessment strategies.

3. Industry and Business Development

- Proven track record in developing, negotiating, managing, implementing and reviewing commercial agreements.
- Demonstrated capacity to contribute to a strategic planning process, to develop and implement new initiatives, including commercial activities and to manage change.
- Demonstrated ability to develop and maintain effective industry networks.
- Proven communication skills, including the ability to credibly represent and promote the Program/College/Institute as appropriate, and to effectively liaise with public and private sectors of the community.

4. Customer Service Principles

- Demonstrated commitment to own learning and professional development.
- Demonstrated ability to consistently display commitment to and leadership in high-quality customer service principles, practices and attributes.
- Provide professional educational leadership in the College encompassing:-
 - Quality of education delivery.
 - Supervision, training and professional development of staff.
 - Maintain professional control of student assessment within the area of responsibility.

5. Culture and Compliance

- Demonstrated ability to consistently display high quality customer ACT Public Service principles, practices and attributes. In addition, the ability to apply CIT policy and principles in relation to Respect, Equity and Diversity (RED), Student Equity, Work Health and Safety (WHS), Industrial Democracy and mandatory reporting obligations concerning suspected child abuse under the *Children and Young People Act 2008*.

QUALIFICATIONS AND EXPERIENCE:

MANDATORY QUALIFICATIONS AND/OR REGISTRATIONS/LICENSING

All managers at Manager Education – Level 1 must hold a full Training and Assessment Certificate IV level qualification (such as a TAE40110 or equivalent), and an Advanced Diploma in Adult Learning & Development (or equivalent).

INDUSTRY EXPERIENCE

Relevant trade industry experience is essential, though this does not have to be in the discipline being supervised.

DESIRABLE

- Bachelor of Education, Management or relevant higher level qualification.
- Certificate III or above in a trade qualification.

Office use only .

Date Position Description updated: 13-2-15 EVA Number: SS15 | 7843



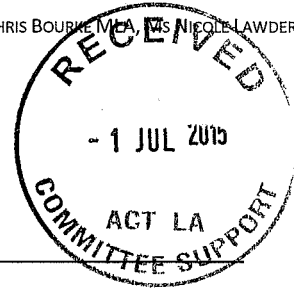


LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**



Asked by Mr Doszpot on 22 June 2015: Minister for Education and Training took on notice the following question(s):

Hansard Transcript 22 June 2015 PAGE 265

In relation to: The appointment of the Head of Department for Electrical Trades

MR DOSZPOT: I am simply asking questions; there is no reference or inference. How many candidates were interviewed for the position? Was a selection panel appointed, who appointed the panel, who was on the panel, how many candidates were interviewed?

Ms Burch: We will take that on notice and get back to you what we can.

Joy Burch: The answer to the Member's question is as follows:—

The Head of Department for Electrical Trades position was advertised in the Canberra Times and online in ACT Government Jobs, seek.com, tafejobs.com.au, CareerOne.com. Six applications were received, three were shortlisted, one withdrew and two were interviewed. As prescribed by the CIT Teachers Enterprise Agreement, a merit-selection process was undertaken utilising a Joint Selection Committee (which included an AEU representative and industry representative from Electro Group). The five member panel was selected and chaired by the Director of CIT Trade Skills and Vocational Learning and the recruitment process was conducted in consultation with CIT Recruitment.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

20/6/15

By the Minister for Education and Training, Joy Burch

INSTRUCTIONS FOR ANSWERING QUESTIONS TAKEN ON NOTICE (QTON):

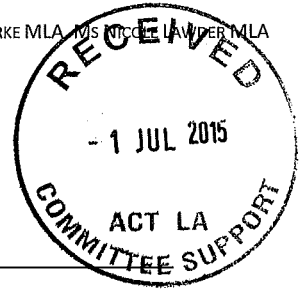
1. Answers to QTONs should be lodged in signed hard copy (not emailed) to the Committee Support office within **5 working days of the hearing day when the question was taken on notice**. Day 1 is the first working day after the day of the hearing in which the question is taken on notice. **Example:** *If the question is taken on notice on Monday, the answer should be submitted by close of business the following Monday (even if the hearings for the portfolio stretch across several days).*
2. Where an answer provides a referral to sources of information in published documents, the answer should include the name of the document, the author and / or agency publishing the document, page number/s, and a hyperlink to the document, if applicable.
3. * Numbers assigned by Committee Support office



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA



**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Ms Lawder on 22 June 2015: Ms Grayson took on notice the following question(s):

Ref: Hansard Transcript 22 June 2015 Page 761

In relation to: Auslan Certificate Courses - Enrolments in Certificate III in 2014

MS LAWDER: How many people did you have in 2014 in the certificate III in Auslan?

Ms Grayson: There were no enrolments—I believe this is correct—in the certificate III. There were enrolments in the certificate II.

MS LAWDER: Even though you had a target of 1,000 hours in 2014?

Ms Grayson: Sorry, there may not have been any new enrolments in the certificate III. We always have a small number of hours where there is a pipeline effect. Those hours may have been put there to actually accommodate those who would not have completed the cert II.

MS LAWDER: Were there any that took that up?

Ms Grayson: I would have to check that information.

Joy Burch: The answer to the Member's question is as follows:—

In 2014, there were no new or continuing students enrolled in the Certificate III in Auslan.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

20/6/15

By the Minister for Education and Training, Joy Burch MLA

INSTRUCTIONS FOR ANSWERING QUESTIONS TAKEN ON NOTICE (QTON):

1. Answers to QTONs should be lodged in signed hard copy (not emailed) to the Committee Support office within **5 working days of the hearing day when the question was taken on notice**. Day 1 is the first working day after the day of the hearing in which the question is taken on notice. **Example:** If the question is taken on notice on Monday, the answer should be submitted by close of business the following Monday (even if the hearings for the portfolio stretch across several days).
2. Where an answer provides a referral to sources of information in published documents, the answer should include the name of the document, the author and / or agency publishing the document, page number/s, and a hyperlink to the document, if applicable.
3. * Numbers assigned by Committee Support office



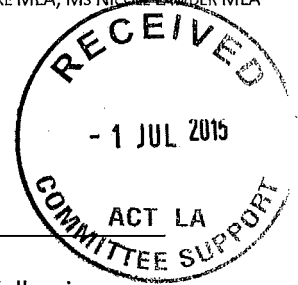
LEGISLATIVE ASSEMBLY

FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS



Asked by Ms Fitzharris MLA on 22 June 2015: Minister Burch MLA took on notice the following question(s):

Ref: Hansard Transcript 22 June 2015, pages 772-773

In relation to: Number of women currently working in the building and construction sector

MS FITZHARRIS: Do you have any data on the number of women currently working in the building and construction sector and whether that has increased?

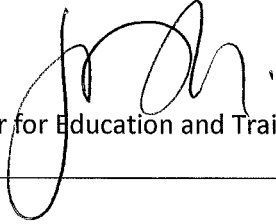
Minister Burch MLA: The answer to the Member's question is as follows:-

- As at 16 June 2015, there were 29 women in building and construction sector Australian Apprenticeships or Traineeships in the ACT; an increase of seven from 2014 (source: the ACT Vocational Education and Training Administration Records System).
- The Australian Apprenticeships and Traineeships undertaken by women in this sector are based on the trades mentioned in Schedule 1 of the *Building and Construction Industry Training Levy Act 1999*, and are listed in the table below:

Civil Construction Plant Operations	Electrotechnology Electrician
Concreting	Electrotechnology Refridgeration and Air Conditioning
Data and Voice Communication	Electrotechnology Systems Electrician
Fire Protection	Furniture Making (Wood Machining)
Horticulture (Turf)	Glass and Glazing
Road Construction and Maintenance	Horticulture (Landscape)
Road Marking	Painting and Decorating
Wall and Ceiling Lining	Plumbing
Bricklaying/Blocklaying	Roof Plumbing
Cabinet Making	Roof Tiling
Carpentry	Solid Plastering
Electrical Machine Repair	Stonemasonry (Monumental/Installation)
Electronics and Communications	Wall and Floor Tiling

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



Date: 30/6/15

By the Minister for Education and Training, Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE



Steve Doszpot: To ask the Minister for Education and Training

Ref: ETD Budget paper F Output 1: Public School Education

In relation to: Delivery of EALD/ESL in ACT government schools

1. What training has been provided to teachers delivering EAL/D other than the introduction of EALD fact sheets?
2. What performance measures are used to assess the efficacy and standards of EAL/D education in ACT schools?
3. How many classes are offered for students requiring additional English language support; in what schools; how many students?
4. How many weeks support is offered to students?
5. How are these classes funded and by whom?
6. What standards are students expected to reach before moving to mainstream classes?
7. How does this compare to national/international standards?
8. Are all teachers delivering specialist English language support classes professionally qualified to do so?
9. Does the ACT's delivery of EAL/D meet with the Greens/Labor Agreement in respect of point 4.6 of the agreement: Education and Children and Young People? If not, why not?

Ms Joy Burch MLA: The answer to the member's question is as follows:

1. The ACT Education and Training Directorate regularly offers professional learning (PL) courses which support classroom teachers in catering to the needs of EAL/D students. Teaching ESL Students in Mainstream Classrooms (TESMC) and ESL in the Mainstream for the Early Learner (ESLMEL). Both courses were offered in 2013 and 2014, averaging 35 participants per course per year. TESMC will be delivered again in Semester 2 2015. In Semester 1 2015, specialist consultant Dr Misty Adoniou delivered four PL sessions to 125 mainstream teachers and school leaders. The PL stepped participants through the key messages in the EAL/D fact sheets and also helped them to become more familiar with the ACARA EAL/D Teacher Resource as a source of content and pedagogy.

In addition, teachers employed in EAL/D-specific positions in Canberra public schools are provided with a range of different PL opportunities, including an induction program at the beginning of each school year and a professional learning forum each term.

2. The achievement of students with Language Backgrounds Other Than English (LBOTE) is measured annually via NAPLAN data. Annual EAL/D Census assessment procedures provide a Language Performance Rating for each student that enables schools to track student growth against this measure from year to year.

3. Every Canberra public school provides for the educational needs of EAL/D students. The 2015 annual EAL/D Census process identified 5,746 EAL/D students enrolled in Canberra public schools. Students who are beginning English language learners, and require intensive English language support, are able to attend one of six Introductory English Centres (IECs), which are located at the following schools: Charnwood Dunlop School, North Ainslie Primary School, Hughes Primary School, Wanniasa Hills Primary School and Palmerston Primary School (for primary students) and Dickson College (for secondary students). At the end of Term 1 2015, there were 319 students enrolled in IEC programs. There are currently 22 classes across the six IECs.
4. Students in ACT Public Schools receive extra support for English language for up to seven years from the date of their first enrolment in an Australian School. In addition, three year olds who have had little to no exposure to English can participate in the preschool early entry program for six hours per week, during Terms 3 and 4 in the year before they would normally be eligible for preschool. Primary IECs offer a minimum twenty weeks (two terms) of intensive support to students from kindergarten to year 6, with the possibility of one term's extension. The Secondary IEC offers a thirty week program that can also be extended, where necessary, on a case by case basis. After students transition to mainstream schools they are supported by both mainstream and EAL/D specialist teachers in a number of ways, according to their individual needs.
5. The Directorate funds the six IECs through the provision of staffing allocations each year with additional staff provided and classes formed according to need. Additionally, students enrolled in IECs are provided fully funded transport to and from the primary programs.

The EAL/D census procedures determine a language proficiency rating for each student. The students with the highest level of need determined through the census process attract additional resources which are allocated to their mainstream school.

6. IEC programs equip students with essential conversational and age-appropriate academic language to a functional level which prepares them for entry into mainstream classroom settings. When they begin their education in a mainstream school, students continue to receive support from both their mainstream teachers and EAL/D teachers. As part of the transition process, reports and summative work samples are passed on to the students' mainstream schools.
7. Australian jurisdictions operate quite differently with respect to support for EAL/D learners, particularly in the early stages of English language acquisition. With the exception of the Northern Territory, states which offer IEC-type settings do not describe the standards students are expected to reach before moving to mainstream classes but instead refer to a period of time spent in the IEC.
8. All Canberra public school teachers have, as a minimum, a bachelor level qualification, and are registered with the ACT Teacher Quality Institute. Specialist qualifications are not required as all classroom teachers are required to differentiate the curriculum to cater for individual learning needs of all students. Ongoing professional learning and specialist resources support teachers to meet individual needs. Canberra public school teachers are not required to have additional post graduate qualifications, although a number of teachers with these qualifications elect to work in IECs and mainstream schools.

9. Yes. The support and adjustments provided for EAL/D students look different as their language proficiency develops. The ACT Government supports EAL/D students to achieve average English language proficiency through the following developmental phases:
- early entry into preschool programs to provide early opportunities to engage with good models of the English language
 - intensive language support through IEC programs for primary, secondary and college students
 - continued funding to support EAL/D learners for up to seven years as they progress through mainstream schooling
 - differentiated mainstream classroom instruction
 - tertiary, accredited and registered ESL courses at secondary colleges
 - the provision of quality professional learning to teachers which supports them to differentiate learning and meet the specific language and cultural needs of this group of learners.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



Date:

By the Minister for Education and Training, Joy Burch MLA



SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE



Mr Steve Doszpot MLA: To ask the Minister for Education and Training

Ref: ETD Budget paper F, Output Class 1, Public School Education

In relation to: Procurement charges

1. How many ACT public schools own vehicles – cars, utilities, buses/other?
2. What are the registration arrangements for those vehicles – i.e. who is listed as the registered owner?

Are registration fees and other government charges levied at a preferential or discounted rate and if not, do they attract the same government charges as privately owned vehicles?

Please note this is an expansion on the previous response provided to this Question on Notice.

Ms Joy Burch MLA: The answer to the Member's question is as follows:–

1. As at 30 June 2015, a total of 53 vehicles were owned or leased by 25 ACT public schools. Details of the owned and leased vehicles are provided at Attachment A.
2. Refer to Attachment A.

Leased vehicles are arranged through the ACT Government fleet manager, SG Fleet, and have ACT Government registration plates. The registration cost for these vehicles is included in the lease cost.

Vehicles owned by schools with either ACT registration plates or ACT Government registration plates attract the same registration costs as privately owned vehicles.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

27.7.15

By the Minister for Education and Training, Ms Joy Burch MLA

Vehicles owned/leased by ACT public schools

Type of Vehicle	School	Registered Owner
Sedan	Telopea Park School	Leased through SGFleet. Government Registration
Bus	Telopea Park School	Telopea Park School. ACT Registration
Passenger Van	Gungahlin College	Leased through SGFleet. Government Registration
Hatchback	Hawker College	Leased through SGFleet. Government Registration
Bus	Hawker College	Hawker College. ACT Registration
Wagon	Jervis Bay Primary School	Leased through SGFleet. Government Registration
Bus	Jervis Bay Primary School	Leased through SGFleet. Government Registration
Bus	University of Canberra Senior Secondary College Lake Ginninderra	Leased through SGFleet. Government Registration
Bus	University of Canberra Senior Secondary College Lake Ginninderra	UCSSC Lake Ginninderra. ACT Registration
Bus	University of Canberra Senior Secondary College Lake Ginninderra	UCSSC Lake Ginninderra. ACT Registration
Sedan	Narrabundah College	Leased through SGFleet. Government Registration
Passenger Van	Canberra College	Leased through SGFleet. Government Registration
Passenger Van	Canberra College	Canberra College. ACT Registration
Hatchback	Canberra College	Leased through SGFleet. Government Registration
Sedan	Canberra College	Leased through SGFleet. Government Registration
Passenger Van	Canberra College	Canberra College. ACT Registration
Bus	The Woden School	Woden School. ACT Registration
Bus	The Woden School	Woden School. ACT Registration
Bus	Malkara School	Malkara School. Government Registration
Bus	Malkara School	Malkara School. ACT Registration
Bus	Malkara School	Malkara School. ACT Registration
Bus	Cranleigh School	Cranleigh School ACT Registration
Bus	Cranleigh School	Cranleigh School. ACT Registration
Bus	Cranleigh School	Cranleigh School. ACT Registration
Bus	Black Mountain School	Black Mountain School. ACT Registration
Bus	Black Mountain School	Black Mountain School. ACT Registration
Bus	Black Mountain School	Black Mountain School. ACT Registration
Bus	Black Mountain School	Black Mountain School. ACT Registration

Type of Vehicle	School	Registered Owner
Bus	Black Mountain School	Black Mountain School. ACT Registration
Bus	Dickson College	Leased through SGFleet. Government Registration
Bus	Alfred Deakin High School	Alfred Deakin High School. Government Registration
Bus	Belconnen High School	Belconnen High School. ACT Registration
Trailer	Belconnen High School	Belconnen High School. ACT Registration
Bus	Melba Copland Secondary School	Melba Copland Secondary School. ACT Registration
Bus	Campbell High School	Campbell High School. ACT Registration
Trailer	Campbell High School	Campbell High School. ACT Registration
Bus	Lyneham High School	Lyneham High School. ACT Registration
Bus	Lyneham High School	Lyneham High School. ACT Registration
Bus	Melrose High School	Melrose High School. ACT Registration
Trailers (x3)	Melrose High School	Melrose High School. ACT Registration
Bus	Mount Stromlo High School	Mount Stromlo High School. ACT Registration
Bus	Erindale College and Leisure Centre	P&C ACT Registration
Utilities x 2	Erindale College and Leisure Centre	P&C Lease ACT Registration
Sedan	Erindale College and Leisure Centre	P&C Lease. ACT Registration
Bus	Caroline Chisholm School	Caroline Chisholm School. ACT Registration
Bus	Gold Creek School	Gold Creek School. Government Registration
Trailer	Gold Creek School	Gold Creek School. ACT Registration
Bus	Kingsford Smith School	Kingsford Smith. ACT Registration
Trailer	Arawang Primary School	Arawang Primary School. ACT Registration
Trailer	Wanniassa School	Wanniassa School. ACT Registration



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE



Mr Steve Doszpot MLA: To ask the Minister for Education and Training

Ref: ETD Budget paper F, Output Class 1, Public School Education

In relation to: Future Planning

1. Has any land been allocated or reserved for new government schools in future development areas in Molonglo Valley and Gungahlin?
2. If so where and what size?
3. Has any land been allocated or reserved for new non-government schools in future development areas in Molonglo Valley and Gungahlin?
4. If so where and what size?

Ms Joy Burch MLA: The answer to the Member's question is as follows:—

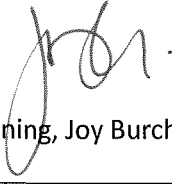
1. The Education and Training Directorate works closely with the Environment and Planning Directorate and Land Development Agency to plan for future school sites. This planning recognises there will be future growth in both Gungahlin and Molonglo and the ACT Government continues to plan for the future educational needs of all students in these regions.
2. The next new ACT public school will open in Coombs for the 2016 school year, as expected. Coombs and Wright residents will be given priority enrolment. The Coombs Primary School site is approximately 3.8 hectares.

The 2015-16 ACT Budget provides \$30.3 million for a primary school to be built in Taylor (north Gungahlin), scheduled to open in January 2019. The 2015-16 ACT Budget also provides \$1 million for feasibility studies for a high school in north Gungahlin and a preschool to year 10 school in Molonglo. Feasibility/preliminary design work will determine the extent of land required for these sites.

3. To support planning for the future provision of land to non-government schools, the Land Development Agency recently wrote to ACT non-government education providers, seeking information on their aspirations for expansion over the next 10 years. This information will assist in planning for the future provision of land in Greenfields estates to the non-government sector.
4. The response to question 4 has been captured in the above response to question 3.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



Date: 2.7.15

By the Minister for Education and Training, Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE

Mr Steve Dospot MLA: To ask the Minister for Education and Training.

RE: ETD Budget paper F, Output class 1, Public School Education

In relation to: Uility charges

1. How many ACT public schools have bores?
2. Do they attract a water extraction charge? If so, at what rate?
3. What rate are ACT public schools charged for water, electricity, sewerage connection? Do they attract a discount, and if so what and on what basis?



Ms Joy Burch MLA: The answer to the Member's question is as follows:

1. No ACT public schools have water bores.
2. Not applicable
3. The current water, sewerage and electricity charges to ACT public schools (from 1 July 2015) are:
 - i. Potable water supply. This is water supplied by Icon Water.
 - Supply fee (\$/year)
 - \$101.14
 - Usage Rate (based on average daily use)
 - For the first 0.548 k/L each day – \$2.60 per k/L; plus
 - Thereafter each k/L – \$2.60 per k/L

The rate for water usage above 0.548 k/L each day for schools (i.e. \$2.60 k/L) is a discount close to 50 per cent on the rate charged to businesses (i.e. \$5.22 k/L).

- ii. Non-potable water supply. This is water supplied by the Inner North Reticulation Network to Lyneham High School, Lyneham Primary School and Dickson College for use in grounds irrigation.

The water usage charge is \$1.92 k/L which is a reduction on the general water usage charge of \$3.58 k/L.

- iii. Sewerage services. Schools are a Class 4 category.
- Supply Fee (\$/year)
 - \$505.41 per annum
 - Usage fee per cistern (\$/year)
 - \$247.14 per annum for each flushing cistern in excess of two

These rates are lower than the rates for businesses (Class 5 category)

- Supply Fee (\$/year)
 - \$523.41 per annum
- Usage fee per cistern (\$/year)
 - \$511.66 per annum for each flushing cistern in excess of two

iv. Electricity charges

ACT public schools are included in the Territory's whole-of-government electricity supply contract with *ActewAGL* Retail. The terms of this contract are commercial-in-confidence.

In addition, all ACT public schools have at least one roof mounted solar photovoltaic system. Under the ACT Feed-in tariff scheme, schools receive a tariff income of 45.7c/kWh for energy generated by approved systems.

Energy generated by the further solar photovoltaic systems installed at ACT public schools is used on site with excess energy fed into the grid system. Under the terms of the Territory's electricity supply contract, the rate paid for the energy fed into the grid is also commercial-in-confidence.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



2.7.14

Date:

By the Minister for Education and Training, Ms Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE

Mr Steve Dospot MLA: To ask the Minister for Education and Training

Ref: ETD Budget paper F, Output Class 2 Non-Government School Education

In relation to: Utility Charges

1. How many ACT non-government schools have bores?
2. Do they attract a water extraction charge? If so, at what rate?
3. What rate are ACT non government schools charged for water, electricity, sewerage connection? Do they attract a discount, and if so what and on what basis?

Ms Joy Burch MLA: The answer to the Member's question is as follows:-

The Education and Training Directorate does not hold this information.



Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Joy Burch 2.7.15

Date:

By the Minister for Education and Training, Ms Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

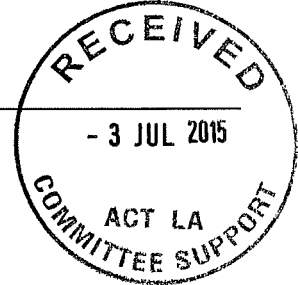
SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE

Mr Steve Doszpot MLA: To ask the Minister for Education and Training

Ref: ETD Budget paper F, Output Class 2 Non-Government School Education



In relation to: Recycling Programs

1. What charges are levied on ACT non government schools for rubbish collection?
2. How many ACT NG schools participate in recycling programs and are they eligible to utilise bulk recycling collections?
3. What costs, if any, are levied on ACT NG schools wishing to utilise bulk recycling programs

Ms Joy Burch MLA: The answer to the Member's question is as follows:-

The Education and Training Directorate does not hold this information.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:

Date:

By the Minister for Education and Training, Ms Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE



Mr Steve Doszpot MLA: To ask the Minister for Education and Training

Ref: ETD Budget paper F, Output Class 1, Public School Education

In relation to: Recycling programs

1. What charges are levied on ACT schools for rubbish collection?
2. How many ACT schools participate in recycling programs and are they eligible to utilise bulk recycling collections?
3. What costs, if any, are levied on ACT public schools wishing to utilise bulk recycling programs?

Ms Joy Burch MLA: The answer to the Member's question is as follows:

1. The Education and Training Directorate does not hold this information centrally.

At present, ACT public schools individually arrange waste removal services. The Directorate proposes to arrange a whole-of-directorate procurement for waste removal services, including recycling services. This is expected to deliver lower costs to ACT public schools through economies of scale as well as an increase in recycling of waste removed from school sites.


2. A total of 82 ACT public schools participate in the ACTSmart Schools waste and recycling program.

ACT public schools are eligible to utilise fee-based bulk waste collection services provided by the Territory and Municipal Services Directorate. Free services are only available to concession card holders at residential addresses.

3. The Directorate does not hold this information centrally.

Approved for circulation to the Select Committee on Estimates 2014-2015

Signature:

 2.7.15

Date:

By the Minister for Education and Training, Ms Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE

Mr Steve Dospot MLA: To ask the Minister for Education and Training

Ref: ETD Budget paper F, Canberra Institute of Technology

In relation to: Electro Technology Courses

1. Has a complaint been lodged with ETD about the standard of training delivered by CIT in its electro technology courses by an industry advisory board?
2. What is the nature of the complaint?
3. What is the formal process for this complaint to be investigated?
4. Who will conduct the investigation?
5. To whom will the results of the investigation be provided?




Ms Joy Burch MLA: The answer to the Member's question is as follows:—

1. Yes, a complaint from the ACT Electrotechnology Energy Advisory Board Inc. (EEAB) was received by ETD on 25 June 2015.
2. The complaint relates to concerns raised by the EE-AB about CIT's electro technology course delivery and includes a request for CIT to provide a compliance mapping document.
3. The complaint is being investigated in accordance with the Procedural Guide to making a complaint available on the ETD website.
4. The investigation is being conducted by senior officers in the Training and Tertiary Education Branch of ETD.
5. The EEAB, CIT and if required, the Australian Skills Quality Authority.

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



Date:

8-7-15

By the Minister for Education and Training, Ms Joy Burch MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER QUESTION ON NOTICE



Mr Steve Dospot MLA: To ask the Minister for Education and Training

Ref: ETD Budget paper F, Output 1.4, Disability Education

In relation to: Student Numbers

1. How many students with a disability are enrolled in ACT public schools, both special and mainstream?
2. Can you provide:
 - A list of schools with students with a disability
 - The number of students at each of those schools
 - The number of classes and year level for each of those students
 - The number of additional teaching support personnel for each school

Ms Joy Burch MLA: The answer to the Member's question is as follows:—

- 1) There are 2095 students accessing Disability Education programs in ACT public schools, as reported in the 2015 February census,
- 2) The requested information is provided in the tables below and uses data from the 2015 February census:
 - a) All ACT public schools have students accessing Disability Education programs. The list of schools is provided in table 1.
 - b) Outlined in the table is the number of students accessing Disability Education programs at each school. To ensure that individual students are not able to be identified, the number of students has not been provided where that number is less than 10.

Table 1: Number of students accessing Disability Education programs by school

Schools	Students
Ainslie School	<10
Alfred Deakin High School	29
Amaroo School	65

Aranda Primary School	<10
Arawang Primary School	11
Belconnen High School	19
Black Mountain School	96
Bonython Primary School	13
Calwell High School	25
Calwell Primary School	<10
Campbell High School	19
Campbell Primary School	<10
Canberra High School	23
Caroline Chisholm School	53
Chapman Primary School	12
Charles Conder Primary School	14
Charnwood-Dunlop School	<10
Cranleigh School	87
Curtin Primary School	23
Dickson College	33
Duffy Primary School	20
Erindale College	<10
Evatt Primary School	36
Fadden Primary School	15
Farrer Primary School	17
Florey Primary School	32
Forrest Primary School	<10
Franklin Early Childhood School	<10
Fraser Primary School	22

Garran Primary School	10
Gilmore Primary School	<10
Giralang Primary School	13
Gold Creek School	31
Gordon Primary School	30
Gowrie Primary School	43
Gungahlin College	20
Harrison School	57
Hawker College	22
Hawker Primary School	<10
Hughes Primary School	13
Isabella Early Childhood School	<10
Jervis Bay Primary School	<10
Kaleen Primary School	<10
Kingsford Smith School	57
Lake Tuggeranong College	22
Lanyon High School	<10
Latham Primary School	17
Lyneham High School	42
Lyneham Primary School	<10
Lyons Early Childhood School	<10
Macgregor Primary School	32
Macquarie Primary School	17
Majura Primary School	13
Malkara School	87
Maribyrnong Primary School	28

Mawson Primary School	12
Melba Copland Secondary School	42
Melrose High School	32
Miles Franklin Primary School	11
Monash Primary School	39
Mount Rogers Primary School	15
Namadgi School	48
Narrabundah College	11
Narrabundah Early Childhood School	<10
Neville Bonner Primary School	12
Ngunnawal Primary School	27
North Ainslie Primary School	18
Palmerston Primary School	17
Red Hill Primary School	<10
Richardson Primary School	13
Southern Cross Early Childhood School	<10
Stromlo High School	50
Taylor Primary School	27
Telopea Park School	15
The Canberra College	51
The Co-Operative School	<10
The Woden School	99
Theodore Primary School	17
Torrens Primary School	<10
Turner School	55
UC Senior Secondary College, Lake Ginninderra	22

University of Canberra High School, Kaleen	32
Wanniassa Hills Primary School	19
Wanniassa School	43
Weetangera Primary School	19
Yarralumla Primary School	14
Grand Total	2095

c) Outlined in the table below are the students accessing disability programs by year level and program

Table 2: In Primary Schools, the number of students accessing Disability Education programs by program and year level

Disability Education Program	P	K	1	2	3	4	5	6	TOTAL
Hearing Impaired Support (HI)	9	6	2	6	4	4	6	3	40
Inclusion Support Program (ISP)		44	81	75	92	77	62	80	511
Learning Support Centre (LSC)		16	17	21	27	23	34	38	176
Learning Support Unit (LSU)		13	17	16	20	23	12	18	119
Learning Support Unit: Autism (LSUA)		13	16	16	8	21	18	19	111
Specialist School (SPEC) or Class		39	28	21	31	25	27	21	192
Specialist School Preschool (SSP)	39								39
Support Class Language (SCL)		3	4	1					8
Vision Impaired Support (VI)	2	3	3	2	1			1	12
TOTAL	50	137	168	158	183	173	159	180	1208

Table 3: In High Schools, the number of students accessing Disability Education programs by program and year level.


Disability Education Program	7	8	9	10	TOTAL
Hearing Impaired Support (HI)	5	3	5	5	18
Inclusion Support Program (ISP)	53	46	74	48	221
Learning Support Centre (LSC)	36	34	35	37	142
Learning Support Unit (LSU)	16	14	9	8	47
Learning Support Unit: Autism (LSUA)	14	12	13	19	58
Specialist School (SPEC) or Class	24	37	48	36	145
Vision Impaired Support (VI)	1	1	1	2	5
TOTAL	149	147	185	155	636

Table 4: In Colleges, the number of students accessing Disability Education programs by program and year level

Disability Education Program	11	12	TOTAL
Hearing Impaired Support (HI)	2	2	4
Inclusion Support Program (ISP)	61	58	119
Learning Support Centre (LSC)	12	15	27
Learning Support Unit (LSU)	27	17	44
Specialist School (SPEC) or Class	21	34	55
Vision Impaired Support (VI)	1	1	2
TOTAL	124	127	251

Approved for circulation to the Select Committee on Estimates 2015-16

Signature:



2.7.15

Date:

By the Minister for Education and Training, Ms Joy Burch MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2015-16

MR BRENDAN SMYTH MLA (CHAIR), MS MEEGAN FITZHARRIS MLA (DEPUTY CHAIR), DR CHRIS BOURKE MLA, MS NICOLE LAWDER MLA

ANSWER TO QUESTION ON NOTICE



[Steve Doszpot] : To ask the Minister for Education and Training

Ref: ETD Budget Paper F Output Class 2 Non Government Education

In relation to : Interest Subsidy Scheme


1. What is the current reserves status of the Interest Subsidy Scheme for non-government schools?
2. What monies have been allocated from this scheme from 2012-13 to 2015-16?
3. On what projects have monies been expended?

Ms Joy Burch MLA : The answer to the Member's question is as follows:

1. The 2015-16 base allocation for the Interest Subsidy Scheme is \$0.2 million. In addition, \$1.6 million in unspent funds from 2014-15 will be rolled into 2015-16.
2. The Government has funded the following initiatives from surplus Interest Subsidy Scheme Funds from 2012-13 to 2015-16.
 - *2012-13 Budget* – Non-Government schools – Students with Disabilities (\$2.0 million in 2012-13).
 - *2013-14 Budget* – Supporting Non-Government School Students (\$2.7 million per year ongoing). This initiative was incorporated into the ACT Schooling Resource Standard funding model under the National Education Reform Agreement from January 2014.
 - *2013-14 Budget* – Supporting Non-Government Schools ICT (\$0.6 million per year ongoing). This initiative was incorporated into the ACT Schooling Resource Standard funding model under the National Education Reform Agreement from January 2014.
3. The Interest Subsidy Scheme monies are expended on approved capital loans under the scheme. The funding is provided to schools to contribute towards the interest costs of loans. The base funding plus rollovers identified in the response to question 1 is sufficient to fund the cost of the scheme.

Approved for circulation to the Select Committee on Estimates 2014-2015

Signature:

 2.7.15

Date:

By the Minister for Education and Training, Ms Joy Burch MLA