

Standing Committee on Education, Training and Youth Affairs - ETYA
Annual and Financial Reports 2013-2014
Supplementary Questions (Questions on Notice)

No	Hearing Date	Asked By	Date Asked	Directorate/Portfolio	Subject	Answer date
ETYA 1	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	School Chaplaincy Program	28/11/2014
ETYA 2	14/11/2014	Mr Doszpot MLA	19/11/2014	CIT	Internal & External Scrutiny	4/12/2014
ETYA 3	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	ACT Building & Construction Industry Training Fund Authority	4/12/2014
ETYA 4	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	Gifted & Talented Programs across schools	28/11/2014
ETYA 5	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	Taskforce on students with learning difficulties	28/11/2014
ETYA 6	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	Staffing	3/12/2014
ETYA 7	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	School Modernisation	3/12/2014
ETYA 8	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	Australian Council of Education Research	28/11/2014
ETYA 9	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	Childcare/Pre -school enrolments	28/11/2014 Two part question and answer
ETYA 10	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	International Students	4/12/2014
ETYA 11	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	Capital Works	2/12/2014
ETYA 12	14/11/2014	Mr Doszpot MLA	19/11/2014	EDD	School Fencing	27/11/2014

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION
QUESTION ON NOTICE**

SCHOOL CHAPLAINCY PROGRAM

Asked by MR DOSZPOT MLA on 19 November 2014. JOY BURCH MLA took on notice the following question:

In relation to: School Chaplaincy Program

1. Can you advise the conditions attached to the agreement between the ACT Government and the Federal Government for provision of school chaplaincy services for 4 years from January 2015.
2. What is the amount being provided by the Federal Government?
3. Is there any contribution to this service from the ACT Government?
4. What is the status of chaplains currently engaged in ACT public Schools and ACT non-government schools
5. What is the status of secular workers currently engaged in ACT public schools and ACT non-government schools.

JOY BURCH: The answer to the Member's question is as follows:—

1. The requirements as set out in the Project Agreement are:
 - a. Minimum qualifications for chaplains: Certificate IV in Youth Work or Pastoral Care or equivalent qualification
 - b. If necessary, establish guidelines for the delivery of the National School Chaplaincy Agreement
 - c. Appropriate processes need to be in place to ensure:
 - Participation by schools and students is voluntary
 - Chaplains may be from any faith
 - Chaplains must not proselytise and must respect, accept and be sensitive to other people's views, value and beliefs
2. \$0.97 million per year.
3. No. This is a Commonwealth Government program.
4. Currently chaplains employed in ACT schools under the National School Chaplaincy and Student Welfare Program (NSCSWP) continue to provide service in schools. The NSCSWP finishes at the end of December 2014.
5. Currently secular workers (Student Welfare Workers) employed in ACT schools under the National School Chaplaincy and Student Welfare Program (NSCSWP) continue to provide service in schools. The NSCSWP finishes at the end of December 2014.

Approved for circulation to the Member and incorporation into Hansard.

**Ms Joy Burch MLA
Minister for Education and Training**

Date:.....28.11.14.....

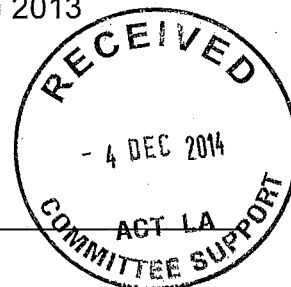


LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Canberra Institute of Technology Annual Report Hearing 2013
held on Friday 14 November 2014

ANSWER TO QUESTION ON NOTICE



Mr Doszpot MLA: asked Minister for Education and Training

In relation to: Internal and External Scrutiny (CIT Annual Report pp127-8)

The 2013 Internal Audit Review of Flex and Leave sought to check whether the three 2010 internal review audit recommendations have been met. It found that only one had been implemented.

- a. Why had only one recommendation been implemented 3 years later?
- b. What two recommendations were found "to be progressing"?

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

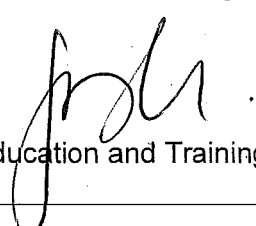
a. A CIT audit monitoring report dated March 2011 reported that all three recommendations had been implemented. The 2013 audit report found that one recommendation was implemented fully and the other two required further work. The reasons for this are outlined below.

b. The first recommendation concerned the provision of six monthly minabyte reminders to staff on how to complete flex forms over two years. During 2013, Audit could only locate two six monthly reminders as opposed to four, so action had been taken in the first year but was not in accordance with the original intention of the recommendation in the second year. This was because a more effective strategy was being trialled, rather than issuing a minabyte. A HR liaison officer was in the process of imparting the knowledge required through face to face meetings. This was why the audit report stated at the time that it required further work, because it was being trialled. This strategy has been found to be effective and has reduced the rating to a low level risk.

The second recommendation concerned administrative support personnel who were out-posted to five Teaching Campuses. The recommendation stated that the attendance records for out-posted staff be forwarded within three working days at the end of the period with records reviewed within a fortnight. The expectation was that one Senior Client Service manager be responsible for reviewing and providing sign off for 200 staff. The 2013 audit found that the original recommendation in 2010 was not sustainable, and proved to be an impediment to providing timely records. In 2013 a new CIT structure was in the process of being established which meant that the reporting changed from Campuses to Colleges. This model is working effectively and easier for staff to monitor at an individual College level.

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

Signature:

A handwritten signature in black ink, appearing to be 'J. Burch', written over the signature line.

Date:

By the Minister for Education and Training Joy Burch MLA

4.12.14

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY
QUESTION ON NOTICE
AR 13-14 QoN ETYA 3**



Asked by STEVE DOSZPOT MLA on 19 NOVEMBER 2014. JOY BURCH MLA took on notice the following questions:

In 2014 the Authority provided funding for 387 training places at a cost of \$960,685. In 2013, the authority spent \$849,547 on 443 training places.

1. Why are the costs higher and training places lower than previous year?
2. The school based apprenticeships have remained static at around 42/43. Is there any campaign or appetite to encourage more school based apprenticeships?

Salaries rose in 2014 from \$313,084 to \$386,140.

3. Why did salaries rise by 23%?
4. Who approved these increases?
5. What basis/what changes to work outputs was used to justify the increase?

Income was higher than budgeted; expenses were higher than budgeted. Operating surplus of \$196k was higher than budget (\$107k) but considerably lower than 2013 actual (\$820k).

6. Can you explain the variances in the budget to actual for 2014?

JOY BURCH: The answer to the Member's question is as follows:—

In 2014 the Authority provided funding for 387 training places at a cost of \$960,685. In 2013, the authority spent \$849,547 on 443 training places.

- 1. Why are the costs higher and training places lower than previous year?**

In 2014 the ACT Building and Construction Industry Training Fund Authority (the Authority) provided funding of \$960,685 under its Entry Level Program. The Entry level Program supports apprentices and trainees (including Australian School-based Apprentices). It provides this support via a range of funded initiatives, including:

- financial incentives for group training organisations (GTOs) who employ apprentices and trainees
- financial incentive for employers of apprentices in trades identified (annually) as having skills shortages
- incentive payments to colleges who have students studying Certificate II in Construction
- assistance for teachers
- field officers
- work-place health and safety.

Expenditure on these initiatives is dependent on applications made for funding. While the Authority invites and promotes applications from industry, it has no control over the number of applications it receives. This results in variations in expenditure from year to year depending on the timing and approval of applications received.

Financial incentives encourage GTOs to take on and retain and support apprentices and trainees to complete a trade qualification.

In 2013-14 the Authority raised the amount of financial incentive it makes available—on an annual basis—for each apprentice or trainee employed by a GTO. The Authority's Board approved this increase for two main reasons:

- there had been no increase since 2008
- consultation with industry indicated that the costs to GTOs in taking on, retaining and supporting apprentices and trainees have increased substantially since 2008.

The Board also approved an additional payment to assist GTOs to support apprentices and trainees who have been stood down by their host employer. This additional payment—which commenced in July 2013—is designed to encourage GTOs to continue to employ these at-risk apprentices and trainees until an alternate host employer becomes available. This new incentive will be available until July 2015. It forms part of the Authority's strategy to address the concerns of the building and construction industry about the growing cancellation and withdrawal rate among apprentices and trainees.

Training places, in the context of the Entry Level Program, refers to the on-the-job training component of an apprenticeship or traineeship provided by the GTO and/or employer. The number of apprentices and trainees supported by the financial payments made to GTOs in any given period is impacted by the number of eligible apprentices and trainees employed by GTOs. The lower volume of construction in residential and commercial buildings in 2013-14 lead to fewer apprentices and trainees being employed by GTOs in 2014.

2. The school based apprenticeships have remained static at around 42/43. Is there any campaign or appetite to encourage more school based apprenticeships?

The Authority, GTOs, industry associations, unions, schools, registered training organisations, and ACT Government agencies work to ensure contractors and small businesses understand the benefits of employing Australian School-based Apprentices (ASBAs).

The Authority will continue to encourage greater uptake and retention of ASBAs via a range of strategies.

Firstly, the Authority will continue to encourage GTOs and employers—through the provision of financial incentives under the Entry Level Program—to take on ASBAs. For GTOs who employ ASBAs, this includes the additional 'at-risk' payment currently available until July 2015. This additional payment aims to incentivise GTOs to continue to employ an ASBA during a stand-down period, while an alternate host employer is sought.

Secondly, the Authority's Entry Level Program supports school students to complete a Certificate II in Construction as part of a VET-in-Schools program. In this way, the Authority assists school students to become more attractive to potential employers, thus creating a pathway into an ASBA or a full-time apprenticeship.

Thirdly, the Authority will continue to promote the building and construction industry as rewarding career choice through its Promotion and Marketing Program.

Finally, the Authority remains open to applications from industry for other innovative programs designed to encourage the uptake of ASBAs. It also welcomes applications from industry for programs providing alternate pathways to assist entry-level persons to enter the industry.

Salaries rose in 2014 from \$313,084 to \$386,140.

- 3. Why did salaries rise by 23%?**
- 4. Who approved these increases?**
- 5. What basis/what changes to work outputs was used to justify the increase?**

For the year ending 30 June 2014 individual salary increases of 3.5% were approved by the Authority's Board. During this period two long standing Authority employees retired from the Authority: the Compliance Manager (13 year tenure) and the Chief Executive Officer (11 years 9 months tenure).

Replacement Authority employees appointed during this period were each provided a hand over period of one month. The outstanding employee entitlements, unused annual leave, and long service leave for the retiring employees was included in the salaries total for 2014.

Income was higher than budgeted; expenses were higher than budgeted. Operating surplus of \$196k was higher than budget (\$107k) but considerably lower than 2013 actual (\$820k).

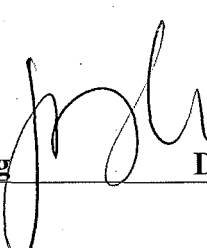
6. Can you explain the variances in the budget to actual for 2014?

The variance in levy income from the previous period and the budgeted amount was due to fluctuations in building approvals by the various building and construction related sectors. These approvals effect both the value of work approved and the timing of approved works payments.

Expenditure on training programs is dependent on applications made for funding. This results in variations in expenditure from year to year. The Authority expended more funding for the training of existing workers due to a higher amount of funding provided for work health and safety training programs and a higher number of applications from organisations seeking funding.

Approved for circulation to the Member and incorporation into Hansard.

Ms Joy Burch MLA
Minister for Education and Training

 Date:.....4/12/14.....

MINISTER FOR EDUCATION AND TRAINING
ANNUAL REPORTS HEARINGS

QUESTION NUMBER ETYA 417

Gifted and Talented Programs across schools

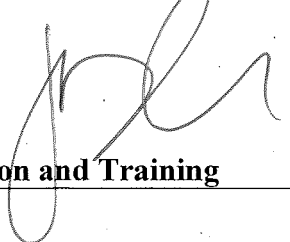
Steve Doszpot - asked the Minister for Education and Training on 19 November 2014:

1. How many teachers accessed or were offered this high quality teacher professional learning to meet the specific needs of gifted and talented students.
2. How many G&T classes have teachers with no additional qualifications to teach G&T?
3. Have any schools decided to discontinue G&T streams in their schools? What is their reason?
4. What measurement is used to assess the value of such classes?

MS BURCH - the answer to **Mr Doszpot's** question is:

1. 184 teachers from across the three sectors attended the first two of these workshops held in 2014.
2. All ACT teachers are qualified to teach gifted and talented students.
3. ACT public school principals are responsible for ensuring developmentally appropriate educational provisions and strategies for all gifted and talented students enrolled at the school, as required by the *Gifted and Talented Students Policy 2014*.
4. Schools monitor the achievement and progress of all students through the collection and analysis of school and system data including internal assessment and external testing such as NAPLAN. The Directorate does not undertake assessment of school based gifted and talented programs. Where required, Individual Learning Plans (ILP) are put in place to further support the development of gifted and talented students, and these plans are subject to regular review.

Approved for circulation to the Member and incorporation into Hansard.


Ms Joy Burch MLA
Minister for Education and Training

Date: 28.11.14

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER

ETD Annual Report 2013-2014

Taskforce on Students with Learning Difficulties

MR DOSZPOT: asked the Minister for Education and Training on 19 November 2014:

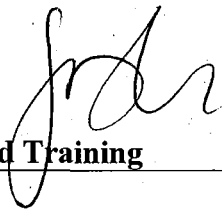
1. Can ETD able to provide a progress report on the implementation of the Taskforce recommendations?
2. On p59, there is mention of the work of the Disability Education Reference Group. The last dot point refers to early intervention in the wake of the transfer for the early intervention programs to private providers from the end of 2014 as part of the adoption of the NDIS by the ACT Govt
 - a. Does ETD propose to review the current Student Centred Appraisal of Needs (SCAN) Process and if so when?
 - b. With the announcement by the Minister of the six successful private tenderers for the early intervention programs, the Min also announced the launch of the Child Development Service to cater for children with developmental delay. Is this Service a recognition of a gap in the coverage of the NDIS?

MS BURCH – the answer to Mr Doszpot's question is:

1. The February 2014 and June 2014 reports are available on the ACT Education and Training Directorate website. These reports outline the status and progress of the Taskforce recommendations and timelines for completion. The final two reports October 2014 and February 2015 will be available on the Directorate's website when completed.
2. The last dot point on page 59, under the Disability Education Reference Group, reads: "updates on early intervention programs."
 - a. Children in the Directorate's early intervention programs did not participate in appraisals through the Student Centred Appraisal of Needs process. There is no proposal to review the current Student Centred Appraisal of Needs (SCAN) Process for school age children.
 - b. There is no gap in the coverage of the NDIS. The NDIS has been designed to provide supports for people with a life-long significant disability.

For a child to be eligible for early intervention under the NDIS their developmental delay must have a significant impact in one or more of the areas of self-care, receptive and expressive language, cognitive development or motor development. Children with a mild developmental delay who do not have a significant functional impact, or children who may be developmentally vulnerable and at risk of developmental delay are unlikely to meet these requirements. The Child Development Service is therefore being established by the ACT Government as a mainstream service to ensure children at risk of mild developmental delay can also access appropriate supports.

Approved for circulation to the Member and incorporation into Hansard.


Ms Joy Burch MLA
Minister for Education and Training

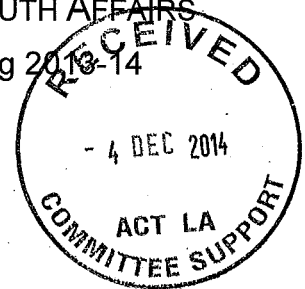
Date:.....28/11/14.....



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2013-14
held on Friday 14 November 2014



ANSWER TO QUESTION ON NOTICE ETYA 6 STAFFING

MR DOSZPOT asked the Minister for Education and Training on 19 November 2014:

1. Given the high increase in children enrolled in preschool (10%+) is there concern that pressure will come through, either in a shortage of trained teachers or in larger class sizes?
2. Given the increase in students, what confidence have you that school class sizes will not be increased as a consequence?
3. Given the increase in students and the number of schools that are close to capacity, what confidence have you that more schools will not be forced into larger classes; portable accommodation; changes to priority enrolment areas or other strategies outlined in response to a media article on the question of school capacity?
4. What other options might be under consideration to deal with increased student populations?
5. There is also mention of streamlining school budgets and staffing on p43 at the 3rd dot.
 - a. Does this mean the school principal has the power to hire & fire?
 - b. Is ETD moving towards the school as the employer?
 - c. Does ETD provide principals with either training or guidelines in workforce profiling or planning?
6. On p114, at Table E5.6, there is a break up of staff by age and gender.
Is it possible to get the break up for teachers and school assistants only?

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

1. No. Recent experience has shown an increase in the number of applicants for teacher positions compared with 2013. Principals who have completed processes in 2013 and 2014 have noted both this increase and the increased range of applicants. The Education and Training Directorate teacher recruitment targets final year university students in education faculties across Australia. It is expected that a wide range of quality applicants will continue to seek to teach in ACT public schools through the teacher recruitment campaign and direct applications to schools.

National students to teacher ratios have consistently shown that the ACT public school system has one of the lowest students to teacher ratio in comparison with other jurisdictions. This ratio, 12.6 students to each teacher in 2013, has shown little variation over a number of years.

2. Principals are responsible for allocating staffing resources and managing class sizes in consultation with their community.

Schools use a number of strategies to manage class sizes including:

- class timetabling modifications
- intervention programs to provide students with enrichment programs or learning assistance
- provision of additional teachers/learning support assistants to reduce the student numbers during core learning times. For instance, schools may allocate an extra teacher during literacy and numeracy blocks to reduce class numbers
- implementing Individualised Learning Plans to target student learning pathways.

3. ACT public schools have a defined priority placement area, and students who reside in that area have priority to enrol at that school. These areas are an important part of addressing demographic change across the ACT. The priority placement area takes into account geographical boundaries, school capacity, and the actual and projected student numbers in the area. Schools must maintain available capacity to accommodate current and future students from within their priority placement area before they accept out-of-area students. Changes to priority placement areas are made in consultation with schools.

In addition to priority placement areas, the Government uses student projection modelling to prioritise appropriate infrastructure responses to school and community need.

School census data shows that enrolment demand in schools tends to taper after peak demand has occurred. The Government's suite of responses to meeting this peak and long term demand ensures school infrastructure effectively meets the need of each school community.

4. See response to question 2.
5. a) Principals are now empowered to recruit teachers at the local level and this is providing solutions in securing teachers with specialist skills. Principals do not have the delegations to dismiss staff.

Employment conditions for teachers are outlined in the ACT Public Service Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011 – 2014.

b) No.

c) Principals develop an annual workforce plan in partnership with their School Network Leader and then enact that plan through tools such as the Annual Professional Discussion, where the career plans, learning needs and placement dates are discussed with each member of the teaching staff. Staff development and renewal is a strategic focus for each principal in every school.

6.

Age Group	Under 25	25-34	35-44	45-54	55 and over	Total
School Leader A						
Male	0	0	7	11	15	33
Female	0	1	7	20	31	59
Total SLA	0	1	14	31	46	92
School Leader B						
Male	0	3	13	12	7	35
Female	0	8	29	33	21	91
Total SLB	0	11	42	45	28	126
School Leader C						
Male	0	28	46	30	13	117
Female	0	70	115	81	61	327
Total SLC	0	98	161	111	74	444
Classroom Teacher						
Male	23	237	177	108	102	647
Female	125	804	525	422	317	2193
Total CT	148	1041	702	530	419	2840

Age Group	Under 25	25-34	35-44	45-54	55 and over	Total
School Assistant 2						
Male	6	3	1	4	8	22
Female	11	11	68	109	61	260
Total SA2	17	14	69	113	69	282
School Assistant 2/3						
Male	19	8	9	6	4	46
Female	28	40	171	235	117	591
Total SA2/3	47	48	180	241	121	637
School Assistant 3						
Male	0	0	0	2	3	5
Female	0	1	7	10	11	29
Total SA3	0	1	7	12	14	34
School Assistant 4						
Male	0	4	2	3	0	9
Female	1	5	4	2	0	12
Total SA4	1	9	6	5	0	21

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

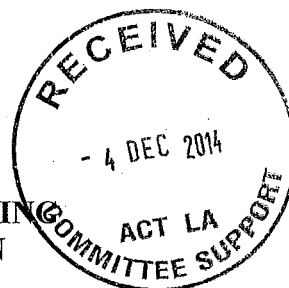
Signature:

By the Minister for Education and Training Joy Burch MLA

Date:

8/12/14

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION**



**QUESTION NUMBER: ETD ANNUAL REPORT 2013-2014
AR13-14 – QoN ETYA 7**

SCHOOL MODERNISATION

STEVE DOSZPOT- asked the Minister for Education and Training on 14 November 2014:

Reference to developing a school modernisation program (page 44):

1. Is this the implementation of the ACT Govt's election commitment of \$70m re older public schools?
2. When will ETD be able to provide this school modernisation program?

MS BURCH - the answer to Mr Doszpot's question is:

- 1) The Government is committed to public school infrastructure and will continue to prioritise public schools through planning, consultation and investment in infrastructure.

The School Infrastructure Modernisation Program is a policy framework that draws together all the elements of the education infrastructure program. It will assist budget decision-making, provide a strategy for the identification of infrastructure requirements and a plan for investment.

- 2) All school infrastructure funding is considered as part of the annual budget process.

Approved for circulation to the Member and incorporation into Hansard.

**Ms Joy Burch MLA
Minister for Education and Training**

Date: 3/12/14

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER

ETD Annual Report 2013-2014

Australian Council of Education Research

MR DOSZPOT: asked the Minister for Education and Training on 19 November 2014:

1. Can ETD able to provide a progress report on the implementation of the Taskforce recommendations?
2. On p59, there is mention of the work of the Disability Education Reference Group. The last dot point refers to early intervention in the wake of the transfer for the early intervention programs to private providers from the end of 2014 as part of the adoption of the NDIS by the ACT Govt
 - a. Does ETD propose to review the current Student Centred Appraisal of Needs (SCAN) Process and if so when?

MS BURCH – the answer to Mr Doszpot's question is:

These questions do not relate to the Australian Council of Education Research.

Please refer to answers to Taskforce on Students with Learning Difficulties

Approved for circulation to the Member and incorporation into Hansard.

**Ms Joy Burch MLA
Minister for Education and Training**

Date: 28.11.14

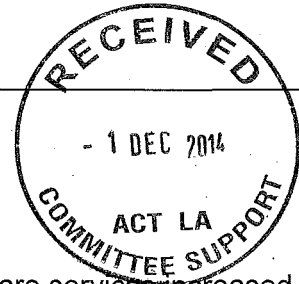


LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2013-14
held on Friday 14 November 2014

ANSWER TO QUESTION ON NOTICE



Asked by MR DOSZPOT on 19 November 2014 : Tracy Stewart

1. The number of children aged 0 – 5 attending approved childcare services increased by 10.3% (page 21)
 - a. Was this an anticipated increase?
 - b. What are the trends for coming years?

In relation to: Childcare/preschool enrolments

JOY BURCH MLA: The answer to the Member's question is as follows:–

ACT Government demographic projections have anticipated strong growth in the population of children aged 0 to 5 years in recent years. The number of children attending approved childcare services is also strongly influenced by the availability of childcare places.

ACT Government demographic projections indicate that strong growth in the population of children aged 0 to 5 years will continue for the next six to seven years, before plateauing in the early 2020s.

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

Signature:

By the Minister for Education and Training Joy Burch MLA

Date:

28-11-14



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2013-14
held on Friday 14 November 2014

ANSWER TO QUESTION ON NOTICE

Asked by MR DOSZPOT on 19 November 2014 : Tracy Stewart

2. The number of preschool students enrolled in public schools grew by 7.1%. (page 21)
 - a. Was this an anticipated increase?
 - b. What are the trends for coming years?

In relation to: Childcare/preschool enrolments

JOY BURCH MLA: The answer to the Member's question is as follows:—

ACT Government demographic projections have anticipated strong growth in the preschool population (children aged 4 years) in recent years. The Education and Training Directorate uses the demographic projections, current school enrolments and proportions of children attending public schools to project student enrolments.

The Education and Training Directorate enrolment projections forecast continuing strong preschool enrolments in public schools for the next five years. ACT Government demographic projections indicate that this growth will plateau in the early 2020s.

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

Signature:

Date:

By the Minister for Education and Training Joy Burch MLA

28.11.14

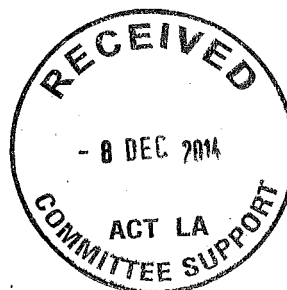
**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION
AR 13-14 – QON ETYA 10**

International Education

Steven Doszpot - asked the Minister for Education and Training on 19 November 2014:

In relation to international students, the ACT Education and Training Directorate has put flyers into letterboxes around Canberra seeking homestay accommodation for international students and offering up to \$280 for suitable host families

1. How many students is the ACT ETD hoping to accommodate;
2. How has this program been promoted? (i.e is it just letterboxing some suburbs/all suburbs/some homes);
3. To whom is it targeted?
4. What response have you had?
5. What is the budget for this program?
6. Is the scheme subsidised by any federal program?



MS BURCH - the answer to **Mr Doszpot's** question is:

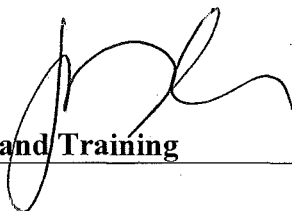
- 1) The ACT Government actively promotes Canberra as a study destination. The number of full fee paying international students is increasing each year. As of 1 December 2014, there are 544 full fee paying international students studying in ACT public schools. At the same period in 2013, there were 501 students. This represents an 8.6% increase. The need for homestay families is ongoing in order to meet the number of students seeking homestay accommodation.
- 2) The Directorate has engaged in a number of promotional ventures for homestay accommodation including:
 - a) The City News
 - b) The Canberra Times
 - c) advertisements on milk cartons
 - d) advertisements on ACTION Buses
 - e) advertisements in Hoyts cinemas
 - f) advertising in the Schools Bulletin received by the Directorate staff
 - g) a homestay stall at the Multicultural Festival each year.
- 3) There are no specific targeted groups for homestay accommodation. However, it is expected that homestay parents will need some knowledge and understanding of the needs of students, a realistic expectation of cultural, linguistic and religious differences

and an awareness of the emotional needs of young people who are away from their home environment.

- 4) The promotion is ongoing.
- 5) The cost of homestay accommodation is met by the families of the full fee paying international students.
- 6) No.

Approved for circulation to the Member and incorporation into Hansard.

Ms Joy Burch MLA
Minister for Education and Training



Date:.....4/12/14.....

**MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER QON ETYA 11

ETD Annual Report 2013-14



Mr Doszpot – asked the Minister for Education and Training on 19 November 2014:

In relation to: **Capital Works (F3 pp197-)**

Coombs Primary School

1. The report (p197) advises that redesign work for a smaller school was required to reflect changing demographics. Can you elaborate as to why the projections were wrong?
 - a. What are the anticipated enrolments now and what were they previously?
 - b. What was the original financial commitment? (The AR says \$47.25m; the 2012 ACT election commitment was \$45m capital cost)
 - c. Given the smaller anticipated enrolment numbers, why is the cost not reduced?
 - d. What did the redesign work cost?
 - e. When is Coombs Primary School likely to open?

Bonner Primary School

2. The Report (Table F3.1 p201) advises an original project cost of \$60.27m; revised to \$43.27m
 - a. What changes brought about that nearly 30% reduction?

Majura Primary School

3. The Report advises the extension work at Majura Primary was completed ready for the start of the 2014 school year. Table F3.1 (p200) reports a revised completion date of September 2014.
 - a. What is the explanation for the difference?

Trade Skill Centres

4. Table F3.1 (p 200) reports revised budgets for both the Belconnen Trades Skills Centre and the Sustainable Learning Trade Training Centre – Tuggeranong.
 - a. Why the reduced budgets?
 - b. What are the impacts of this reduction?

School Roof Replacement (p201)

5. What is the explanation for the increased project value (\$2.8m to \$4.02m)

Office Accommodation (p205)

6. 26 central office staff are located at Maribyrnong Primary School
 - a. Why are they located here?
 - b. In the event Maribyrnong school reaches its optimal capacity, what are the options for relocating these central office staff?

MS BURCH – the answer to Mr Doszpot's questions are:

1) Coombs Primary School

The enrolment projections, and hence the size of the school, were revised to reflect changes to the Land Release Program which resulted in the school being reduced in size from a 5-stream to a 4-stream school (i.e. from 5 classes to 4 classes per year group). This adjustment changed the scale of the school, hence the redesign work.

- a) The projected opening enrolment for the school (2016 school year) is 327 students, comprising 73 preschool students and 254 primary school students. The 2016 projected enrolments for a 5-stream school were similar.

The difference is in the later years, whereby the earlier enrolment projections had indicated a higher number of enrolments, hence the need for a larger school.

- b) In the 2012 ACT Election, ACT Labor had committed \$45 million to the construction of the new Coombs Primary School. This was an indicative cost estimate. Since that commitment was made, the cost estimate for the final school design had been confirmed as \$47.25 million. This was based on consultant cost planner advice.
- c) The cost estimates for the 2012 Election commitment and the ACT Budget were based on the smaller 4-stream school and not the earlier proposed 5-stream school. Therefore, there was no expected reduction in the cost estimate.
- d) The redesign work to change the school from a 5-stream to a 4-stream school cost approximately \$340,000.
- e) Coombs Primary School is scheduled to open for the start of the 2016 school year.

2) Neville Bonner Primary School

- a) The original project cost estimate of \$60.27 million was provided by a consultant cost planner and was used for Budget purposes. The cost estimate was prepared during a period when the local construction market was "heated" and prices were higher.

At the time the construction tenders were invited, the construction market was tighter and more competitive tender prices were received from construction companies. In addition, a new delivery method and form of contract (lump sum) was used by the Territory and this also assisted to achieve lower tender prices.

3) Majura Primary School

The main works to extend Majura Primary School were completed in November 2013, ready for the start of the 2014 school year. Therefore, the school was able to occupy the additional teaching spaces.

Any further works under this budget allocation was dependent on the final costs for the school expansion. These further works include the refurbishment of two student toilet blocks and a staff resource room and additional carparking spaces. The toilet and resource room refurbishments were completed in September 2014 while the carpark expansion work is now in progress.

While these works affect the financial completion of the budget allocation (as presented in the financial summary), they did not affect the timing for the completion of the additional teaching spaces.

4) Trade Skill Centres

a) The original figures included in the ACT Budget were based on estimates provided to the ACT by the Commonwealth. This was prior to the ACT finalising the designs for the trade training and trade skill centre facilities and prior to the finalisation of the Funding Agreement with the Commonwealth. These estimates were subsequently updated to reflect the final Funding Agreement signed between the ACT and the Commonwealth.

b) There is no impact.

5) School Roof Replacement

The project scope was varied to allow:

- For the replacement of the heating and cooling units at Chapman Primary School in addition to the roof replacement work. These systems are mounted on the school roof and were at the end of their life.
- A new roof to be constructed over the existing tiled roof at Curtin Primary School. The existing roof fabric was not able to be replaced due to the condition of the underlying roofing structure, hence the need to construct a new roof. The new roof allowed ceiling insulation to also be installed as part of this project.

6) Office Accommodation

- a) Staff from the Vision and Hearing Support Team which is part of the Disability Education Branch are currently located at Maribyrnong Primary School. At the time they were transferred to Maribyrnong Primary School, the school had lower enrolments and therefore the capacity to accommodate this team. This made effective use of the school space.
- b) Plans are already underway to relocate the Vision and Hearing Support Team to the Education and Training Directorate's offices in Stirling (the Hedley Beare Centre for Teaching and Learning – HBCTL). This will follow the relocation of the Canberra College Cares (CCCares) in late 2014/early 2015 to the new facility at the Woden campus of Canberra College.

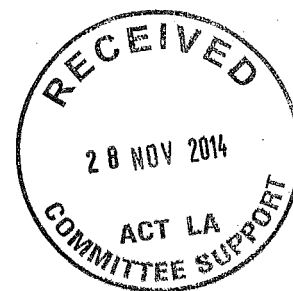
Approved for circulation to the Member and incorporation into Hansard.

Ms Joy Burch MLA
Minister for Education and Training

Date: 2.12.14

MINISTER FOR EDUCATION AND TRAINING
LEGISLATIVE ASSEMBLY QUESTION

QUESTION NUMBER AR 13-14- QON ETYA 12
School Fencing



Mr Doszpot - asked the Minister for Education and Training on 19 November 2014:

- 1) Are all decisions for perimeter fencing for schools based on a school requesting a fence or is it a Directive driven requirement?
- 2) What consideration is given to the use of school playing areas out of hours by the community in determining whether a playing area be fenced off?
- 3) What evidence is there that school fencing reduces vandalism?

MS BURCH – the answer to **Mr Doszpot's** question is:

- 1) Either the Education and Training Directorate or individual schools can put forward proposals for the installation of a partial or full perimeter security fence. This is based on student and staff safety factors and/or school building or equipment security factors.

The decision to proceed with the installation of a security fence is made by individual schools. The school Principal, School Board Chairperson and Parents and Citizens Association President must jointly put forward a written request to the Directorate.

- 2) The Directorate takes into account the opportunities for community access to facilities and equipment. This includes car parking, play equipment, school oval and access to building facilities after hours. While these opportunities are taken into account, the needs of the school take precedence.

Where fences need to enclose a school oval or play equipment, arrangements can be made with the school Principal to gain access outside of school hours.

The final drawings for school security fences are agreed by the School Board Chairperson, Parents and Citizens Association President and the school Principal.

- 3) Over the past five years, there has been a significant reduction in reported vandalism incidents at ACT public schools. The installation of school security fences has contributed significantly to this reduction.

Table 1 below presents the change in vandalism incidents and the cost to repair damage and replace damaged or stolen equipment.

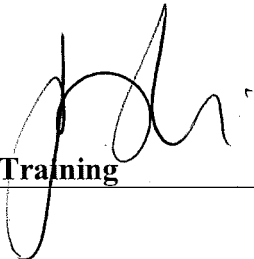
Table 1: School Vandalism Costs:

Year	Total Reported Incidents	Jan – June \$	July – Dec \$	Total \$
2009	300	339,428	267,240	606,668
2010	240	268,050	56,618	324,668
2011	146	186,555	299,437	485,992
2012	147	151,167	131,517	282,684
2013	146	119,486	119,716	239,202
2014	89 ¹	80,681	0	80,681

Note: 1 Incidents reported to 24 November 2014

Approved for circulation to the Member and incorporation into Hansard.

Ms Joy Burch MLA
Minister for Education and Training


Date: 27.11.14