

**DRAFT Education and Training portfolio QoN list  
2017-2018 Supplementary Budget Estimates Hearing  
Questions on Notice = 394**

PDR No	Spoken / Written	Question Submitted By	Question Date	Hansard Page	Outcome	Subject	Full Question Text
SQ17-001109	Spoken	Collins, Jacinta	26/10/2017	35	Schools and Youth	Independent Review into Regional, Rural and Remote Education – remuneration	Senator JACINTA COLLINS: How many hours of work has Professor Halsey been paid for? Mr Cook: I'd have to take that on notice. I don't have that level of detail. Sorry. Senator JACINTA COLLINS: How is his contractual arrangement established? Is it linked to a particular benchmark? How is the hourly rate determined? Those sort of issues. Mr Cook: The hourly rate we'd model around the rem tribunal rate. I would imagine a similar rem tribunal rate. My staff were responsible for this in the schools area. But, again, I'll take that on notice in terms of the actual rem detail.
SQ17-001067	Spoken	Collins, Jacinta	3/11/2017	35	Schools and Youth	Deloitte contract (CN3435417)	Senator JACINTA COLLINS: ....What errors were uncovered through the actual review that the Deloitte contract did do? Mr Cook: I'll have to take that on notice.
SQ17-001110	Spoken	Collins, Jacinta	26/10/2017	36	Schools and Youth	Independent Review into Regional, Rural and Remote Education – submissions	Senator JACINTA COLLINS: How many public submissions were received by the closing date of 29 August?... Senator JACINTA COLLINS: Do you need to take on notice the figure of how many were in by the original advertising closing date? Mr Cook: Yes, I will
SQ17-001111	Spoken	Collins, Jacinta	26/10/2017	38	Schools and Youth	Review to Achieve Educational Excellence in Australian Schools – meetings	Senator JACINTA COLLINS: How many times has the review panel met to date? Mr Cook: Three times. Senator JACINTA COLLINS: Could I have the attendance of each of those occasions, please? Mr Cook: I'm happy to take it on notice, noting the panel is independent from the department. Senator JACINTA COLLINS: Do you provide the secretariat? Mr Cook: We have an independent secretariat that's located outside the department. It's actually not in the department building. I have staff that are offline, not working to me. They work directly to the panel and they're located in another building, so they'll have that information for me. My understanding is everyone's attended, but I'll take it on notice.
SQ17-001112	Spoken	Collins, Jacinta	26/10/2017	38	Schools and Youth	Review to Achieve Educational Excellence in Australian Schools – remuneration	Senator JACINTA COLLINS: Could you provide me with information about the resourcing arrangements for the chair and each member? Again, you'll probably refer me to a Rem Tribunal level—daily, per diem or however it's structured. Mr Cook: Yes. Senator JACINTA COLLINS: Number of meetings that have occurred, the amount of time the chair has needed to be occupied with this task, that sort of thing? Mr Cook: Sure. I am happy to take that on notice.
SQ17-001114	Spoken	Collins, Jacinta	26/10/2017	39	Schools and Youth	Review to Achieve Educational Excellence in Australian Schools – consultation	Senator JACINTA COLLINS: If I recall correctly, individual panel members did rounds of school visits to acquaint themselves. I would have thought this potentially might be even more relevant to this review necessarily than the funding review in terms of how we improve the delivery of excellence. So I'll be curious to find out what their broader consultation process is if you could find a description of that for us. Mr Cook: I am happy to provide that for you. ... Senator JACINTA COLLINS: From your description of the consultation processes that they're engaged in, I'm assuming they're not completing that by 2 November and that there are visits, discussions and the like that are continuing potentially beyond that date. Mr Cook: I would imagine so, but I don't have the stakeholder engagement strategy to hand, so I'll seek that information from the secretariat.
SQ17-001115	Spoken	Collins, Jacinta	26/10/2017	39	Schools and Youth	Review to Achieve Educational Excellence in Australian Schools – submissions	Senator JACINTA COLLINS: Are you able to give me any information on how the receipt of submissions is tracking? Mr Cook: My understanding—no. I thought I had it, but actually I don't. I will have to take that on notice.

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SQ17-001116	Spoken	Hanson-Young, Sarah	26/10/2017	41	Schools and Youth	Schools above and below the SRS in 2018	Senator HANSON-YOUNG: Do we know how many schools will be above the SRS level for 2018 under the new arrangements? Mr Cook: There are two issues around that. First, we're still finalising census data for 2017. That's one of the inputs that we would have. The second input is that, when you talk about SRS, this answer is our assumption about what the state contribution is and our knowledge about what the Commonwealth contribution is. We've got less certainty around the assumptions of the state contribution in 2018 because we're currently working with states and territories around defining what the states' share of the SRS actually is. I'm happy to take it on notice, but I think my response on notice will be that we're unable to do that at this time. ... Senator HANSON-YOUNG: Mr Cook, what information do you think you can give us around an indication of where, roughly, schools or how many schools in whatever system will be above or below? You must— Mr Cook: The most accurate information for us is at it relates to the Commonwealth share, because, again, from 2018 it will be a Commonwealth share— Senator HANSON-YOUNG: Could you provide on notice, based on the Commonwealth's share, how many schools you think will be above, and, I guess, you may as well indicate how many you think would be below. Mr Cook: Sure.
SQ17-001119	Spoken	Hanson-Young, Sarah	26/10/2017	43	Schools and Youth	NCEC correspondence regarding transition assistance	Senator HANSON-YOUNG: Has there been any formal letter or letter of understanding or contact or anything given to the Catholic sector that outlines that this is \$38.2 million, as a transition package, for a 12-month calendar period from 2018? Senator Birmingham: I have written to the NCEC to inform them of that. Senator HANSON-YOUNG: Would we be able to have a copy of that letter? Would you feel comfortable tabling that? I don't see why not. Senator Birmingham: We'll take that on notice. There might need to be a check with them.
SQ17-001122	Spoken	Hanson-Young, Sarah	26/10/2017	44	Schools and Youth	National School Resourcing Board – review of SES score methodology	Senator Birmingham: The review of the SES will be undertaken by the new National School Resourcing Board. That board, after some delays in receiving nominees from the states and territories, is close now to being finalised in its appointment, and it will then take its work and hopefully complete that review by the middle of next year. Senator HANSON-YOUNG: Post-budget? Senator Birmingham: I'll have to take on notice exactly what the proposed reporting date is. Senator HANSON-YOUNG: Are there official terms of reference? Senator Birmingham: There are terms of reference for that review that have been shown in draft format for the consultation requirements under the act to the different stakeholder parties, including the states and territories. Senator HANSON-YOUNG: Could we have a copy of the terms of reference? Senator Birmingham: I am happy to take that on notice.
SQ17-001153	Spoken	O'Neill, Deborah	26/10/2017	45	Skills and Training	VET Student Loans program procurement	Senator O'NEILL: When did the work commence on this? Dr Banerjee: I will take on notice the full span of the work. The contracts listed that we are talking about now are both listed as from January 2017. Senator O'NEILL: The document I'm reading from indicates a start date of 5 January. My question is: why were both contracts only published on 10 March? Dr Banerjee: I will take that on notice. I would have to check.
SQ17-001154	Spoken	O'Neill, Deborah	26/10/2017	46	Cross Portfolio	Late publishing of contracts on AusTender	Senator O'NEILL: To be clear, you're indicating that the department's processes failed. You've missed the 42 days and you're taking responsibility for the delay in publication. It is not Deloitte's fault, is that what you said to me? Mr Markovic: In this instance the responsibility for publishing the contract on AusTender rests with the department. Senator O'NEILL: Whose paperwork was late though? Mr Markovic: I would need to look into that.
SQ17-001155	Spoken	Collins, Jacinta	26/10/2017	48	Early Childhood and Child Care	Review of automated attendance technology in the childcare sector	Senator JACINTA COLLINS: Is that report publicly available or could we see it? Ms Wilson: It's not publicly available at the moment. We are in the process of finalising briefing to the minister. Senator JACINTA COLLINS: Okay. Can I ask on notice to the minister: I would be interested in seeing that report if it can be made available.
SQ17-001156	Spoken	Collins, Jacinta	26/10/2017	50	Early Childhood and Child Care	New modelling data	Senator JACINTA COLLINS: .... Was it explained to the crossbench that the data you were relying upon was based on one million records over one week, but you had a project in train that was seeking to expand that to six million records over a year and you would expect far greater reliability then? Dr Bruniges: I think we did explain the model in the February estimates. My recollection is that we did go through the variations in the model. Senator JACINTA COLLINS: As you can see, there's not much of a crossbench here in estimates. Dr Bruniges: I'm happy to take that on notice and go back and check what we described for you in February, but after the legislation had to be done I'm sure we went through the application of the model to the data, with Mr Palmer, I think it was, at the time.

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SQ17-001157	Spoken	Collins, Jacinta	26/10/2017	52	Early Childhood and Child Care	Activity test	Senator JACINTA COLLINS: Last year you told the Senate inquiry—I can't recall if this was estimates or the inquiry—that you had conducted focus group work on those families who currently say they do not meet the activity test, and around a third did meet the activity test and a third or so could do so fairly readily. Could you provide a summary of that research? I'd be interested to see the detail of that research and indeed any further research you might be looking at on the potential impact of the application of the activity test. Ms Wilson: I'm happy to take that on notice.
SQ17-001158	Spoken	Collins, Jacinta	26/10/2017	53	Higher Education Research and International	Higher education funding growth	Senator Birmingham: No, total government funding grows as well, from memory. But this is 23 per cent funding growth into universities, paid by the government to universities, some of it on behalf of students. Senator JACINTA COLLINS: Can you break up for us that 23 per cent? Can you break it up into the various elements of the package? Senator Birmingham: I will take that on notice for you, Senator. Senator JACINTA COLLINS: How much of the so-called increase, for instance, would come from the New Zealanders and permanent residents taking out loans for international full-fee places? Senator Birmingham: I will have to take that on notice.
SQ17-001106	Spoken	O'Neill, Deborah	26/10/2017	64	Agency: ASQA	ASQA - Aged care courses	Senator GRIFF: Can you provide a breakdown of the nature of those complaints? Prof. Lavarch: I will probably have to take that one on notice. Senator GRIFF: If that could be for the current financial year— Prof. Lavarch: The last financial year. Senator GRIFF: yes—and compared to the previous year, that would be very good. How many providers were found to be noncompliant? Prof. Lavarch: I don't have the figures. I would have to take the figures on notice. In terms of simply aged care and the total number— Senator GRIFF: I would be interested in aged care. Prof. Lavarch: Sorry. We'll have to take that one on notice. Senator GRIFF: Have you actually undertaken any enforcement action in relation to those that have been noncompliant? Prof. Lavarch: Yes, we certainly have. We take enforcement action or we take sanction action in terms of the registration of the providers, including at the top end with cancellation of their registration. If they were particularly poor in that area but overall not too bad, the sanction might be the removal of those particular qualifications from their scope of registration, or there could be sanctions or responses in terms of the imposition of conditions around enhanced reporting requirements and the like. Senator GRIFF: Could you on notice provide a breakdown of that for us? Prof. Lavarch: Yes.
SQ17-001107	Spoken	Griff, Stirling	26/10/2017	65	Agency: ASQA	ASQA - minimum English language level for Certificate III	Senator GRIFF: Is there a minimum English language level for people undertaking a certificate III course? Mr Paterson: I can't answer at that level of detail. I'm happy to take it on notice.
SQ17-001108	Spoken	Cameron, Doug	26/10/2017	66	Skills and Training	Industry skills councils	Senator CAMERON: Dr Bruniges, are the industry skills councils predominantly dominated by employers? Dr Bruniges: I would have to take that on notice. I think there are a number of employers in each of those skills councils. One would expect them to be represented there, but whether it is the totality of each of the industry skills council representations— ..... Senator CAMERON: Could you provide me with a break-down of all the skills councils and who is represented on them and where they are from? Dr Banerjee: Yes.
SQ17-001113	Spoken	Cameron, Doug	26/10/2017	67	Agency: ASQA	ASQA - North East Vocational College in South Australia	Senator CAMERON:.... Have you done any quality assessment of the North East Vocational College in South Australia? Mr Paterson: Not that I'm conscious of. Senator CAMERON: They have a program they're calling the student builder program. Has that been looked at by ASQA? If not, could you have a look at it? Mr Paterson: Student builder, and it's north-east college? Senator CAMERON: North East Vocational College in Adelaide. The minister can help you with where it is and who is there; he's well aware of it. Mr Paterson: Yes. Senator CAMERON: Thanks. If you could take that on notice.
SQ17-001117	Spoken	Cameron, Doug	26/10/2017	67	Agency: ASQA	ASQA - Careers Australia	Senator CAMERON: I think the department referred a complaint to you in June 2014. Is that correct? Mr Paterson: That's probably a level of granularity that I don't have before me. Senator CAMERON: Can you, then, on notice, provide me details of what the substance of the complaint was, when it was investigated and what was the outcome of the investigation? Mr Paterson: In 2014. Senator CAMERON: Yes. Mr Paterson: Happy to take it on notice. Senator CAMERON: Were there any further complaints about Careers Australia made or referred to ASQA? Can you tell me how many, when and what they were. That would be those nine—no, you've done nine audits; it's the complaints I'm looking at. Mr Paterson: They will have been undertaken for a variety of reasons. They could have been associated with change of scope; they could be associated with complaints; they could be associated with renewal applications. Senator CAMERON: Can you provide that information on notice? Mr Paterson: Yes. Happy to.

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SQ17-001118	Spoken	Cameron, Doug	26/10/2017	68	Skills and Training	Careers Australia	Senator CAMERON: Okay. Ms Bruniges, did you—not you personally but the department—look at financial standards and practices in this company? Dr Bruniges: I'd have to take that on notice. It's before my time, so I will ask and find out for you on notice. Senator CAMERON: Could you, on notice, provide me with details of what you did, any correspondence you had with the company and any correspondence you had with the minister in relation to this company, Careers Australia, or any of its associated companies—either the minister, deputy minister, parliamentary secretary, whatever they were called at the time.
SQ17-001121	Spoken	Cameron, Doug	26/10/2017	68	Agency: ASQA	ASQA - NVR Act	Senator CAMERON: ..... Does section 35 of the NVR Act impose any limit on ASQA's auditing powers? Prof. Lavarch: I haven't got the act in front of me but, from memory, section 35 is a section which enables us to undertake compliance auditing. Our limitation in terms of the VET FEE-HELP program was sourced more in the legislation at the time, the HESA Act—the Higher Education Support Act—and its interplay with our legislation. Section 35 allows us to go into organisations and undertake compliance audits. That's a general power that we have. Senator CAMERON: I'm looking at subsection (2), and the powers are very broad. It says: The National VET Regulator may also review or examine any aspect of an NVR registered training organisation's operations to determine any systemic issues relating to the quality of vocational education and training. Why doesn't that allow you to look at the financial situation? Prof. Lavarch: Firstly, that particular power is the power given to ASQA to undertake reviews in relation to its systemic work, as strategic reviews. This is doing work that may not relate to a particular provider per se but to investigate that provider as part of a broader look at providers' activities in a systemic sense. One of the instruments that ASQA regulates—you will find it referred to back in section 26, I think—is called the financial viability instrument. That's our instrument with which we can examine the financial side of providers. Senator CAMERON: Could you provide me an executive summary of how you could deal with this and whether you see this subsection (2) as precluding you from doing any financial— Prof. Lavarch: Yes, Senator, I'm happy to take that on notice.
SQ17-001123	Spoken	Cameron, Doug	26/10/2017	69	Agency: ASQA	ASQA - Review of the National Vocational Education and Training Regulator Act	Senator CAMERON: What review is that? Prof. Lavarch: This is a review that was announced by our minister, Minister Andrews, into this legislation, the National Vocational Education and Training Regulator Act. Senator CAMERON: Is this a ministerial review? Prof. Lavarch: No, it is an independent review. It is being undertaken by Professor Valerie Braithwaite, who is a regulatory expert from the ANU. Senator CAMERON: Can you get me a copy of your submission? Prof. Lavarch: I would like to. Obviously, it was given to the reviewer, and generally there are some constraints around that, but certainly from our end, the answer would be yes, provided there is no objection given by the review.
SQ17-001124	Spoken	Reynolds, Linda	26/10/2017	70	Agency: ASQA	ASQA - TAFE SA	CHAIR: In relation to TAFE SA, you have serious concerns about 16 courses. You are working through the process now with them on those 16. Can you put this in context? In relation to all other TAFEs nationally, how many other similar notices would you have issued in this year? Mr Paterson: I would have to take that on notice.
SQ17-001125	Spoken	Reynolds, Linda	26/10/2017	71	Agency: ASQA	ASQA - notices of intention	Prof. Lavarch: Multiple courses, rather than notices—multiple courses. It's one notice going to 16 courses. For instance, I have got another one here, which was in another state: 13 qualifications were involved in that particular instance. As I say, it is not all that unusual for very big providers that have huge scopes to have some level of noncompliance. It is unusual— CHAIR: To have that many of a very serious nature. Prof. Lavarch: In one hit. That's true. CHAIR: Not going back to 2011, but in the last 12 months, what other notices have you issued? Prof. Lavarch: I would have to take that one on notice, I am afraid.
SQ17-001127	Spoken	Reynolds, Linda	26/10/2017	72	Agency: ASQA	ASQA - TAFE	CHAIR: Mr Paterson, I totally understand that you are absolutely following the correct procedure and I think that the procedure sounds totally appropriate, but my question comes down to the 2,500 students. Some of them will no doubt be expecting to graduate, so what is the time frame for a decision and, in terms of certainty for the students, what sort of time frame are we looking at? Mr Paterson: The relationship between the students is with TAFE SA. It is not with us. CHAIR: So what time frame? Mr Paterson: Any student who is concerned ought to be raising those concerns with the provider, which is TAFE SA. We are looking at the material that they have responded to us with. Obviously, in an area where there is heightened levels of external scrutiny and attention, we will endeavour to respond to this as quickly as we can. I can't say I promise you that our review will be completed by Friday, because that would be an unreasonable thing. I am happy to provide on notice a response to you.

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SQ17-001135	Spoken	Cameron, Doug	26/10/2017	74	Skills and Training	TAFE funding	Senator CAMERON: Given that the Chair has been raising the issue of some alleged problems at TAFE, could you see whether you have the capacity to provide me details of cuts to TAFE around the country from both state governments and federal funding? Dr Bruniges: I'll take it on notice. Senator CAMERON: Thanks . Senator Birmingham: I'd note in relation to federal funding that, essentially, the federal government doesn't directly fund vocational education institutions, generally; we fund students. Senator CAMERON: Let me rephrase it: if you can identify cuts to TAFE funding at the federal level, that would be fine, but could you provide me details of all budget cuts to the education and training system since 2014? Dr Bruniges: I'll take it on notice. CHAIR: Take it on notice from 2007 for the sake of a decade of completeness.
SQ17-001141	Spoken	Cameron, Doug	26/10/2017	75	Skills and Training	Job cuts to TAFE	Senator CAMERON: Secretary, could you can provide me details of the job cuts—if the department has been monitoring that—in the TAFE system across the country? My estimate is that 800 jobs have been cut from TAFE around the country. CHAIR: That would be by state governments, I suspect. Dr Bruniges: It's probably a state government question and probably in the TAFE annual reports of state governments. Senator CAMERON: You don't look at them? Dr Bruniges: I do occasionally, but I couldn't tell you off the top— Senator CAMERON: Well, I'm asking you if you can have a look— Dr Bruniges: I'm happy to take it on notice.
SQ17-001145	Spoken	Leyonhjelm, David	26/10/2017	77	Higher Education Research and International	Bachelor degree attrition rate	Senator LEYONHJELM: You would expect that with 75 per cent, rough figures, continuing on to second year—and then there's a continuing attrition rate over the next two, three or four years; however long it takes—you might end up at something like 50 per cent left overall. That's starting off at the 27, 25 per cent, and that sounds approximately right with the department's figures showing approximately 50 per cent. Mr Learmonth: Maybe we could send an illustrated to give you a cohort analysis for a starting year—what happens to that cohort; how many drop out; how many continue; when are they completing—and just step it out for you, if that would help. Senator LEYONHJELM: Are you talking about taking it on notice? Okay.
SQ17-001120	Spoken	Collins, Jacinta	26/10/2017	84	Agency: AITSL	AITSL - Initial teaching education report	Senator JACINTA COLLINS: In terms of this category of students who are admitted on the basis of their secondary education and had no submitted ATAR, I assume that's not the only element of that class. Are you able to describe for me, apart from the early offer element, what other elements would be in that cohort? Mr Misson: No, not in detail. The early offer is the main one that we're aware of anecdotally. It may be that the higher education people can shed more light on that. It's their data. Senator JACINTA COLLINS: Could you take that on notice for me? Mr Misson: Yes. Senator JACINTA COLLINS: I understand your report showed that this category had increased from 29 per cent in 2006 to 36 per cent now. And, in some institutions, this category was as high as 60 per cent. Do you have any sense of what explains that shift? Mr Misson: Yes, I think it's the same question, and we'll have to take it on notice without digging further.
SQ17-001146	Spoken	Collins, Jacinta	26/10/2017	89	Agency: ACARA	ACARA - NAPLAN Online	Senator JACINTA COLLINS: Well, my question is: are you confident that NAPLAN online will proceed in 2018? But what I'd like to understand in answer to that—and you might want to take this on notice—is what sort of coverage are we're looking at for next year. In one state, is it going to be 60 per cent, and in another or sector— in fact, even by sector would be useful. Mr Randall: I will take it on notice. I note that it won't even be every state next year. Remember, this has always been a three-year transition plan, so some states set themselves a program. But at the moment our sense is that six states and territories will have schools doing it, and I'll come back to you with the numbers that are provided to us to answer your question. Senator JACINTA COLLINS: In fact, if you could give it to us over the transition period, that would be helpful. Maybe one state—say, Victoria, or the Victorian government sector—says, 'Yep, we're doing 30 per cent this year; we expect it to grow to 80 per cent next year and by the year after we expect it to be 100.' If that's possible, that would be helpful information.

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SQ17-001147	Spoken	Collins, Jacinta	26/10/2017	90	Agency: ACARA	ACARA - automated essay scoring	Senator JACINTA COLLINS: I've still got some questions on learning continuum, and probably only a few more on NAPLAN. So, Chair, if you wanted to finish this, even if we went maybe five minutes over, I'd be happy to do it that way. ... Senator JACINTA COLLINS: Gentlemen, that's your ticket home! Look at that smile! Who undertook the work? I gather what you were just describing was a trial of the efficacy of the computer assessment of written— Mr Randall: It goes back a couple of years. In essence, we've overseen it. ACARA has overseen it, working with states and territories and the like. Dr Rabinowitz could give you a bit more of an overview of what we've done to get us to this point. Dr Rabinowitz: I'd be happy to. Senator JACINTA COLLINS: Perhaps you could do that on notice, Dr Rabinowitz, to save time. Dr Rabinowitz: Yes, I'm happy to do that. CHAIR: We're not looking to cut your answers short, but I think brevity at this time of night would be appreciated. Senator JACINTA COLLINS: In that answer on notice, could you respond to the criticisms of Dr Les Perelman if you're aware of those. Dr Rabinowitz: Yes.
SQ17-001126	Spoken	Collins, Jacinta	26/10/2017	93	Schools and Youth	Leading Learning 4 All – origins	Senator JACINTA COLLINS: I'm interested in the Leading Learning 4 All project. How was it decided that the Australian Special Education Principals' Association was the most appropriate body to develop a resource that is aimed at promoting inclusive education within mainstream school settings? Mr Cook: As we do with a number of principal associations, as you're aware, the Commonwealth does provide levels of funding to national principal association organisations, and our practice over recent years has been to move towards them undertaking project based work, as opposed to funding for organisational structures and things like that. My understanding is that the association approached us in relation to this particular project; they provided information in relation to the project, and then we made a decision in relation to funding of the project. Senator JACINTA COLLINS: It was a self-initiated venture? Mr Cook: That's my understanding. It was 2014, so I may have to take it on notice just to be absolutely clear. But that is my understanding.
SQ17-001128	Spoken	Collins, Jacinta	26/10/2017	95	Schools and Youth	Leading Learning 4 All – open letter	Mr Cook: I think it was in the last two days. They have indicated that: In July 2015 ASEPA ... wrote to the President of the Australian Association of Special Education inviting them to collaborate on the development and refinement of these resources. That invitation was declined through direct reply. The website has continued to carry an invitation to provide further materials or enhancement to existing resources. That was what I was referring to. My understanding was there had been an invitation of participation. The other reference about the signatories is the association has indicated that: ... only one of the signatories of the Open Letter has sought to engage directly with the resource developers. This occurred during the website launch ... There has been no direct engagement with the association. The director of the project wrote a response on a blog and she's had no response. That is my understanding based on this. Senator JACINTA COLLINS: Are you able to tell us who is the one organisation that has— Mr Cook: I'm sorry, I don't have that information available to me. It just says 'one signatory'. I'm happy to take it on notice and we can ask the association.
SQ17-001129	Spoken	Collins, Jacinta	26/10/2017	96	Schools and Youth	Leading Learning 4 All – Joint Working Group involvement	Senator JACINTA COLLINS: But this product wasn't shared with that working group before its dissemination? Mr Cook: I'd have to take that on notice. I don't believe so, but factually I don't know. I'm not on the working group.
SQ17-001130	Spoken	Collins, Jacinta	26/10/2017	97	Schools and Youth	Leading Learning 4 All – funding	Senator JACINTA COLLINS: Perhaps you could account for us the full amount and how that's been provided. Mr Cook: I'm happy to do that. My understanding is there are two projects. There's the Learning 4 All project and then the Australian Special Education Principals Association and the Australian Association of Special Education working together on a project that was worth \$174,000 in relation to building understanding of Disability Discrimination Act. I think the total amount wrapped up both of those particular projects, but I will take it on notice.
SQ17-001131	Spoken	O'Neill, Deborah	26/10/2017	98	Schools and Youth	Leading Learning 4 All – videos	Senator O'NEILL: Are the videos up there still the original videos about which the AARE communicated with this organisation over five months ago? Mr Cook: I'd have to take that on notice. I don't know off the top of my head.

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SQ17-001132	Spoken	Reynolds, Linda	26/10/2017	105	Schools and Youth	RoGS data on school funding	Mr Cook: For government schools, the Australian government contribution increased by 7.3 per cent from 2013-14 to 2014-15. In state and territory funding, in South Australia funding for government schools declined by 2½ per cent. In the ACT, state funding declined by 4.6 per cent, and in the Northern Territory it declined by five per cent. ... CHAIR: New South Wales and Victoria? Mr Cook: That was for all schools. CHAIR: And how about for government schools? Mr Cook: I'm just going through my tables on government schools. Sorry, I haven't got that one in front of me. I'll have to come back and see if my staff can give me that one.
SQ17-001133	Spoken	Collins, Jacinta	26/10/2017	111	Schools and Youth	NCCD – system-level reporting	Senator JACINTA COLLINS: I don't mean this at a student or a school level. My question more relates to potentially even a state system that's tracked better over time in dealing with students with disability than a different state system that hasn't. How does the NCCD tell us they're now responding to the new model? Mr Cook: The information we have available at the moment is the national information we've done—the PWC report—and the PWC report did indicate that some sectors had a higher level of understanding of the NCCD than others. Senator JACINTA COLLINS: That's right. I'm trying to understand how that then effects how they're currently reporting. Mr Cook: I don't think I have enough data to make an assumption about that. Dr Bruniges: The issue is data. Senator JACINTA COLLINS: Perhaps you can take that question on notice. You may not be able to answer it adequately at this point. It might be something we need to apply some thought to in the future.
SQ17-001134	Spoken	Collins, Jacinta	26/10/2017	112	Schools and Youth	NCCD – Victorian independents	Senator JACINTA COLLINS: Can you break up the percentages in Victorian independent schools across the four categories? Of that 26 per cent, what percentage is category one, two, three and four? Mr Cook: I am happy to take that on notice.
SQ17-001136	Spoken	O'Neill, Deborah	26/10/2017	112	Schools and Youth	NCCD – Victorian independent students in special schools	Senator O'NEILL: Perhaps I could ask you to take on notice, Mr Cook, what proportion of kids in Victorian independent schools are from special schools or special assistance schools. Mr Cook: Sure. I'm happy to do so. I know there are five special schools, but I'm happy to give you the proportion. Senator JACINTA COLLINS: Well, I think we need a comparison with other sectors, too. Mr Cook: So, is the question for all three sectors? Senator JACINTA COLLINS: You said you thought it was proportionally higher in Victorian independent schools. To understand that, we're going to need to have the information in other states and sectors to gauge that assessment. Mr Cook: So, is the question how many students go to special schools by sector by state? Is that the question? Senator JACINTA COLLINS: Yes. Mr Cook: Okay.
SQ17-001137	Spoken	O'Neill, Deborah	26/10/2017	113	Schools and Youth	NCCD – QA phone calls	Senator O'NEILL: How many phone calls like that would you make? Mr Cook: I'd have to take that on notice. Senator O'NEILL: Per state, and per sector? Mr Cook: I'm sure we've got records, but I'd have to take it on notice.
SQ17-001138	Spoken	O'Neill, Deborah	26/10/2017	113	Schools and Youth	NCCD – QA process	Senator O'NEILL: I will ask you again, on notice, to give me an indication of what the processes are around that—the phone call. If they say no, that that's fine, that's actually—what processes does it set in train? Mr Cook: Sure.
SQ17-001139	Spoken	Reynolds, Linda	26/10/2017	115	Schools and Youth	Students with disability funding	CHAIR: On disability, I'd just like to wrap up and confirm a number of the things you've talked about this evening. Minister or Secretary, can you tell me how much the government is providing students with disabilities over the next five to six years. Dr Bruniges: Yes, I can. It's \$21.7 billion for students with a disability over 2018-27. Do you want a breakdown? CHAIR: I'm happy for you to give that to me on notice.
SQ17-001140	Spoken	Collins, Jacinta	26/10/2017	118	Schools and Youth	ACT non-government funding	Mr Cook: The \$30 million, roughly, for the ACT Catholics and 12 for the ACT independents. Senator JACINTA COLLINS: And that reflects a pro rata calculation of the number of students across the different student? What does that reflect? Senator Birmingham: My recollection is that there's an element of that there in terms of pro rata-ing partly of enrolments and partly of the impact of changes. I might have to take on notice to give you the exact approach that was applied.

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SQ17-001142	Spoken	Collins, Jacinta	26/10/2017	119	Schools and Youth	ACT non-government funding	Senator JACINTA COLLINS: Is it expected that any ACT non-government schools will have their funding cut in nominal or real terms over the first four years, on the basis that the additional 57.9 million adjustment arrangements have been provided? Senator Birmingham: We'll have to take that on notice, given, as Mr Cook said, there is advice coming from the systems in terms of precisely how from their consultations they want to see some of this funding applied for transition. These funding allocations exist outside of the model, so the transition of schools to their share continues. But, then, separate to that, in some instances—very few around the country, but in some instances, particularly here in the ACT—some transitional adjustment funding is applied and is being negotiated based on consultations from those sectors.
SQ17-001143	Spoken	Collins, Jacinta	26/10/2017	122	Schools and Youth	Overfunded schools	Senator JACINTA COLLINS: You may need to take this on notice: if you have transitioned all overfunded schools, whether they are within systems or outside of systems, over a 10-year period, what would be the additional cost? Mr Cook: We are happy to take that on notice.
SQ17-001418	Spoken	Collins, Jacinta	26/10/2017	123	Early Childhood and Child Care	Impact of childcare changes	Senator JACINTA COLLINS: .... Picking up where we were in cross- portfolio, I suppose, I've gone back to the impact of the data and I've looked again at the figures that we were talking about for families in that cohort, 170,000 to 250,000, where we were still going to have most of the families worse off—58,000, versus 40,000 better off. Just correct me if I'm wrong here. The part of that picture that I found quite astounding was that under the first model those to be worse off were 16,000, and that's grown to 58,000. Is that, as you say, simply a result of the greater accuracy of the second model? Ms Wilson: I'm going to try and step this through a little bit more if that's all right with you. Senator JACINTA COLLINS: I'm not sure it's going to work at this hour. You might want to do it on notice instead. Ms Wilson: Yes, I'm happy to do it on notice.
SQ17-001144	Spoken	O'Neill, Deborah	26/10/2017	123	Schools and Youth	Kambala School	Senator O'NEILL: I want to go to some media reportage around Kambala School. Are you familiar with this matter? Senator Birmingham: Is that in the Northern Territory? Senator O'NEILL: No, it's in New South Wales, in Rose Bay; it's probably in the Prime Minister's seat. There was reportage in the Sydney Morning Herald just recently. It indicated that the former principal of this exclusive school is suing the school. She's raised serious allegations about the fraudulent misuse of school funds in her statement of claim that's been lodged in the Supreme Court. My question is: has this been raised with the department? Mr Cook: To the best of my knowledge, no. We haven't seen a statement Senator Birmingham: I'll be cautious here because of the legal issues. I'm pretty confident that my office has been in touch with Minister Stokes's office, and I thought we had sought some advice from the department as well around at what junctures any consideration should be given to any action. But I think it is probably best if I leave it there and we answer questions on that matter on notice.
SQ17-001149	Spoken	O'Neill, Deborah	26/10/2017	130	Higher Education Research and International	HELP debt	Senator O'NEILL: What about the fair value projection? Mr Learmonth: This could be slightly complicated. It depends whether you mean with or without impact of the announced reforms. Senator O'NEILL: Let's have both. Mr Learmonth: I do have an impact. Senator O'NEILL: Let's have both. Mr English: As at the 2017-18 budget— Mr Learmonth: There is some updating going on, so we might have to take this on notice. We can give you the differences. .... CHAIR: What is it without? Mr English: I don't have that number. Senator O'NEILL: Can you take that on notice? Mr Learmonth: We'll come back to you. Senator O'NEILL: Thank you very much. With the detail—I think it is pretty clear. Senator Birmingham: I recall at some stage using a figure of it being around \$2.2 billion less because of the changes. But I don't recall whether that is over the forward estimates or how that \$2.2 billion figure is calculated. We'll give you the exact details on notice. But it is less because of the changes the government has proposed.
SQ17-001150	Spoken	O'Neill, Deborah	26/10/2017	131	Higher Education Research and International	HELP debt	Senator O'NEILL: Thank you for that; it was very helpful to hear it. If you could provide that for me in detail, along with the current government actuary assessment of the HELP that will be unpaid and a bit of an explanation of how this has changed over the years, that would be good. Mr Learmonth: How far back would you like to go? Senator O'NEILL: Probably four or five years. .... Mr Learmonth: We'll give them to you in a table with a bit of an explanation, rather than just the table.
SQ17-001151	Spoken	O'Neill, Deborah	26/10/2017	132	Higher Education Research and International	HELP	Senator O'NEILL: With regard to the New Zealanders and permanent residents taking full-fee loans through HELP, what would the impact of that be on the overall size of the debt held by the Commonwealth? Mr Learmonth: We'll take that on notice.



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SQ17-001152	Spoken	O'Neill, Deborah	26/10/2017	132	Higher Education Research and International	Special grants for infrastructure expenditure	Senator O'NEILL: Have any universities requested special grants for infrastructure expenditure? Dr Bruniges: I don't think so, but we will take it on notice and check.
SQ17-001148	Spoken	O'Neill, Deborah	26/10/2017	133	Higher Education Research and International	Consultations	Senator O'NEILL: Could I ask you on notice for information on consultations. Who are you specifically consulting outside the government? Mr Learmonth: There's a long list that we can give you on notice. We can give it to you now or on notice. Which would you prefer? Senator O'NEILL: On notice would be fantastic.
SQ17-001046	Written	Abetz, Eric	1/11/2017		Cross Portfolio	Staff notices from the Secretary	Please provide the messages (if any) sent to staff (on the most recent occasions) of Christmas/New Year, Easter and Ramadan by the Secretary of the Department at the relevant time.
SQ17-001047	Written	Abetz, Eric	1/11/2017		Agency: ARC	ARC - Staff notices	Please provide the messages (if any) sent to staff (on the most recent occasions) of Christmas/New Year, Easter and Ramadan by the Secretary of the Department at the relevant time.
SQ17-001048	Written	Abetz, Eric	1/11/2017		Agency: ACARA	ACARA - Staff notices	Please provide the messages (if any) sent to staff (on the most recent occasions) of Christmas/New Year, Easter and Ramadan by the Secretary of the Department at the relevant time.
SQ17-001049	Written	Abetz, Eric	1/11/2017		Agency: AITSL	AITSL - Staff notices	Please provide the messages (if any) sent to staff (on the most recent occasions) of Christmas/New Year, Easter and Ramadan by the Secretary of the Department at the relevant time.
SQ17-001050	Written	Abetz, Eric	1/11/2017		Agency: ASQA	ASQA - Staff notices	Please provide the messages (if any) sent to staff (on the most recent occasions) of Christmas/New Year, Easter and Ramadan by the Secretary of the Department at the relevant time.
SQ17-001051	Written	Abetz, Eric	1/11/2017		Agency: AIATSI	AIATSI - Staff notices	Please provide the messages (if any) sent to staff (on the most recent occasions) of Christmas/New Year, Easter and Ramadan by the Secretary of the Department at the relevant time.
SQ17-001052	Written	Abetz, Eric	1/11/2017		Agency: TEQSA	TEQSA - Staff notices	Please provide the messages (if any) sent to staff (on the most recent occasions) of Christmas/New Year, Easter and Ramadan by the Secretary of the Department at the relevant time.
SQ17-001053	Written	Abetz, Eric	1/11/2017		Cross Portfolio	Enterprise Agreement negotiations	In the most recent Enterprise Agreement negotiations, was/were any side-agreement/s, protocol/s, arrangement/s, agreement/s entered into? If so, please provide a copy.
SQ17-001054	Written	Abetz, Eric	1/11/2017		Agency: ACARA	ACARA - Enterprise Agreement negotiations	In the most recent Enterprise Agreement negotiations, was/were any side-agreement/s, protocol/s, arrangement/s, agreement/s entered into? If so, please provide a copy.
SQ17-001055	Written	Abetz, Eric	1/11/2017		Agency: AITSL	AITSL - Enterprise Agreement negotiations	In the most recent Enterprise Agreement negotiations, was/were any side-agreement/s, protocol/s, arrangement/s, agreement/s entered into? If so, please provide a copy.
SQ17-001056	Written	Abetz, Eric	1/11/2017		Agency: ASQA	ASQA - Enterprise Agreement negotiations	In the most recent Enterprise Agreement negotiations, was/were any side-agreement/s, protocol/s, arrangement/s, agreement/s entered into? If so, please provide a copy.
SQ17-001057	Written	Abetz, Eric	1/11/2017		Agency: ARC	ARC - Enterprise Agreement negotiations	In the most recent Enterprise Agreement negotiations, was/were any side-agreement/s, protocol/s, arrangement/s, agreement/s entered into? If so, please provide a copy.
SQ17-001058	Written	Abetz, Eric	1/11/2017		Agency: AIATSI	AIATSI - Enterprise Agreement negotiations	In the most recent Enterprise Agreement negotiations, was/were any side-agreement/s, protocol/s, arrangement/s, agreement/s entered into? If so, please provide a copy.
SQ17-001059	Written	Abetz, Eric	1/11/2017		Agency: TEQSA	TEQSA - Enterprise Agreement negotiations	In the most recent Enterprise Agreement negotiations, was/were any side-agreement/s, protocol/s, arrangement/s, agreement/s entered into? If so, please provide a copy.
SQ17-001060	Written	Abetz, Eric	1/11/2017		Higher Education Research and International	Student Services and Amenities Fee	<ul style="list-style-type: none"> <li>• What is the total amount of Student Services and Amenities Fee revenue collected in 2016?</li> <li>• What is the expected total amount of Student Services and Amenities Fee revenue to be collected in 2017?</li> <li>• Since the response to SQ16-000830, how many investigations have been commenced?</li> <li>- What was the outcome of each investigation?</li> </ul>
SQ17-001360	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Coverage	Is the government confident that there will be adequate coverage for all students that have been left stranded by RTO closures?
SQ17-001276	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Careers Australia Complaints	1. When did ASQA receive the first complaint about Careers Australia? 2. DET referred a complaint about Careers Australia to ASQA in June 2014. What was the substance of the complaint, when was it investigated – and what was the outcome of the investigation? 3. Were there any further complaints about Careers Australia made to ASQA or referred to ASQA? How many, when, what was the substance of those complaints?
SQ17-001279	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - VEE FEE-HELP Targeted Audit Plan	Which Minister was responsible for the VET FEE HELP Targeted Audit Plan? What was the impetus for the VET FEE HELP Targeted Audit Plan?
SQ17-001281	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - VEE FEE-HELP Targeted Audit Plan Design	What was the VET FEE HELP Targeted Audit Plan designed to do? How was it specifically designed to identify problems associated with VET FEE HELP?

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SQ17-001283	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - VEE FEE-HELP Targeted Audit Plan	What was the process for determining what was to be examined in that VET FEE HELP targeted audit? Who was responsible for the design of the VET FEE HELP Targeted Audit and the standards it examined? Did the VFH targeted Audits examine financial standards and practices?
SQ17-001298	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - VEE FEE-HELP Targeted Audit Plan Careers Australia Outcome	What was the outcome of the VFH targeted audit of Careers Australia? Was the Minister and/or the Department advised of the outcome of the Careers Australia VFH targeted audit? When?
SQ17-001302	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Careers Australia Audit Plan	ASQA commenced a compliance audit of Careers Australia in August 2016. What triggered that audit? Were financial standards and practices examined in that audit? What were the findings of the audit? What were the main issues of concern that were raised in that audit?
SQ17-001304	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Careers Australia Concerns	When did ASQA first notify the Minister and the Department of any concerns that Careers Australia was non-compliant with ASQA standards? Did you discuss your concerns based on your investigations for the Aug 2016 compliance audit with DET or with the Minister? When did those briefings take place and with whom?
SQ17-001307	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - VET Student Loans Provisional Approval Process	Was there any communication between ASQA and DET about the process used for provisional approval of providers for VET Student Loans? a. Did DET or the Minister seek your advice? b. Did you offer any? c. When was that advice exchanged?
SQ17-001310	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Careers Australia Provisional Approval	Did you share information with the Department about Careers Australia while they were determining provisional approval for Careers Australia as a provider of VET Student Loans? a. What information did ASQA provide and when did ASQA provide it? Please provide the dates and copies of communications that related specifically to Careers Australia and provisional approval for VET Student Loans.
SQ17-001314	Written	Cameron, Doug	6/11/2017		Higher Education Research and International	Overseas students	How many students come to Australia each year as fee paying students and undertake work integrated learning in Australian businesses? How many Australian businesses are registered to provide training to overseas students and are providing work integrated learning as part of the training delivery?
SQ17-001316	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Crown Melbourne Business Model	Crown Melbourne Limited is currently registered to provide training to overseas students. Does this conflict with 11 (d) of the ESOS Act given Crown Melbourne Limited's primary business is as a casino and hospitality operator? What implications does this business model have for the employment of apprentices and trainees and the workplace learning opportunities for local students given Crown Melbourne Limited is able to use overseas student labour in their operations while being paid by the same students to gain qualifications?
SQ17-001319	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Inception	1. When did the Department first know about the government's Skilling Australians Fund? 2. Was the Skilling Australians Fund discussed at the Senior Officers meeting on April 7 2017? 3. Did the Department provide a briefing to the government on the design of the Skilling Australians Fund policy? Please provide dates for when those briefings took place.
SQ17-001325	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Agreement Details	Are agreements being made with individual states? Have any states made any agreements or in-principle agreements yet?
SQ17-001326	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund State And Territory Payments	When will the national partnership agreement be finalised? When is the earliest that the states and territories can expect a payment under the Skilling Australians Fund? What have the barriers been to finalising an agreement? (they planned for commencement of the SAF from July 2017)
SQ17-001327	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Conditions	Have you received communications from any of the states expressing their opposition to the conditions being expected of them under the agreement? Have any of the states and territories written to the Commonwealth with their concerns at the lack of certainty in the Skilling Australians Fund funding model?
SQ17-001329	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Revenue Security	Have you provided any advice or briefing to the Minister relating to the insecurity of revenue for the Skilling Australians Fund? a. When was that advice provided? (For example b. A report from the Australian Population Research Institute suggests numbers will go down more than may have been anticipated. Has the Department provided a briefing on the contents of that report to the Minister or the Assistant Minister?

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SQ17-001334	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Analysis	Based on Department of Employment analysis the two occupations with the largest number of new jobs over the last 5 years were general clerks and aged care and disability care workers. Skilled jobs that generally don't rely on apprenticeships and traineeships. How will the Skilling Australians Fund ensure skill development for those growing occupations given the government's focus on apprenticeships and traineeships?
SQ17-001335	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund State and Territory Occupations	Have the states and territories expressed concern that these are occupations where they need skill development?
SQ17-001336	Written	Cameron, Doug	7/11/2017		Skills and Training	Skilling Australians Fund Targets	How was the target of 300,000 apprenticeships and traineeships set? Did the Department determine that target? Was this figure set by the Minister or the Assistant Minister?
SQ17-001337	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Targets Risks	Has the Department done a risk analysis on achieving the 300,000 target and identified any barriers to achieving the target? Or any potential 'unintended' consequences that may arise from pursuing such a target? a. If so, what risks have been identified? Was the target set with a view to returning apprenticeship and traineeship levels to those reached in 2012?
SQ17-001338	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Target Concerns	Has any concern been expressed by the states and territories to the Department regarding the 300,000 target? What was the substance of those concerns? Has the target been revised? If so, what is the current target in detail? How many apprentices and trainees? How many pre-apprenticeships? How many higher apprenticeships? And how many non-apprenticeships and traineeships?
SQ17-001339	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Benchmark	Will the Commonwealth set benchmark for the states and territories to reach targets for apprentices and trainees within projects? Is the Commonwealth going to set penalties where targets aren't met? What kind of penalties?
SQ17-001340	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Negative Impacts	Has any risk assessment been undertaken by the Department of potential negative impacts of setting targets for apprenticeships and traineeships at the project level? Please outline the risks identified. Does the Department have concerns that penalties for failure to reach targets might incentivise projects to simply 'fill the order book', rather than ensure that quality and appropriate apprenticeships and traineeships are taking place?
SQ17-001341	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans State and Territories Obligations	Is the Commonwealth placing any requirements on the states and territories with regard to Student Loans (VET FEE HELP and VET Student Loans)? Please outline what requirements and obligations are being or have been set.
SQ17-001343	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans State And Territories Debt Liabilities	Is the Commonwealth requiring the states and territories to share in VET student debt that is not expected to be repaid? What share and quantum of unpaid debt is being passed on to the states and territories and being made their liability?
SQ17-001344	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Documents	Please provide all correspondence back and forth between the Department and the State and Territory Ministers relating to the Skilling Australians Fund? When is the next meeting of Ministers scheduled?
SQ17-001345	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Late Commencement	Has the Department undertaken any analysis to establish the impact on apprenticeship and traineeship rates due to the Skilling Australians Fund late commencement? If so, what does the analysis show?
SQ17-001347	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Numbers	Do all students that have VET FEE HELP debts and VET Student Loans have coverage from a tuition assurance scheme?
SQ17-001348	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Eligible Students	How many students have been eligible for TAS assistance under the VET FEE HELP and VET Student Loans schemes so far? a. By each year? b. By each scheme? c. By each provider that ceased to provide the course? d. By each provider they transferred to?
SQ17-001349	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Students Placed	How many students have been placed with new providers under tuition assurance processes? a. By each year? b. By each scheme? c. By each provider that ceased to provide the course? d. By each provider they transferred to?
SQ17-001350	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Seeking Placement	How many students seeking placement with new providers are still waiting to be placed? a. By each year? b. By each scheme? c. By each provider that ceased to provide the course?
SQ17-001351	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Fee Assurance	How many students have elected to have fee assurance? (Note: this refers to a re-credit of debt for any VET units of study they have commenced but have not completed). (see SQ17-001002 – according to ACPET and TDA 3,800 students had elected to have re-credits as at 3 July 2017) a. Please provide by year, b. By scheme c. By provider that ceasing course offering/operation.

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SQ17-001352	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Replacement Courses	What is happening to those students where there is no replacement course in the area? Ie they have a debt, but they have no provider available to continue their course. a. How many fall into this category b. How much debt does this account for (ie \$)
SQ17-001353	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Student Records	What is happening to those students where they cannot access their student records? a. How many fall into this category? b. How much debt does this account for?
SQ17-001354	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Regocnition of Prior Learning	Who covers the cost of any recognition of prior learning for students that have no student records of their assessment? a. How much does the Tuition Assurance Scheme cover? b. The receiving RTO? c. The Department? d. The student? If they decide to re-sit the courses for which no records have been provided - who pays the new provider?
SQ17-001355	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Students Without Records	Can they get a re-credit/have their debt cancelled where there are no records? a. How many students have requested a re-credit on this basis? b. How many have been successful? If they do receive a reaccredit, do students have access to VET Student Loans assistance at a later time?
SQ17-001356	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Sustainability	Have the TAS operators, TDA and ACPET, made representations about concerns they may have in terms of scheme sustainability? What concerns have they expressed?
SQ17-001357	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Risks	Has the Department undertaken any risk assessments of the sustainability of the schemes? What risks were identified?
SQ17-001358	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Concerns	Have TAS operators made representations about concerns they may have in terms of the schemes effectiveness in protecting students? a. What concerns have been expressed? b. What concerns do you have as the Department?
SQ17-001359	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Payments	Has the Commonwealth received payments from the TAS operators due to student debt being re-credited? a. How much? (per year and by TAS operator) b. How much more is expected to be paid? (per year and by TAS operator)
SQ17-001361	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance Longevity	Where students are unaware they have a debt and they don't realise it until they reach the income threshold for repayment of the debt – which could be in 5, 10 or more years time from now – how is the government ensuring that those people will be protected?
SQ17-001362	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Tuition Assurance Affected Students	How many students that have not been part of the VFH or VSL system have been left stranded due to registered training providers ceasing to operate or to offer courses? Each year since records available. Did all of those students have coverage from a tuition assurance scheme? a. Please provide numbers of students effected each year since records available, and how many were covered by a TAS, and how many were not.
SQ17-001363	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Tuition Assurance Ineligible Students	For the students that fall outside of the tuition assurance schemes, what assistance do they receive to ensure they can continue their studies?
SQ17-001364	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance	What happens to students (and businesses) where the only RTO that serviced the qualification(s) in their region, is closed down?
SQ17-001365	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance ASQA Advice	Does the Department receive or seek information from ASQA to anticipate and deal with the eventuality that a region may lose critical RTO services due to the regulatory action of ASQA?
SQ17-001367	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Student Assistance	1. Have all the VET students that were displaced by the closure of the Careers Australia Group been invited to receive assistance from the tuition assistance scheme? 2. What method is being used by the TAS operator to contact students? 3. How many students have successfully been contacted? How many have not been successfully contacted? 4. What will happen with those students that have not successfully been contacted?
SQ17-001369	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Careers Australia Students Without Loans	1. How many Careers Australia students were impacted by the closure but didn't have a VET FEE HELP or VET Student Loans debt? 2. What tuition assurance scheme covers those students that don't have a VET FEE HELP or VET Student Loans debt? 3. What are the terms of that assurance scheme for those non-loan students? 4. How does it differ from the scheme that covers VET FEE HELP debt holders and VET Student Loan holders? 5. Have the non-loans students successfully received that support? How many? How many have not received assistance?
SQ17-001371	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia	When will the administration of tuition assurance be complete for students impacted by Careers Australia?

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SQ17-001372	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition processes for Careers Australia students	Is the Department being regularly updated by the TAS operator about the tuition processes for Careers Australia students? a. Are updates documented? b. When has the department received documented updates from the TAS operator regarding Careers Australia?
SQ17-001373	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Recredits	1. How many students have elected to be re-credited under the terms of the TAS? 2. How many students have indicated that they require no assistance from the TAS operator? 3. Are there any students seeking placement that are unlikely to be successful? How many?
SQ17-001374	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Secondary Providers	When a new (or secondary) provider takes on a student from Careers Australia under a tuition assurance arrangement, who pays for the delivery of that training?
SQ17-001375	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Placements	How many Careers Australia students have now been placed with a new provider? Where have those students been placed? How many have gone to TAFEs? What proportion does that account for?
SQ17-001376	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Student Support	1. How many hours of training and support has been (and will be) provided by TAFEs to ensure students receive training that they paid for but did not receive from Careers Australia? 2. What has been the cost to the TAFEs? 3. What has been the cost to other secondary providers?
SQ17-001377	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Placement Barriers	Has the TAS operator reported to you that they are facing barriers in placing students? What types of barriers? a. Are any training providers expressing reluctant to take them on? IF so what are their concerns?
SQ17-001378	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia and Think Education	At a recent ACCI conference, the head of Think Education, commented that the company was out of pocket by taking on students that were left stranded by Careers Australia. Are you aware of the costs that Think Education have incurred as a result of taking on Careers Australia students and completing the delivery of training for which Careers Australia has received payment from the Commonwealth?
SQ17-001379	Written	Cameron, Doug	6/11/2017		Skills and Training	Tuition Assurance and Secondary Providers	1. How sustainable is the tuition assurance scheme given the costs that are being borne by the secondary providers? 2. Has there been any representations made to the Department, the Minister or the Assistant Minister from secondary providers, or their representatives, about the pressures they are under as secondary providers?
SQ17-001380	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approvals	What is the process for approving VET Student Loan providers?
SQ17-001381	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval Process	1. Did the Department of Education and Training administer, manage and decide the provisional approvals for VET student loans providers? 2. What was the process did providers go through for provisional approval?
SQ17-001382	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval Process	Over what period were the decisions relating to provisional approval being made by the department? a. When were applications lodged? b. How long did it take for the Department to make a decision? c. When were providers notified of their approval or non-approval?
SQ17-001383	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval Financial Checks	What financial checks did the Department undertake with each provider for provisional approval? a. Were those checks designed to pick up evidence that an RTO was operating insolvent?
SQ17-001384	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval Refusals	What were the reasons for refusing approval for 24 providers that applied for provisional approval?
SQ17-001385	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval for Careers Australia	When did the department provide provisional approval to Careers Australia?
SQ17-001386	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval ASQA Input	Was the provisional approval process done in conjunction with ASQA? a. What types of information was shared between DET and ASQA regarding the provisional approval process?
SQ17-001387	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Careers Australia Provider Approval ASQA Input	Was ASQA involved in the provisional approval of Careers Australia? If so, what was their involvement and what assistance did they provide to the Department?
SQ17-001388	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval Careers Australia Concerns	When did the Department become aware that Careers Australia has been under ASQA audit that commenced in August 2016? Did ASQA express concerns to the Department about Careers Australia's capacity or fitness to provide VET Student Loans?
SQ17-001389	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Provisional Approval	On what grounds did Careers Australia have their provisional approval revoked? How much Commonwealth funding did Careers Australia receive during the period of their provisional approval?

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SQ17-001390	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Liquidation	Is the Department aware that the liquidator managing the Careers Australia process found that Careers Australia may have been operating insolvent from at least December 2016 but most likely from February 2017? Has the Department undertaken (or are they undertaking) any investigation as to how Careers Australia received provisional approval for VET Student Loans when they were experiencing such severe financial problems?
SQ17-001391	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Loans Provider Approval Financial Check Process	What financial checks were undertaken for full approval as a VET Student Loan provider? What processes does the Department have in place to ensure that financially unsustainable RTOs are not continuing to receive student funds via commonwealth loans programs?
SQ17-001392	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Figure Clarification	The Department have provided what appear to be contradictory replies for two questions put in last Budget Estimate: SQ17-001009 - "...as at 15 June 2017, the Department of Education and Training has invited 524,477 students to opt-in for grandfathering of VET FEE HELP in 2017." The reply in SQ17-001010 states, "...As at 8 June 2017, 642,633 invitations had been sent to students to opt-in to be grandfathered for VET FEE HELP in 2017. Which of those two figures is correct?"
SQ17-001393	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Student Contact	What method(s) did the department use to contact students and check their intentions with regard to the transition for VFH? Were all the students that held a VFH debt sent an 'invitation' by the Department? Can the government be sure that all those students received 'invitations' from the Department?
SQ17-001394	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Student Communications	According to SQ17-001009 - 449,229 students have neither opted-in nor transferred to VET Student Loans. Does that mean you received no communication from those 449,229 in responses to the invitations?
SQ17-001396	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Phantom Students	Have you identified any 'phantom' students through the process? How many? What is the quantum of the phantom debts?
SQ17-001397	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Communication Efforts	How does the Department know that students have actually received notification from the department and were made aware of the need to make a decision? Is the Department still making efforts to contact students who they have heard nothing back from? Please outline those efforts.
SQ17-001398	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Student Details	What does the Department know about the students in the group they have heard nothing back from? a. How many have completed a qualification? b. How many are still enrolled in study? c. How many have continued to undertake their study at a different provider? d. How many have abandoned their study? e. How many don't have transcripts or records of their training under VET FEE HELP? f. How many may be unaware of their debt?
SQ17-001399	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Student Reach Out	What efforts are being made by the Department to reach out to students to ensure they have not been subjected to an unfair debt and/or are aware that hold a debt? How many complaints has the Department received about unfair debt since the commencement and VFH, and every year since?
SQ17-001400	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Student Complaints Referred	How many complaints has the Department referred to the VET Student Loans Ombudsman since its inception?
SQ17-001401	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET student loans student complaints received	How many complaints from the VET Student Loans Ombudsman have been referred to the Department? What has been the substance of the complaints referred by the Ombudsman? a. How many have been about VET FEE HELP, how many about VET Student Loans?
SQ17-001402	Written	Cameron, Doug	6/11/2017		Skills and Training	Monitoring VET Student Loans Providers	1. SQ17-000935 states that the Department continues "to monitor providers on an ongoing basis with respect to a range of risk indicators". a. What are those risk indicators? b. What are the steps in the monitoring process? 2. What constitutes and "on-going basis" in terms of monitoring Vet Student Loans providers? How frequently is an RTO monitored? 3. What would constitute a red light under your risk indicators?
SQ17-001403	Written	Cameron, Doug	6/11/2017		Skills and Training	MHM Australasia Student Placement	According to SQ17 – 000574, 235 VET FEE HELP students from MHM had requested course assurance (ie placement in a similar course); 67 had been placed; but 168 were still awaiting placement with a new provider. ACPET advised the Department that they haven't been placed due to: • No similar course available eg bespoke courses • The students are located regionally or rurally and there is not a similar course nearby • Incomplete student records (held by provider) 1. Has there been any further placement of students from MHM? a. If so how many? 2. Have any of those students received any recognition of prior learning to enable recognition of the training they have undertaken for which there are no student records? a. If so how many? 3. Have any of the students without student records been offered or given re-credits for their debts? a. If so how many?

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SQ17-001404	Written	Cameron, Doug	6/11/2017		Skills and Training	MHM Australasia Recredits	What level of re-credits are they entitled to? For example if they cannot access an alternative provider and they have no student records, will they receive a full re-credit of the debt? a. Please provide a breakdown of the proportion and quantum of re-credits that have been paid to students. b. How much had been requested by students, but has not been honoured by the TAS or the Commonwealth?
SQ17-001405	Written	Cameron, Doug	6/11/2017		Skills and Training	MHM Australasia Outstanding Debts	Has the Commonwealth received any repayment of the debts owed to it by MHM? a. What amount remains outstanding?
SQ17-001406	Written	Cameron, Doug	6/11/2017		Skills and Training	Australian Apprenticeship Support Network (AASN) Performance Indicators	1. Please provide the performance indicators and measures used to establish that providers are fulfilling the terms of the contract for each element within a. gateway services for: • screening, • testing, • streaming, • matching, • advice), b. in-training support for: • mentoring, • pastoral care, • advice and information on additional training, • advice and guidance on specialist support options, • engagement with state and territories regarding disputes; c. and universal services for: • advice and guidance to employers and apprentices, • facilitation of access to additional support and services, • training contract sign-up, • client progress contracts and completions • administering the AAIP and TSLs, • and marketing, information and guidance. 2. Please provide the costs that have been agreed for delivery of each of the services as they are outlined above (or all those that are outlined in the contract). Please provide as a range and as an average, if specific prices are being withheld. 3. Please provide the target levels that have been agreed with each provider for each of the services (or all the services that are outlined in the contract). Please provide as a range of the specific targets and the mean target amounts, if exact targets are to be withheld.
SQ17-001407	Written	Cameron, Doug	6/11/2017		Skills and Training	Australian Apprenticeship Support Network (AASN) Future Performance Indicators	Please provide details of the KPIs that will be used to assess the 2nd and 3rd year payments to providers for the provision of gateway, in training support and universal services.
SQ17-001408	Written	Cameron, Doug	6/11/2017		Skills and Training	Australian Apprenticeship Support Network (AASN) Strategies	What strategies is the Department using to ensure that providers are learning and sharing practices from each other to deliver innovation and improvements in service.
SQ17-001409	Written	Cameron, Doug	6/11/2017		Skills and Training	Skills for Education And Employment	1. Is there any provision in the contract tendering process and contracts that protects against an agent (such as a job active provider) that refers clients to SEE services, when they are provider of SEE services? 2. Is the Department aware that this has happened? Have any complaints been received from either students or providers suggesting such practices are taking place? 3. Has the Department undertaken any investigations of such practices? If so, what have been the outcomes?
SQ17-001411	Written	Cameron, Doug	6/11/2017		Skills and Training	Training Product Reform JWP Members	Please provide details of who is on the Training Product Reform Joint Working Party.
SQ17-001412	Written	Cameron, Doug	6/11/2017		Skills and Training	Training Product Reform JWP Documents	Please provide any working papers, discussion papers or reports that have been produced relating to Training Product Reform. Please provide the meeting dates and reporting dates that relate to training product reform – including those that have passed and those in the future.
SQ17-001413	Written	Cameron, Doug	6/11/2017		Skills and Training	National Apprenticeship Forum	Please provide details about the National Apprenticeship Forums including: • The purpose and aims of the forums • How they will be run and who will be running them • When and where they will be held • Who has been invited and who is attending • The outputs/products that will come out of the forums.
SQ17-001414	Written	Cameron, Doug	6/11/2017		Higher Education Research and International	Review of the Australian Qualifications Framework	1. What is the impetus from the review of the Australian Qualifications Framework? Is there a regulatory requirement for a regular review and if so, what is the relevant regulation? 2. Has the review commenced? If so when did it commence? If not when will it commence? 3. Who is/will be conducting the review? 4. What are the terms of reference for the review? 5. When will a discussion paper or any other paper relating to the review be made available? 6. When will stakeholders be invited to contribute to the review? How will stakeholders contribute to the review?
SQ17-001415	Written	Cameron, Doug	6/11/2017		Skills and Training	VET Student Enrolments	Please update the data provided in response to SQ17-000899 (see below) with 2016 data. See below for details of the original request: Please provide the total number of VET students in each electorate for the latest available full year, broken down by level of qualifications studied. Also indicate how many of those students are attending government providers, and how many are attending not-for-profit ,and other provider types. If possible please provide for each of the last five years.

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SQ17-001416	Written	Cameron, Doug	6/11/2017		Skills and Training	Trade Support Loans	1. Please provide the total number of apprentices and trainees eligible to receive a trade support loan and the total number of apprentices and trainees who have received a trade support loan. Please also indicate the proportion of eligible apprentices and trainees who are in receipt of a TSL. In three additional tables, please also provide the above data by state; and by electorate; and by gender. 2. How many loan recipients have dropped out of their apprenticeship? a. What is the total debt that those people hold? 3. How many loan recipients have completed their apprenticeship or traineeship and have had their debt reduced by 20 per cent? a. What is the total amount that has been 'discounted' due to completion?
SQ17-001417	Written	Cameron, Doug	6/11/2017		Skills and Training	Apprentice and Trainee Numbers By Electorate	1. Please provide apprentice and trainee numbers for each quarter over the last five years by electorate. 2. Please provide trade occupation apprentice and trainee numbers for each quarter over the last five years by electorate. 3. Please provide non-trade occupation apprentice and trainee numbers for each quarter over the last five years by electorate.
SQ17-001419	Written	Cameron, Doug	6/11/2017		Skills and Training	Apprentice and Trainee Numbers By State/Territory	1. Please provide apprentice and trainee numbers for each quarter over the last five years by state and territory. 2. Please provide trade occupation apprentice and trainee numbers for each quarter over the last five years by state and territory. 3. Please provide non-trade occupation apprentice and trainee numbers for each quarter over the last five years by state and territory.
SQ17-001420	Written	Cameron, Doug	6/11/2017		Skills and Training	VFH and VSL Debts Data	1. Please provide the total number of individuals in each electorate for the latest available full year with a VFH debt. Also indicate how many of those students are/were attending government providers and how many are/were attending not-for-profit, and other provider types. If possible please provide for each of the last five years. 2. Please provide the total number of individuals in each electorate for the latest available full year with a VET Student Loan debt. Also indicate how many of those students are/were attending government providers and how many are/were attending not-for-profit, and other provider types. If possible, please provide for as long as records are held, by quarter. 3. Please provide the total amount of VFH debt in each electorate for the latest available full year. Also indicate how much of that debt is with government providers and how much is with not-for-profit, and other provider types. If possible please provide for each of the last five years. 4. Please provide the total amount of VET Student Loan debt in each electorate for the latest available full year. Also indicate how much of the debt is with government providers and how much is with not-for-profit, and other provider types. If possible please provide for as long as records are held, by quarter.
SQ17-001421	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTOs	Does ASQA consider the issues of viable alternative provision of training for local businesses and students where a RTO is sanctioned, loses scope, or is de-registered by ASQA?
SQ17-001422	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO closures: impact on regions	Does ASQA undertake any analysis of the impact on local regions of potential closures or scope limitations due to regulatory actions?
SQ17-001423	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTOs	1. Have there been times when ASQA has been concerned about the gap in training delivery that may result from de-registration or loss of scope for an RTO due to ASQA regulatory action? 2. Has ASQA ever raised concerns or discussed such issues with the Department or the government? Please provide dates and copies of any correspondence.
SQ17-001424	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Geographical distribution of training service coverage	Does ASQA provide briefings or reports to the Department of Education and Training that describe the geographical distribution of training service coverage?
SQ17-001425	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO coverage of services	Does the data that ASQA holds allow for there to be analysis of coverage for key qualifications in specific geographical labour markets? For example - if you looked at a region in Tasmania that has a critical industry, like hospitality, can you tell whether there is RTO capacity in that region to deliver the hospitality qualifications that are in demand?
SQ17-001426	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO coverage	Has the Department ever requested such information or data from ASQA? When, and what data?
SQ17-001427	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO closures	How many RTOs have closed due to regulatory decision up to this point this year? And each year since operation? Can you please provide the location of closures (at least by state and territory)
SQ17-001428	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - state and territory breakdown of RTOs	How many RTOs are currently registered with ASQA? Please provide the state territory breakdown of RTO coverage and presence.
SQ17-001429	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO closures	Have closures due to regulatory decisions increased over time? Please provide a time series of closures since ASQA's commencement.



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SQ17-001430	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO closure (trends)	Have you identified any trends relating to the regulatory reasons for closures? Please outline the critical standards RTOs are failing to meet and how they have changed over time.
SQ17-001431	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO closures	Have you identified any trends associated with the RTOs that are closing as a result of regulatory intervention? a. Qualification b. Industry c. Locations d. Metropolitan/regional/rural/remote e. Size of provider f. Any other characteristics ASQA has identified
SQ17-001432	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO closures	1. Can you provide details you hold about each of the RTOs that have closed due to or following ASQA regulatory action? 2. How many students have been affected by those closures up to this point this year? And each year since operation? By place of residence: metropolitan, regional, rural; and state and territory 3. How many of the affected students were covered by tuition assurance arrangements? Please provide numbers by TAS scheme and RTO. 4. How many were not covered? 5. How many have moved to new providers? How many ceased their studies?
SQ17-001433	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - RTO closures	What management process does the ASQA closures team undertake when there is a closure resulting from an ASQ regulatory decision? a. Who does ASQA involve in that process b. What information do you share with DET? c. What information do you share with the tuition assurance schemes? d. What action is taken by ASQA to engage with the local communities or the students affected?
SQ17-001434	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - complaints process	Please provide an outline of ASQA' complaints procedures.
SQ17-001435	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - number of complaints	1. How many complaints has ASQA received from RTOs this year? (and each year since operation) 2. Do you examine and analyse the content of those complaints received from RTOs as part of your improvement processes? 3. What are the main topics of complaint from RTOs? 4. What are the key areas of complaints in relation to regulatory processes undertaken by ASQA? a. Timeframes b. Administrative burden c. Complexity of the process 5. How many of the complaints have been investigated by ASQA? How many were referred on, and to where? 6. What types of actions have been taken by ASQA in response to complaints that have been made by RTOs?
SQ17-001436	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - complaints from students	1. How many complaints or calls of concern have you received from students this year? (and each year since operation) 2. What have been the main areas of complaint or concern from students? 3. How many of those complaints have been investigated by ASQA? 4. What have been the outcomes of those investigations? 5. How many have complaints been referred to the VET Student Loans Ombudsman?
SQ17-001437	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - complaints	1. What information relating to complaints does ASQA provide to the Department and to the Minister? 2. What changes, if any, have been made to ASQA processes in response to key complaints? 3. Does ASQA publish information on complaints received and how they are investigated and resolved? If yes, where?
SQ17-001438	Written	Cameron, Doug	6/11/2017		Agency: ASQA	ASQA - Crown Melbourne	1. Is Crown Melbourne Limited registered to provide training to overseas students? 2. Given the terms of 11(d) of the ESOS Act is there a potential conflict in Crown Melbourne Limited being registered to provide training to overseas students when Crown Melbourne Limited's primary business is as a casino/hospitality operator? 3. Is ASQA concerned that overseas students are displacing local training in Crown Casinos given that as many as 300 overseas students per year pay for training and also undertake work placements in the business as part of their training? 4. How many companies are currently registered to deliver training to overseas students when their primary business is not as an education and training provider? Please provide a list of those companies and the industries and locations they operate in.
SQ17-001395	Written	Cameron, Doug	6/11/2017		Skills and Training	Transition to VET Student Loans Unknown Debt	Did you receive any responses from students who were unaware of the debt they held? a. How many? b. What has happened to the debt held by those people? How many have had the debt re-credited? How many have not, and why not?
SQ17-001366	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia Students Affected	Exactly how many VET students were affected by the closure of Careers Australia? This refers to all VET students including those that have VET FEE HELP debts as well as those that don't.
SQ17-001368	Written	Cameron, Doug	6/11/2017		Skills and Training	Careers Australia VET FEE-HELP Debt	How many Careers Australia students hold VET Fee HELP debts? Were any of the students successfully contacted by the TAS operator unaware of the debt? (if so, how many?)
SQ17-001410	Written	Cameron, Doug	6/11/2017		Skills and Training	Alternative Delivery Pilots	1. Have any interim evaluations, evaluations, reports or interim reports been provided for any of the 5 pilot projects? If so, please provide. 2. Please provide an update of the status of each project against agreed milestones.

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SQ17-001323	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Agreement Finalisation	1. Has a national partnership agreement for the Skilling Australians Fund been finalised? 2. If yes, what was the date of the finalisation of the agreement? 3. If no, what stage is it up to? a. Do you have in principle agreement? b. Is there a draft being considered? c. When is the planned date for a final agreement?
SQ17-001330	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund State and Territory Guarantee	Is the Commonwealth requiring the states and territories to guarantee a specific level of funding for the Skilling Australians Fund? How will that mechanism operate? What are the terms of that provision?
SQ17-001332	Written	Cameron, Doug	6/11/2017		Skills and Training	Skilling Australians Fund Priorities	Is the government prioritising projects that target non-apprenticeship and traineeship skill development?
SQ17-001346	Written	Cameron, Doug	6/11/2017		Skills and Training	State and Territory Funding (apprentices)	How many apprenticeships and traineeships have been foregone due to the lack of funding flowing to the states and territories?
SQ17-001066	Written	Carr, Kim	3/11/2017		Higher Education Research and International	Higher Education budget measures	Do any of the government's budget higher education measures affect any element of the two Research block grant programs – the Research Support Program or Research Training Program? If so, what is the funding profile? Has the Department informed universities of their 2018 research block grant allocations? a. At what stage in 2016 and 2017 was this done? Do the current legislative instruments need to be updated before Department can finalise research block grant allocations? If so, what instruments or determinations?
SQ17-001068	Written	Carr, Kim	3/11/2017		Higher Education Research and International	NCRIS	1. When were the funding allocations for NCRIS in 2017/18 and 2018/19 announced? 2. How were facilities informed? a. On what date was a letter/email sent? b. Was another letter or email sent? On what date? [Yes. Another letter was sent to clarify a mistake in the first regarding facility budgets] c. Why was that? 3. Can I go to QoN SQ17-000709, where you answered that three NCRIS facilities are being discontinued – Groundwater, Australian Plasma Fusion Research Facility, and Biofuels. a. What processes will they be going through to transition out of the NCRIS program? b. Will these capabilities continue in another form? c. Does the Department retain any visibility on these facilities going forward? d. Are there any conditions placed on the disposal of any physical assets? Do they revert to the lead partner, to a consortium, to the government?
SQ17-001069	Written	Carr, Kim	3/11/2017		Higher Education Research and International	NCRIS Agility Fund	1. What is the NCRIS Agility Fund? 2. What is its purpose? 3. When was the agility fund created? 4. Since its creation how much money has been allocated to the agility fund? a. To whom has funding been allocated and on what basis? 5. Are there guidelines for this fund? 6. Who makes the decision to allocate funding?
SQ17-001070	Written	Carr, Kim	3/11/2017		Higher Education Research and International	Humanities platform	1. What progress has been made towards establishing a humanities and social sciences platform? 2. Has any outside work been commissioned on this platform? If so, what work, how much and when will it be completed?
SQ17-001071	Written	Carr, Kim	3/11/2017		Higher Education Research and International	Roadmap advice	1. Did the Chief Scientist provide any additional advice to the government or the department around NCRIS facilities? Any advice on rationalisation beyond that in the published version of the roadmap?
SQ17-001072	Written	Carr, Kim	3/11/2017		Higher Education Research and International	National Infrastructure Advisory Group	1. What progress has been made towards establishing a National Research Infrastructure Advisory Group as recommended by the 2016 National Research Infrastructure Roadmap?
SQ17-001073	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Industrial Transformation Training Hubs	Can you please provide since the inception of the program the: a. Number of applications per funding round b. The number of training hubs funded per round c. The success rates

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SQ17-001074	Written	Carr, Kim	3/11/2017		Cross Portfolio	Paper Procurement	1. What proportion of your paper supply does the Department you buy from Australian companies? 2. What is the value of your paper procurement for financial years 2016-17, and forecast for 2017-18? 3. What proportion is sourced from overseas? 4. Last estimates the Department of Finance advised that in addition to itself, the Departments of Employment and Foreign Affairs and Trade have both changed their paper procurement policies so that they now purchase only Australian made paper. Has the Department received any advice from Finance or any other entity to change its procurement practices? 5. Have you issued any guidance or advice to your agencies? 6. Have your paper procurement practices changed to reflect changes to the Commonwealth procurement rules? 7. In regards to Finance question on notice F098 which states that the Department purchases paper from a number of countries that have had dumping duties imposed against them. How does your paper procurement interact with findings from the Anti Dumping Commission of dumping of paper from Indonesia, China, Thailand and Brazil? a. Do you intend to change your procurement practices? b. Has this been subject to any guidance or advice either from other entities or to other entities of the Department? 8. Why did some agencies - such as AIATSIS and AITSL - in the Department fail to respond to the Question on Notice?
SQ17-001075	Written	Carr, Kim	3/11/2017		Higher Education Research and International	Research Infrastructure Investment Plan	1. What progress has been made towards the development of the Research Infrastructure Investment Plan promised in the budget? a. Has an interdepartmental committee been established? If so what is its composition? b. Which Department is leading this effort? c. How often has this committee met? d. Have any proposals been to Cabinet or the ERC? e. What are the timelines for this plan to be brought to Cabinet? 2. Have you commenced with consultations outside of government? a. Who specifically are you consulting? b. How have these people been chosen?
SQ17-001076	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Engagement and Impact Assessment pilot	1. Have the studies of the engagement and impact assessment pilot been completed? a. What are the results? b. How long did they take? c. What was the response like? d. How many of the responses returned ratings of useful, not useful or not applicable? 2. In terms of the engagement case studies was the response rate like? How many responses returned a not appropriate response? 3. The government set up two advisory committees. What will be their role from now? a. How often have they met to date? b. Will they meet again? 4. What was the advice from the advisory committees, or individual members about the appropriateness of the metrics? 5. Who will be evaluating the pilot processes and outcomes?
SQ17-001077	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Cost to universities	When we last discussed these matters we talking about the UK experience – especially the high cost to universities in participating in the UK’s Research Excellence Framework. Has the pilot borne out your optimism about the administrative burden this measure will place on universities?
SQ17-001078	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Gaming ERA allegations	1. The Australian has reported some fairly remarkable allegations against the Australian Catholic University for ‘gaming the system’, the system being the Excellence in Research Australia exercise. Are you aware of these allegations? 2. When were these allegations brought to your attention? 3. What action has been taken? 4. Minister Birmingham, as was reported in The Australian on the 13th of September, has asked you to investigate allegations universities are gaming the system. a. What allegations is he referring to? Are there others than the allegations against the ACU? b. Have you conducted an investigation? c. What is the nature of the investigation? Who conducted the investigation? d. Has the investigation run its course? e. What conclusions have been reached? f. Will there be any changes or revisions to your approach to ERA as a result? g. Do you have any powers to impose sanctions on universities found to have ‘gamed the system’? 5. How successful were ACU in improving their ERA results in the last assessment? 6. Did any other universities make similar improvements?
SQ17-001079	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Linkage grants and overseas partners	1. Is it usual for projects – particularly Linkage projects – to include international partners – be they research institutes, universities or companies? Can you list some examples from the 2017 grants round?
SQ17-001080	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Grants	1. Are you aware of the work of Clive Hamilton and Alex Joske around ARC grants? 2. These claims are along the lines that the projects funded are aiding the Chinese military. Is that your understanding of the claims? 3. Have you looked into these claims? Do they have any foundation?
SQ17-001081	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Grants with foreign partners	1. When you consider a grant where a university is working with a foreign firm or a foreign government entity how do you handle it, as compared to how you handle a grant request for a project working with an Australian entity or company?

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SQ17-001082	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - Open Access Policy	1. What is the status of your open access policy? Have you completed it? 2. Can you summarise your feedback from the consultation? 3. In ERA 2015 you reported a wide variety of responses from universities in regards to percentage of outputs being identified as open access. Why was that? a. Do you expect that to change when you get results from ERA in 2018? b. Does the policy give you the tools to work out how much of ARC funded research is compliant with the policy, that is open access after 12 months? 4. How does the policy affect the book publishing industry?
SQ17-001083	Written	Carr, Kim	3/11/2017		Higher Education Research and International	Assessment of research system	1. Has the Department completed an annual public assessment of the performance of the Australian research system as recommended by the Watt review? 2. Has any assessment commenced? If so, when? 3. Has any assessment been completed? Has it been considered by Cabinet? Has it been made public?
SQ17-001084	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - HASS disciplines - engagement and impact trial	On any of the indicators piloted did any of the indicators show a superior level of impact or engagement for the HASS disciplines over the STEM disciplines? If so, please describe the indicators and results
SQ17-001085	Written	Carr, Kim	3/11/2017		Agency: ARC	ARC - E&I Assessment usage	1. Are there any plans to use the outcomes of the Engagement and impact assessment in assessing any ARC grant proposals? 2. Has any advice been given to government on the feasibility or otherwise of using the Engagement and Impact assessment in assessing ARC grant proposals or grants under the Research Support Program or Research Training Program as envisaged in the Watt Review?
SQ17-001086	Written	Carr, Kim	3/11/2017		Higher Education Research and International	E&I Assessment usage	1. Are there any plans to use the outcomes of the Engagement and impact assessment in the distribution of Research Support Program or Research Training program allocations? 2. Has any advice been given to government on the feasibility or otherwise of using the Engagement and Impact assessment in assessing ARC grant proposals or grants under the Research Support Program or Research Training Program as envisaged in the Watt Review?
SQ17-001171	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Interim agreement for states and territories	1. Please provide a copy of the interim agreement that states and territories are being asked to sign in relation to funding for 2018. 2. Please summarise the conditions that will be part of the initial agreement that states and territories are being asked to sign in relation to funding for 2018. 3. What will occur if an individual state or territory refuses to sign an interim agreement – will they receive no Commonwealth funding for schools in 2018?
SQ17-001185	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Additional funding for Tasmania	Please provide a year by year breakdown of the \$20m additional funding for Tasmania set out for each year and how the funding is to be used. a. What precisely is the Tasmanian Government required to do in exchange for this funding?
SQ17-001186	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Extra funding for NT Government sector	Please provide detailed information about the \$38.5m extra funding for NT Government sector. a. What is the NT Government required to do in exchange for this funding? b. What exact 'evidence-based' reforms are they required to implement?
SQ17-001195	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Non-Government reform support	Please provide a breakdown of the non-government reform support committed to by the Commonwealth for Catholic and Independent schools by state and sector over the period from 2018 to 2023. Also a copy of the agreements with each state and territory body and proposals put forward by the sectors for use of the money.
SQ17-001168	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Schools related funding including Austender	Please provide a list of all schools related funding (whether through the funding model, or Austender or funding agreements) that have been approved since the 2017-18 Budget.
SQ17-001169	Written	Collins, Jacinta	6/11/2017		Agency: AITSL	AITSL - AITSL's submission to the Productivity Commission Inquiry	In AITSL's submission to the Productivity Commission Inquiry into education evidence base AITSL recommended that an online tool should be developed to improve teachers' access to reliable, valid and timely data on student achievement. What work has AITSL undertaken in this area?
SQ17-001170	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Finalisation of bilateral school funding agreements with the states and territories	At what point in 2018 is the Commonwealth expecting to finalise bilateral school funding agreements with the states and territories
SQ17-001172	Written	Collins, Jacinta	6/11/2017		Agency: AITSL	AITSL - Graduate Performance Assessment Tool	When will the two Graduate Performance Assessment Tool currently being developed by university consortiums' be trialed with graduates? a. Who is monitoring the efficacy of the assessment tools and the trial process? Will there be a formal evaluation? b. Will all universities be required to implement one of those assessment tools?
SQ17-001175	Written	Collins, Jacinta	6/11/2017		Agency: AITSL	AITSL - Higher education providers are not meeting the required graduate teacher standards?	What happens if AITSL become aware or has concerns that specific higher education providers are not adequately equipping their graduates to meet the required graduate teacher standards?

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SQ17-001177	Written	Collins, Jacinta	6/11/2017		Agency: AITSL	AITSL - Summary of AITSL's review of teacher registration across states and territories	Please provide a summary of findings to date on the work AITSL is undertaking reviewing teacher registration and its rigour and quality across states and territories.
SQ17-001179	Written	Collins, Jacinta	6/11/2017		Agency: AITSL	AITSL - Problems identified with preparation and quality assurance of initial teacher education programs	What problems has AITSL identified to-date with current initial teacher education preparation, and quality assurance of initial teacher education programs?
SQ17-001182	Written	Collins, Jacinta	6/11/2017		Agency: AITSL	AITSL - Different resources on AITSL website and frequency of access	Please provide a list of the different resources provided on the AITSL website for teachers and how frequently they were accessed over the course of 2016-17. (please note – if there is a more suitable time period that accords with existing AITSL reporting that will be fine)
SQ17-001196	Written	Collins, Jacinta	6/11/2017		Agency: AITSL	AITSL - Copy of submission AITSL provided to the Gonski Review into Excellence in Educational Outcomes	Please provide a copy of the submission AITSL provided to the Gonski Review into Excellence in Educational Outcomes
SQ17-001197	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Commonwealth capital funding for Catholic and Independent schools	Please provide a table showing Commonwealth capital funding for Catholic and Independent schools each year from 2014 to 2017 and the projected funding each year over the period 2018 to 2027. Also a list of the Catholic and Independent schools that have received capital funding since the start of 2014 and the amount.
SQ17-001205	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Rollout of consumer and financial literacy in schools	Can you provide an update as to the rollout of consumer and financial literacy in schools, which was announced that ACARA will support early this year? When is it expected that all schools will have the capacity to run these educational programs?
SQ17-001207	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Approvals from independent researchers that ACARA has given over the last year to access NAPLAN data	How many approvals from independent researchers has ACARA given over the last year to access NAPLAN data? a. What process does an independent researcher have to go through in order to access NAPLAN data? b. What is the average time that such a process takes? c. How does ACARA collate and disseminate the findings from independent research conducted on NAPLAN data?
SQ17-001209	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Learning progressions currently being developed	What learning progressions are currently being developed? a. How will they be implemented? b. What is their timeline for implementation?
SQ17-001211	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Measurement of non-literacy and numeracy outcomes in schooling	What work has ACARA undertaken on the measurement of non-literacy and numeracy outcomes in schooling, such as wellbeing, creativity, collaboration and problem solving? a. What types of measurement tools exist in this area? b. Have ACARA trialled any of these tools? c. Is ACARA aware of any state governments' trialling different measurement tools in these areas?
SQ17-001212	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Catholic Education Commission of Victoria (CECV) report	A report was sent by the Catholic Education Commission of Victoria (CECV) to your office on 14 March, demonstrating that SES scores are a flawed metric for determining non-government school funding. When did you seek advice about the CECV paper? When did you receive the response from the ABS about the CECV paper, and what did it say?
SQ17-001213	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - What is ACARA's view of the greater use of value-added measures in schooling	The PC Report into the education evidence base was released in May. It recommended greater use of value-added measures in schooling. What is ACARA's view of that recommendation? a. What work has ACARA done on developing value-added measures of schooling or strengthening the existing gain measure of NAPLAN data?
SQ17-001214	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Copy of the proposal on formative assessment that ACARA has developed	Please provide a copy of the proposal on formative assessment that ACARA has developed in conjunction with AITSL and ESA.
SQ17-001216	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - ACARA's priorities	What are ACARA's priorities for the coming year in relation to assessment?
SQ17-001217	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Impact on computer testing of writing	In regards to computer testing of writing, what will be the impact be on the creativity and equality of students' writing ability throughout their education of the computer system's inability to assess creativity, poetry, irony and other artistic uses of writing?

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SQ17-001219	Written	Collins, Jacinta	6/11/2017		Schools and Youth	NCCD Data	1. Please provide for public, Catholic and independent schools in each state and territory the overall proportion of students identified in the 2017 NCCD as having a disability and a breakdown of each category of adjustment. 2. Please provide a breakdown of the 2017 NCCD data by the ICSEA status of schools – bottom 25%, next quartile, third quartile and top quartile of SES, and the proportion of SWD in each and each adjustment category. 3. Please provide a breakdown of the proportion of students included in the NCCD in each state and sector and by each level of adjustment, for the 2016 and 2017 data reports.
SQ17-001220	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - ACARA's role in assessing state and territory curriculum material	Does ACARA have an ongoing role in assessing state and territory curriculum material continues to align with the Australian curriculum? a. What work has been done in this regard? b. Please provide a copy of any work assessing state and territory curriculum material.
SQ17-001221	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Copy of ACARA's submission to the Review into Excellence in Educational Outcomes	Please provide a copy of ACARA's submission to the Review into Excellence in Educational Outcomes being undertaken by David Gonski.
SQ17-001222	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Students assessed needing adjustment in the NCCD	Please provide the total numbers of students assessed as needing adjustment in the NCCD, by state and sector, and by each level of adjustment. Please compare this to the number of students with disabilities currently funded by the Commonwealth under current arrangements, and the proportionate change.
SQ17-001223	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Breakdown of the Victorian independent sector SWD data	Please provide a breakdown of the Victorian independent sector SWD data by each school for 2016 and 2017.
SQ17-001224	Written	Collins, Jacinta	6/11/2017		Agency: ACARA	ACARA - Ways that NAPLAN and associated reporting could be changed to better focus on gain at different levels	In the testimony Mr Randall provided to the Committee he stated "We also talked about a key point we made, which is that we think one of the contributions we have made in recent years is in the way we report data, shifting it from just averages, or things like that, to talking about gains that schools are making. It goes to your point, even, down the track, of being able to put young people's NAPLAN reports on one long scale to talk about the gains they are making. So we think it is really important to build upon that and keep the summary statistics but also talk about the gain individuals are making and that schools are making, because that's what we have to do: get more gain into the system." Please provide a summary of ways that NAPLAN and associated reporting could be changed to better focus on gain, at a student level, school level and jurisdictional level.
SQ17-001225	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Proportion of Victorian students with disabilities from independent schools under the NCCD in 2016	What proportion of Victorian students with disabilities from independent schools under the NCCD in 2016 are from independent special schools or special assistance schools?
SQ17-001241	Written	Collins, Jacinta	6/11/2017		Schools and Youth	SWD data for an individual sector or school	What will occur if the Department has concerns about the SWD data for an individual sector or school?
SQ17-001242	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Evaluation of Maths by Inquiry	What did the evaluation of the Mathematics Inquiry project find?
SQ17-001243	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Deloitte Access Economics on The economic return to lifting schooling quality report	Please provide a copy of the report provided by Deloitte Access Economics on The economic return to lifting schooling quality (Austender reference: CN3342733) a. Why was this contract advertised on Austender on 19 May 2016, when the contract commenced on 18 April 2017?
SQ17-001244	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Independent Review into Regional, Rural and Remote Education - Consultation process	Can you please provide an update as to the consultation process that this review has undertaken?
SQ17-001245	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Independent Review into Regional, Rural and Remote Education	1. When will the final report be provided? 2. When will Professor Halsey complete his review? 3. When and where will the report be published? Will it be publicly available? When? When does the government expect to respond to the report?

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SQ17-001246	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Independent Review into Regional, Rural and Remote Education - submissions	1. What date did submissions open? 2. How many times was public advice on the date for opening of submissions revised? 3. How long was the delay between the first announced date for opening of submissions and the date on which submissions actually opened? 4. How many public submissions were received by the closing date of 29 August? 5. Have extensions been offered or agreed with any organisations or individuals to make a submission? 6. Can you provide a list of who has made submissions? 7. Please provide a copy of all submissions that have been made to the Committee. 8. When will the submissions be publicly available on the Department's website?
SQ17-001247	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Independent Review into Regional, Rural and Remote Education - Budget	What is the total budget for the review: travel and admin? Cost of Departmental resources?
SQ17-001248	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Independent Review into Regional, Rural and Remote Education - public hearings/stakeholder consultations	1. How many public hearings have been held? a. Where? b. When? c. With whom? 2. How many stakeholder consultations have occurred: a. Where? b. When? c. With whom? 3. What was the cost of travel, hospitality and accommodation to the locations for public hearings and consultations? 4. Who else travelled to attend the engagements? Departmental staff? Other?
SQ17-001249	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Year 1 check	1. How many written submissions were provided to the Expert Advisory Panel on Year one testing? 2. Please provide a list of the stakeholders and interested parties who provided a written submission. 3. Please provide a copy of each submission provided to the Expert Advisory Panel on Year one testing. 4. How were stakeholders notified of the opportunity to provide written submissions to this process? 5. Were any complaints received about the short time period stakeholders had to contribute written submissions to this process? If so, from whom?
SQ17-001250	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All - funding to the Australian Special Education Principals organisation	How has the funding provided to the Australian Special Education Principals organisation been expended?
SQ17-001251	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Women in leadership initiatives	Can you provide an update on the Department's women in leadership initiatives?
SQ17-001252	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Part-time staff in the Department	How many part-time staff are there currently in the Department? - Broken down to division and classification
SQ17-001253	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Child care facilities available	Can you provide an update on child care facilities available across all of your work places?
SQ17-001255	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Number of staff recruited and reduced this year	How many staff have been recruited this year? Have there been any staff reductions this year
SQ17-001257	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All - approval	Did the Minister formally approve the funding to the Special Education Principals Association to prepare an inclusive education resource? a. If yes, on what date did this occur? b. If no, why was the Minister not given an opportunity to formally approve spending in this area?
SQ17-001258	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading learning 4 all - website liaison	What other students with disability organisations and relevant academics did the Special Education Principals Associations liaise with in the preparation of the Leading Learning for All website?
SQ17-001259	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All - website content	Have the specific materials referred to in the Open letter of being of concern been removed from the LL4all website?
SQ17-001260	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Staffing	What proportion of Departmental staff currently work in part-time roles, in the following categories? a. Total b. SES Band 2 c. SES Band 1 d. EL2 e. EL1 f. APS levels What proportion of part-time staff in the Department are female? What proportion of the Department's total staff are female?
SQ17-001261	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Advertising expenditure by the Department on Government policy initiatives	How much has been spent on advertising by the Department on Government policy initiatives over the past 12 months.
SQ17-001262	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All - champion training	Schools were being asked to pay \$350pp for the "champion training" that LL4all conducted in cities around the country this week. Is LL4a a for-profit private company? What type of organisation is it and what is that funding being used for?
SQ17-001263	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All - QA processes	What review processes and quality assurance processes are in place, especially given the concerns that have been expressed by leading experts in inclusive education?

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SQ17-001264	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	ANAO report regarding misleading advertising commissioned by the Government relating to higher education policy	Can we have an update on the response to the ANAO report regarding misleading advertising commissioned by the Government relating to higher education policy?
SQ17-001265	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All - Open letter	Did the Minister respond to the open letter on this issue? If so, please specify the data and provide a copy of the Minister's response to the Open Letter.
SQ17-001266	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Money spent to promote the Government's school funding estimator	How much money was spent to promote the Government's school funding estimator?
SQ17-001267	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Teach for Australia - additional funding	1. How much additional funding has been committed to Teach for Australia since the 2017-18 Budget? a. Over what time period? b. What cost per student does this equate to? 2. What measures has the Department put in place to address concerns about Teach for Australia raised in the evaluation report? 3. How will additional funding committed to Teach for Australia be evaluated?
SQ17-001268	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Teach for Australia	1. Does the Department seek feedback from participants in the TFA program and schools participating, and in what frequency? Please provide any summary provided. 2. Has the Department been made aware of any complaints against TFA from those participating in the program? a. Please detail any concerns raised and how they have been addressed.
SQ17-001269	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Communications consultants engaged by the Department in the past year	How many communications consultants have been engaged by the Department in the past year? And at what total cost? What were these communications consultants tasked with?
SQ17-001270	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Funding allocated to promote, inform or advertise about the government's school funding changes	Has any funding been allocated to promote, inform or advertise about the government's school funding changes? If yes, how much?
SQ17-001271	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Flexible Literacy for Remote Primary Schools	1. How is GoodtoGreat schools addressing concerns raised in the evaluation undertaken by Melbourne University? 2. What additional evaluation measures will be conducted to determine the efficacy of the extra \$4.5m allocated to GoodtoGreat Schools for EDI and DI in remote communities in 2018? 3. Why was the evaluation conducted by Melbourne University unable to access jurisdictional data on literacy?
SQ17-001273	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	FOI applications	How many FOI applications were delivered late this year? How many FOI applications to the Minister were re-allocated to the Department in the past year?
SQ17-001254	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All - Assessment	When the Department received the Special Education Principal Association proposal to prepare inclusive education resources, what type of assessment was conducted on their ability to effectively conduct this work? a. Were other students with disabilities stakeholders consulted about the proposal to develop inclusive education resources? b. Was consideration given to whether there would be a more appropriate organisation to conduct this work?
SQ17-001440	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Independent Review into Regional, Rural and Remote Education (Professor Hasley)	1. Please provide the terms of Professor's engagement – his contract or letter of appointment. 2. What is the duration of his appointment?
SQ17-001441	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Leading Learning 4 All – tender process	Why was an open tender process not conducted to develop inclusive education resources?
SQ17-001173	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Funding allocation for approved authorities	1. Please provide a list of each approved authority, the actual funding they were allocated in 2017 (according to the Australian Education Act 2013 in place at the beginning of this year), and the funding they will receive each year to 2027 (Under the amended Australian Education Act, passed in June) 2. Please provide a list of each approved authority and the proportion of the SRS they received in 2017 (according to the settings in place under the Australian Education Act 2013 in place at the beginning of this year), and the proportion of the SRS they will receive each year from 2018 to 2027 (under the amended Australian Education Act, passed in June)



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SQ17-001174	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Break down of funding by state and sector	1. Please provide a breakdown of the \$5billion in funding that resulted from the last minute amendments to the Australian Education Amendment Bill 2017 – by state and sector. 2. How is the Government funding the additional \$5billion in school expenditure that resulted from negotiations with the cross-bench? What savings have been identified to offset this increase in expenditure?
SQ17-001176	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Additional funding committed to schools outside of the model	How much additional funding was committed to schools outside of the model, as a result of transition funding and last minute arrangements resulting from negotiations with states and territories? Please provide a breakdown by state and sector.
SQ17-001180	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Transition adjustment fund	Transition adjustment fund – when will the guidelines and arrangements for this be determined? When will schools be able to apply? a. Please provide a copy of the guidelines and any other documentation available in relation to the transition fund.
SQ17-001183	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Additional funding provided to ACT Schools	Please provide a breakdown by sector and year of the \$57.9m additional funding being provided to ACT schools. a. Summarise the purpose of different elements of the \$57.9m and how much is allocated to each different purpose. b. How will it be split across sectors? c. What are the catholic and independent sectors required to do in exchange for this funding? d. Please provide a breakdown by school and by year of the additional funding they are projected to receive. (The school data should also show the original projected funding for each year under the Australian Education Amendment Act and the revised funding, including transition funding)
SQ17-001187	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Transition assistance funding	Please provide a breakdown by state and by sector of the expected allocation of the \$40m transition assistance funding. Also a list of the schools receiving funding and how much they are projected to receive and copy of the final eligibility criteria.
SQ17-001188	Written	Collins, Jacinta	6/11/2017		Schools and Youth	List of all school funding publicly available on Department's website	Please provide a spreadsheet with the complete school by school public, Independent and Catholic school funding that the Education Minister Simon Birmingham told Estimates on October 26 will be loaded onto the department's website
SQ17-001191	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Continuation of funding arrangements	Please update SQ17-000650 to show the difference between the continuation of the funding arrangements put in place by Labor and the final figures in the Australian Education Amendment Act for 2018 to 2027. The figures should be broken down by state and by sector.
SQ17-001201	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Funding Estimator Tool	Please provide an electronic version of the Funding Estimator Tool (FET) for schools that is provided to states and systems.
SQ17-001203	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Over-funded systemic schools	Why do over-funded systemic schools transition to a lower funding level over 6 years, while similarly over-funded non-systemic independent schools will transition over 10 years?
SQ17-001206	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Schools receiving 80 per cent SRS	1. How much extra funding each Catholic school system receive if their schools above 80% SRS received a ten-year transition, instead of the current six year transition? a. How many schools and students are affected by the six year transition, instead of a 10-year transition as independent schools have, over the next decade? 2. How much extra funding would the Victorian Ecumenical System of Schools receive if their schools above 80% SRS received a ten-year transition, instead of the current six year transition? a. How many schools and students are affected by the six year transition, instead of a 10-year transition as independent schools have, over the next decade? 3. How much extra funding would the Lutheran school system receive if their schools above 80% SRS received a ten-year transition, instead of the current six year transition? a. How many schools and students are affected by the six year transition, instead of a 10-year transition as independent schools have, over the next decade?
SQ17-001208	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Greatest number of schools affected by the six-year transition period for schools over 80% of their SRS?	Which five electorates have the greatest number of schools affected by this six-year transition period for schools over 80% of their SRS?
SQ17-001210	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Transitioning schools funding calculation	Page 16 of the Explanatory Memorandum to the Australian Education Amendment 2017 states that transitioning schools will have their funding calculated on a "consistent" basis. Does the government's funding model treat transition schools consistently?
SQ17-001215	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Students with disability funding	Please provide a table showing the ID number, sector and name of each Approved Authority, the notional amount of students with disability funding currently projected to be allocated in 2017 and 2018 and the current projected number of SWD in 2017 and 2018.

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SQ17-001218	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Projected Commonwealth funding for students with disability	Please provide a table showing the latest projected Commonwealth funding for students with disability for each state and territory, broken down by sector, over the period 2017 to 2027
SQ17-001226	Written	Collins, Jacinta	6/11/2017		Schools and Youth	First national moderation of NCCD in 2017	Mr Cook stated that the first national moderation of NCCD in 2017. a. What precisely did this national moderation cover? b. How many schools data was moderated? c. Please provide a summary of the findings and results from this moderation process.
SQ17-001272	Written	Collins, Jacinta	6/11/2017		Schools and Youth	National School Resourcing Board	1. How much funding has the Government allocated to the National Schools Resourcing Board? 2. How many Departmental staff have been allocated to the National Schools Resourcing Board? a. At what levels? b. What is the total cost of the staffing allocated to NSRB? 3. When will the first meeting of the NSRB be taking place? 4. How much (in exact dollars) will the Chair and each member of the NSRB receive for each meeting? a. What other payments will the Chair and Board members be eligible for?
SQ17-001275	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Review to Achieve Educational Excellence - submissions	Please provide a copy of any submission provided from a stakeholder or other interested party as part of the Review Process.
SQ17-001292	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Review to Achieve Educational Excellence - commissioned work	Has the review commissioned any work from consultants, academics or other parties? a. Please provide a description of the work any third party is undertaking. b. Please provide the estimated cost for each piece of work being undertaken by a third party.
SQ17-001297	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Review to Achieve Educational Excellence	What work will the panel produce? Have they submitted any preliminary findings or reports? If yes, please provide a copy.
SQ17-001300	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Review to Achieve Educational Excellence - process	Is this review process on track to report by March 2018?
SQ17-001305	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Review to Achieve Educational Excellence - departmental resources	What Departmental resources are being used for the Review Secretariat? How many Departmental staff have been allocated to the Review Secretariat and at what levels? What other costs are associated with the review? How much funding has the Department allocated to fund the review? What is the estimated total cost of the Review?
SQ17-001256	Written	Collins, Jacinta	6/11/2017		Cross Portfolio	Total Budget for legal staff in the Department	What is the total Budget for legal staff in the Department? How much is spent on external legal advice? How many lawyers are seconded from private firms to work in the Department?
SQ17-001227	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Moderation of the SWD approval by Government	When was the \$20million for moderation of the SWD approved by the Government and when was it was announced? How will the \$20 millions for moderation be spent?
SQ17-001178	Written	Collins, Jacinta	6/11/2017		Schools and Youth	Schools funding estimator	1. What work did the Department undertake to risk assure and check the Schools Funding estimator before its publication in May 2017? 2. When will the School Funding Estimator website go "live" again? If the School Funding estimator will not be made available in the same form, why not?
SQ17-001087	Written	Griff, Stirling	3/11/2017		Skills and Training	Australian Industry and Skills Committee	Can the Department please clarify the Australian Industry and Skills Committee's role and powers with regards to setting aged care curriculum, including core and elective subjects?
SQ17-001088	Written	Griff, Stirling	3/11/2017		Skills and Training	Aged care training	What is the Department's role in the development and oversight of aged care training, such as the Certificate III in Aged Care?
SQ17-001089	Written	Griff, Stirling	3/11/2017		Skills and Training	Quality of aged care training	Given concerns raised by ASQA and the recent Senate Inquiry into the aged care workforce regarding the duration and quality of aged care training, can the Department advise what work is being done, if any, and by whom, to improve the quality of aged care training? What is being done to standardise packages / courses in the aged care sector?
SQ17-001090	Written	Griff, Stirling	3/11/2017		Skills and Training	Certificate III in Aged Care	"In the Australian Skills Quality Authority 2015-16 Annual Report it was identified that the Certificate III in Aged Care was one of the three most concerning training products, based on ASQA's complaints and audit non-compliance data. ASQA's recently released Review into unduly short training also found 74 per cent of RTOs had advertised courses which did not meet the minimum time requirement. The Senate Inquiry report into the future of Australia's Aged Care Sector Workforce also noted many submitters were concerned that VET training programs "do not adequately equip personal care workers with the necessary theoretical and practical skills and knowledge for work in the aged care sector". a. Is the Department aware if AISC and the 'Direct Client Care and Support' IRC has considered these issues and is revising existing training package requirements? If not, can the Department direct AISC to do so?"
SQ17-001091	Written	Griff, Stirling	3/11/2017		Skills and Training	Departmental direct engagement with RTOs	Does the department have any process of direct engagement with RTOs where course graduates are found to be lacking the relevant skills? If not, what happens in these circumstances?

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SQ17-001303	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Child Care Subsidy Marketing Campaign	Could you provide an update on the \$16 million marketing campaign on the new Child Care Subsidy? a. Have you consulted with the sector on the development of the campaign? b. Please provide details of the consultation.
SQ17-001322	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Cost of Compliance	What is the department's estimate of the additional compliance cost to providers of providing this information to the Department? a. Was this included in the RIS estimate of compliance costs?
SQ17-001092	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	21st Century skills	1. Is ACARA or the department exploring how to better measure so-called 21st Century skills? a. When will we see measurement of these skills more routinely incorporated into teaching and reporting on school outcomes?
SQ17-001093	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	2020 Review of the Australian Curriculum	1. With the national curriculum due to be updated in 2020, what work is being done to understand what student outcomes (in academic performance; broader cognitive skills; non-cognitive capabilities) are most predictive of student success after school? 2. What work is being done to ensure a better balance between breadth and depth in the updated curriculum?
SQ17-001094	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Future workforce needs and teacher training	1. What planning is the department doing about future workforce needs (including gaps in subject areas such as mathematics and languages) to inform the number and type of new teachers that will need to be trained? a. Specifically, what does the department assume in its modelling about the rates of attrition of existing teachers, particularly attrition during the first five years of teaching?
SQ17-001095	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Highly Accomplished and Lead Teachers (HALTs)	1. Can the department provide its estimates of how the number of Highly Accomplished and Lead Teachers (HALTs) is expected to grow over the next five years? Given that the Commonwealth is leading the certification of HALTs through AITSL, what assurances can the department provide that HALTs are being used within schools in ways that make best use of their skills to drive school improvement?
SQ17-001096	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Students disengaged in schools	1. The Grattan Institute has reported that 40 per cent of students are regularly disengaged in school. What research is being done (by AITSL or the department) to better understand the root causes of disengagement, and to gather better information about the patterns of disengagement and its impact on learning?
SQ17-001097	Written	Hanson-Young, Sarah	3/11/2017		Agency: ACARA	ACARA - NAPLAN scores and measuring of student learning gain	Given that student gain in NAPLAN scores is strongly related to student starting point (with low-performing students typically making higher gains and high-performing students typically making lower gains), what progress has ACARA made to develop a better measure of student learning gain in a way that can be used to compare progress more robustly across schools and systems?
SQ17-001100	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	National School Resourcing Board	1. What progress has been made on implementing the National School Resourcing Board? In particular, could you provide information in relation to appointments, where the process is at in terms of clarifying the terms of reference, and creating the supporting capabilities to enable the Board to function effectively and efficiently?
SQ17-001101	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Government's investments in parent and community engagement and support	1. Could the department update us on the government's investments in parent and community engagement and support? a. Is there evidence that these investments are having any impact on parent and community engagement, or on student outcomes?
SQ17-001104	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	National consistent student identifier	1. Could the department update us on any progress that has been made towards having a nationally consistent student identifier?
SQ17-001105	Written	Hanson-Young, Sarah	3/11/2017		Early Childhood and Child Care	Unequal access to early childhood education	What analysis has the department done or commissioned to understand the impact of unequal access to early childhood education? What analysis has the department done or commissioned to deliver better targeted access to high quality early childhood education to disadvantaged families?
SQ17-001228	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Guidance Note on Wellbeing and Safety	Can TEQSA please outline the process for drafting the Guidance Note on Wellbeing and Safety?
SQ17-001229	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Guidance Note on Wellbeing and Safety	TEQSA's Guidance Note on Wellbeing and Safety was released by TEQSA on 4 August 2017, immediately following the release of the Australian Human Rights Commission's Change the Course: National report on sexual assault and sexual harassment at Australian universities on 1 August 2017 and the Australian Human Rights Centre (AHRCentre) at UNSW's On Safe Ground: A Good Practice Guide for Australian Universities on 3 August 2017. TEQSA's media release on 4 August 2017 made reference to both reports. - Was the preparation of this Guidance Note influenced by these reports and if so, how?

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SQ17-001230	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Guidance Note on Wellbeing and Safety	1. The Guidance Notes on Wellbeing and Safety are open for a three-month consultation period until 28 October 2017. a. How many submissions have been received to date? b. Who have the submissions been received from? c. What has been the flavour of the submissions (supportive / critical)? d. Will these submissions be made public? 2. Once the consultation period closes what is the process for the finalisation of the Guidance Notes on Wellbeing and Safety?
SQ17-001231	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Guidance Note on Wellbeing and Safety	Recommendation 2 in the Australian Human Rights Centre at UNSW's On Safe Ground: A Good Practice Guide for Australian Universities report, released on 3 August 2017, suggested that TEQSA "should develop Guidance Notes in relation to existing Standards 2.3 (Wellbeing and Safety) and 2.4 (Student Grievances and Complaints) of the Higher Education Standards Framework (2015) to provide greater clarity to universities in interpreting and applying these Standards as they relate to Australian university efforts to address and prevent sexual violence." a. Will TEQSA be preparing and releasing Guidance Notes on Standards 2.4 (Student Grievances and Complaints)? b. If so, when? c. If not, why not
SQ17-001232	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Guidance Note on Wellbeing and Safety	TEQSA's draft Guidance Note states that "TEQSA may also be alerted to lapses in the wellbeing and safety environment through complaints or references from other agencies." a. Could TEQSA expand on what they envisage in referring to "complaints or references from other agencies"? b. Does this reference mean that TEQSA envisages that complaints could be made by students (or their representatives) to TEQSA when a university has failed to fulfil the Threshold Standards, or where there has been a lapse in the wellbeing and safety environment at a university? c. Is TEQSA intending to release further guidance around how such complaints may be made by students (or their representatives) to TEQSA?
SQ17-001233	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Guidance Note on Wellbeing and Safety	Recommendation 2 in the Australian Human Rights Centre's On Safe Ground further recommended that "TEQSA's quality and compliance assessments should include a special focus on universities' management and reporting of sexual assault and harassment with reference to the Threshold Standards 2.3 (Wellbeing and Safety), 2.4 (Student Grievances and Complaints) and 6.2 (Corporate Monitoring and Accountability)." - What is TEQSA's response to this recommendation?
SQ17-001234	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Complaints Processes re: sexual violence	If TEQSA simply takes into account complaints they receive when they're renewing registrations, does that mean that it could be 7 years before universities (or other providers) are even asked questions about a complaint made by a student?
SQ17-001235	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Complaints Processes re: sexual violence	In relation to student complaints mechanisms, TEQSA's website states that "TEQSA has specific confidentiality obligations. This means we are not able to advise you of any regulatory action we may take in relation to the specific matter of the complaint." a. Can TEQSA outline what these confidentiality obligations are and why they limit TEQSA's ability to advise a complainant about the progress of their complaint? b. If TEQSA doesn't publish anything about complaints they've received, or about outcomes or conditions, how are universities and other providers held accountable?
SQ17-001236	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Complaints Processes re: sexual violence	On 8 September 2017, on behalf of a student, End Rape on Campus Australia (EROC Australia) lodged a complaint with TEQSA against a university who has failed to comply with several of the Threshold Standards as they relate to instances of sexual violence within the university community. a. Has TEQSA received a similar complaint, in relation to sexual violence at a university, before? b. Can TEQSA advise how they are responding to this complaint? i. What is the process for investigating the complaints raise by EROC Australia on behalf of the student? ii. What are TEQSA's timeframes for investigating this complaint? iii. Has TEQSA communicated with EROC Australia regarding the complaint? c. How will TEQSA communicate its findings to EROC Australia following investigation of the complaint?
SQ17-001237	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - Complaints Processes re: sexual violence	Can TEQSA please advise what progress has been made, since the 8 August Canberra Times article, in formulating what higher education providers will be required to include in their submissions to demonstrate that their operations meet the relevant requirements of the Threshold Standards?
SQ17-001238	Written	Hanson-Young, Sarah	7/11/2017		Higher Education Research and International	University responses to Australian Human Rights Commission report	Can TEQSA confirm that Minister Birmingham's correspondence to Australian universities, referred to in his media release on 1 August 2017, involved a request that universities respond to TEQSA regarding their response to the Australian Human Rights Commission's survey findings and recommendations. Was there a deadline involved in Minister Birmingham's correspondence to universities?

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SQ17-001239	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - re: university responses to Australian Human Rights Commission report	1. It was reported in a Canberra Times report on 19 September 2017 that 24 of Australia's 39 universities had responded to TEQSA. a. How many universities have now responded? b. Which universities have not yet responded? 2. Will these responses from universities be made public by TEQSA? a. If not, why not?
SQ17-001240	Written	Hanson-Young, Sarah	7/11/2017		Agency: TEQSA	TEQSA - re: university responses to Australian Human Rights Commission report	What have been universities responses to the findings and recommendations outlined in the Australian Human Rights Commission's report?
SQ17-001274	Written	Hanson-Young, Sarah	6/11/2017		Schools and Youth	Universal Access to Preschool	At Estimates earlier this year (SQ17-735) you advised that in the 2015 NPA, \$86m in funding was withheld from two states (NSW and Queensland) for not meeting performance benchmarks. Which benchmarks did those states fail to meet? Has the 2016 NPA been finalised? Which states failed to meet which benchmarks and how much was withheld?
SQ17-001277	Written	Hanson-Young, Sarah	6/11/2017		Schools and Youth	Universal Access to Preschool - early learning/school outcomes	Has the Department undertaken any work on the impact of participation in early learning and the later impact on school outcomes? What does that work show?
SQ17-001278	Written	Hanson-Young, Sarah	6/11/2017		Schools and Youth	Universal Access to Preschool - future funding agreements	1. Have any agreements for funding of universal access with the States and Territories for 2018 been finalised yet? If not, why not. What are the issues in dispute? Is it concerning that we are now through to October and agreements have not been finalised? 2. When will arrangements for 2019 and beyond be finalised?
SQ17-001280	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Impact of child care changes	The Minister released new modelling data on 17th October and the results were somewhat different from the results in the last modelling data released by the Minister on the 30th January 2016. Could you explain why the results are so different?
SQ17-001282	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Impact of child care changes	One big change was in the composition of families. In January last year, the model said there were 250,000 families earning less than \$65,000 and now the figure seems to be closer to 400,000 families? a. Why is the model producing such a big number of low income families now compared to 18 months ago?
SQ17-001284	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Impact of child care changes	The Minister's media release said: "Around 88,000 families will receive reduced hours of supported child care compared to current arrangements". Are they all on incomes below \$65,000?
SQ17-001285	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Impact of child care changes	What are the total number of families now expected to be worse off, better off and the same under the reforms, and how does that differ from the estimates the Department provided in January 2016?
SQ17-001286	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Impact of child care changes	For completeness, could we have a detailed breakdown of the number of families better off, worse off or the same for the income categories: FAMILY INCOME \$0-65,710 \$65,710-170,710 \$170,710-250,000 \$250,000-350,000 \$350,000+
SQ17-001287	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Impact of child care changes	The modelling shows that for families earning between \$170,000 and \$250,000 most will be worse off – 58,000 compared to 33,000 better off. Yet the modelling last year showed the vast majority of these families – over 80% - would be better off. What has changed?
SQ17-001289	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Modelling behavioural change	What is your expectation on behavioural change for families that do not meet the activity test?
SQ17-001290	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	CCB and CCR data	Could you provide the breakdown of CCB and CCR recipients by Federal Electorate?
SQ17-001293	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Forward estimates for child care assistance	Could you provide the forward estimates of expected numbers of children and families receiving child care assistance for each year of the forward estimates? a. Could this be broken down by LDC, FDC & OOSHC?
SQ17-001294	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Growth projections in enrolments	Referring to question SQN17-893 on growth of enrolment in approved childcare serves where you state that much of the reduction in numbers has occurred in family day care. a. What are the growth projections in enrolments for LDC, FDC & OOSHC over the forward estimates?
SQ17-001295	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Children in care data	What do you estimate is the proportion of children in child care by age?
SQ17-001296	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	CCB data	How many families receive the maximum rate of CCB? What percentage of the total number of families receiving CCB is that?
SQ17-001299	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Modelling behavioural change	What assumptions does the Government's modelling assume about behavioural change with the new subsidy? a. Are you expecting more or less families to take up places?
SQ17-001301	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Modelling behavioural change	How much of this change will be current families booking extra days or parents deciding to return to the workforce? a. What proportion do you allocate to each? b. Please provide that breakdown by income bracket.

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SQ17-001306	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Information about new child care system	Will there be additional resources for dedicated help lines for families and child care providers. Or will they be added to the 40 minute plus wait queues at Centrelink?
SQ17-001308	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Information about new child care system	What resources will be provided to make sure providers can answer families' questions about the new system without going to Centrelink?
SQ17-001309	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	New IT System	Can you provide a detailed update on the building of the IT system to support the Child Care Subsidy? a. Given 15,000 providers and 1.1 million families need to transition by July 2 and the details of over 100,000 staff entered in, when will the build be complete and training of the sector commence.
SQ17-001311	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	New IT System	20. What will the new IT system do that the current one doesn't? a. How much wider is the scope? b. Has the scope been settled? c. Have all the agencies involved agreed on the scope (DET, DSS and DHS).
SQ17-001313	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	New IT System	Can you provide a detailed timetable for rollout of the new IT system and its new components?
SQ17-001315	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Child Care Subsidy Ministerial Rules	When will the Child Care Subsidy Ministerial Rules be tabled? a. Have you consulted with the sector and the States? b. Are there any outstanding concerns with the draft rules that the sector or the States have raised?
SQ17-001317	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Activity Test	The Minister promised that the activity test will be a 'very light touch'. Will the rules reflect that so that we won't have vulnerable children locked out of their early learning centres come July 2, 2018?
SQ17-001318	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Activity Test	How will workers with casual and irregular hours be treated? a. Will they need to report their changed hours to Centrelink every fortnight?
SQ17-001320	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Cost of compliance	What impact would increased compliance costs have on child care fees, or reducing contact time with children?
SQ17-001321	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	New IT System	I am interested in what data that the Government proposes to collect on attendance hours. a. Will this be part of the IT system in July next year (or later on)? b. Will providers then be expected to manually provide attendance data?
SQ17-001324	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Attendance data	Is attendance data a requirement of the new Act, or something over and above the scope of the new Act?
SQ17-001328	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	New IT System	30. What additional security requirements will be expected of providers to log into the new IT system? a. How much will this add to the cost of compliance? b. Was this included in the RIS estimate of compliance costs? c. What particular compliance issue will this address?
SQ17-001331	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Information about child care employees	Will you be requiring providers to provide additional information on their employees than you require now, or on those with 'management and control' responsibilities? a. Were these new requirements canvassed in the RIS? b. What will be the additional compliance cost to providers of complying with these new rules?
SQ17-001333	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Regulation Impact Statement	Given all the additional compliance measures in the Rules and the IT system not considered in the 2015 RIS, did you consider doing a new Regulation Impact Statement so that the Government's proposed regulatory approach could be properly tested, and the true cost of families and providers publicly canvassed.
SQ17-001098	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Funding model for students with disability	1. What reactions has the department had from the broader education community about the new funding model for students with disability, and how are you responding? a. What work has the department done internally (or commissioned) to identify potential issues, risks from this new funding system, or to improve it going forward? 2. What are the proposed costs of the changes to funding, and how does this compare (on a year-by-year basis for the next five years) to previous arrangements?
SQ17-001099	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Quality assurance mechanisms to ensure disability funding flows	1. What quality assurance mechanisms are being put in place to ensure that the extra disability funding flows to those students who need it most? There are claims that wealthier schools are benefitting disproportionately from being able to formally diagnose disability and/or to show the accommodations they are making for students with disability. What evidence does the department have to either support or refute these claims?
SQ17-001102	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Gonski 2.0 legislation	1. In the Gonski 2.0 legislation, school indexation was set at a fixed rate for three years before moving to a floating rate in 2020. In the light of ongoing low wages growth across the economy, what are the implications of an indexation rate that is much higher than wages growth? Specifically, what are the estimated costs to the federal budget over the next decade of the fixed rate indexation model, versus moving to a floating indexation rate in 2018 or 2019?

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SQ17-001103	Written	Hanson-Young, Sarah	3/11/2017		Schools and Youth	Implications of the fixed indexation rate	1. What analysis has the department done about the implications of the fixed indexation rate being higher than cost growth for state budgets (given the requirement for states to fund at least to 95% of SRS)?
SQ17-001288	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	Research on Activity Test	Last year, you told the Senate Inquiry that of those families who currently say they do not meet the activity test, you had conducted focus group work and around a third did actually meet the activity test and a third or so could do so fairly readily. Could you provide a summary of that research? a. Have you done any further research?
SQ17-001312	Written	Hanson-Young, Sarah	6/11/2017		Early Childhood and Child Care	New IT System	How was the scope of the new IT build determined? a. Does it mirror the issues canvassed in the Regulatory Impact Statement? b. If not, what does the Department estimate the cost of compliance will be for families and providers?
SQ17-001159	Written	McAllister, Jenny	6/11/2017		Cross Portfolio	Staffing	For each department and agency in the portfolio: Please provide as at 30 June 2017: 1. ASL by state 2. Headcount of people employed as a. Labour Hire, b. Contractors, or c. outsourced staff, d. and the value of each of these contracts for the 2016-2017 financial year. 3. The total number of people who have a log in to the departmental IT system, and the breakdown by category of these log-ins (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other category that has access to the system). 4. The total number of people who have a security/access pass into your departmental buildings, and the breakdown by category of these pass holders (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other relevant category). 5. A list of organisations/companies that have staff who can log into your departmental IT system.
SQ17-001160	Written	McAllister, Jenny	6/11/2017		Agency: ACARA	ACARA - Staffing	Please provide as at 30 June 2017: 1. ASL by state 2. Headcount of people employed as a. Labour Hire, b. Contractors, or c. outsourced staff, d. and the value of each of these contracts for the 2016-2017 financial year. 3. The total number of people who have a log in to the departmental IT system, and the breakdown by category of these log-ins (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other category that has access to the system). 4. The total number of people who have a security/access pass into your departmental buildings, and the breakdown by category of these pass holders (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other relevant category). 5. A list of organisations/companies that have staff who can log into your departmental IT system.
SQ17-001161	Written	McAllister, Jenny	6/11/2017		Agency: AITSL	AITSL - Staffing	Please provide as at 30 June 2017: 1. ASL by state 2. Headcount of people employed as a. Labour Hire, b. Contractors, or c. outsourced staff, d. and the value of each of these contracts for the 2016-2017 financial year. 3. The total number of people who have a log in to the departmental IT system, and the breakdown by category of these log-ins (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other category that has access to the system). 4. The total number of people who have a security/access pass into your departmental buildings, and the breakdown by category of these pass holders (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other relevant category). 5. A list of organisations/companies that have staff who can log into your departmental IT system.
SQ17-001162	Written	McAllister, Jenny	6/11/2017		Agency: AIATSIS	AIATSIS - Staffing	Please provide as at 30 June 2017: 1. ASL by state 2. Headcount of people employed as a. Labour Hire, b. Contractors, or c. outsourced staff, d. and the value of each of these contracts for the 2016-2017 financial year. 3. The total number of people who have a log in to the departmental IT system, and the breakdown by category of these log-ins (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other category that has access to the system). 4. The total number of people who have a security/access pass into your departmental buildings, and the breakdown by category of these pass holders (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other relevant category). 5. A list of organisations/companies that have staff who can log into your departmental IT system.
SQ17-001163	Written	McAllister, Jenny	6/11/2017		Agency: ARC	ARC - Staffing	Please provide as at 30 June 2017: 1. ASL by state 2. Headcount of people employed as a. Labour Hire, b. Contractors, or c. outsourced staff, d. and the value of each of these contracts for the 2016-2017 financial year. 3. The total number of people who have a log in to the departmental IT system, and the breakdown by category of these log-ins (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other category that has access to the system). 4. The total number of people who have a security/access pass into your departmental buildings, and the breakdown by category of these pass holders (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other relevant category). 5. A list of organisations/companies that have staff who can log into your departmental IT system.

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SQ17-001164	Written	McAllister, Jenny	6/11/2017		Agency: ASQA	ASQA - Staffing	Please provide as at 30 June 2017: 1. ASL by state 2. Headcount of people employed as a. Labour Hire, b. Contractors, or c. outsourced staff, d. and the value of each of these contracts for the 2016-2017 financial year. 3. The total number of people who have a log in to the departmental IT system, and the breakdown by category of these log-ins (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other category that has access to the system). 4. The total number of people who have a security/access pass into your departmental buildings, and the breakdown by category of these pass holders (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other relevant category). 5. A list of organisations/companies that have staff who can log into your departmental IT system.
SQ17-001165	Written	McAllister, Jenny	6/11/2017		Agency: TEQSA	TEQSA - Staffing	Please provide as at 30 June 2017: 1. ASL by state 2. Headcount of people employed as a. Labour Hire, b. Contractors, or c. outsourced staff, d. and the value of each of these contracts for the 2016-2017 financial year. 3. The total number of people who have a log in to the departmental IT system, and the breakdown by category of these log-ins (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other category that has access to the system). 4. The total number of people who have a security/access pass into your departmental buildings, and the breakdown by category of these pass holders (permanent, non-ongoing, casual, labour hire, outsourced, contractors, and any other relevant category). 5. A list of organisations/companies that have staff who can log into your departmental IT system.
SQ17-001166	Written	McAllister, Jenny	6/11/2017		Cross Portfolio	Service delivery: interactions with public	Does any part of your agency/department have a service delivery function, or which has face to face interactions with the public? If yes: 1. Do you provide staff with training on how to deal with client aggression or customers experiencing mental illness? 2. Please provide the dates and locations that training has been run over the last 5 years. 3. How many of your staff have received this training? How many in the last 2 years? 4. Who provides this training?
SQ17-001167	Written	McAllister, Jenny	6/11/2017		Agency: ACARA	ACARA - Service delivery: interactions with public	Does any part of your agency/department have a service delivery function, or which has face to face interactions with the public? If yes: 1. Do you provide staff with training on how to deal with client aggression or customers experiencing mental illness? 2. Please provide the dates and locations that training has been run over the last 5 years. 3. How many of your staff have received this training? How many in the last 2 years? 4. Who provides this training?
SQ17-001181	Written	McAllister, Jenny	6/11/2017		Agency: AITSL	AITSL - Service delivery: interactions with public	Does any part of your agency/department have a service delivery function, or which has face to face interactions with the public? If yes: 1. Do you provide staff with training on how to deal with client aggression or customers experiencing mental illness? 2. Please provide the dates and locations that training has been run over the last 5 years. 3. How many of your staff have received this training? How many in the last 2 years? 4. Who provides this training?
SQ17-001184	Written	McAllister, Jenny	6/11/2017		Agency: AIATSIS	AIATSIS - Service delivery: interactions with public	Does any part of your agency/department have a service delivery function, or which has face to face interactions with the public? If yes: 1. Do you provide staff with training on how to deal with client aggression or customers experiencing mental illness? 2. Please provide the dates and locations that training has been run over the last 5 years. 3. How many of your staff have received this training? How many in the last 2 years? 4. Who provides this training?
SQ17-001189	Written	McAllister, Jenny	6/11/2017		Agency: ARC	ARC - Service delivery: interactions with public	Does any part of your agency/department have a service delivery function, or which has face to face interactions with the public? If yes: 1. Do you provide staff with training on how to deal with client aggression or customers experiencing mental illness? 2. Please provide the dates and locations that training has been run over the last 5 years. 3. How many of your staff have received this training? How many in the last 2 years? 4. Who provides this training?
SQ17-001190	Written	McAllister, Jenny	6/11/2017		Agency: ASQA	ASQA - Service delivery: interactions with public	Does any part of your agency/department have a service delivery function, or which has face to face interactions with the public? If yes: 1. Do you provide staff with training on how to deal with client aggression or customers experiencing mental illness? 2. Please provide the dates and locations that training has been run over the last 5 years. 3. How many of your staff have received this training? How many in the last 2 years? 4. Who provides this training?



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SQ17-001192	Written	McAllister, Jenny	6/11/2017		Agency: TEQSA	TEQSA - Service delivery: interactions with public	Does any part of your agency/department have a service delivery function, or which has face to face interactions with the public? If yes: 1. Do you provide staff with training on how to deal with client aggression or customers experiencing mental illness? 2. Please provide the dates and locations that training has been run over the last 5 years. 3. How many of your staff have received this training? How many in the last 2 years? 4. Who provides this training?
SQ17-001193	Written	McAllister, Jenny	6/11/2017		Cross Portfolio	IT projects in conjunction with Digital Transformation Agency	As at 31 October 2017: 1. What projects are you undertaking in conjunction with the Digital Transformation Agency? 2. For each project: a. What criteria are you using for assessing success? b. What is the role of the DTA in the project? c. What is the timeframe for completion?
SQ17-001194	Written	McAllister, Jenny	6/11/2017		Agency: ACARA	ACARA - IT projects in conjunction with Digital Transformation Agency	As at 31 October 2017: 1. What projects are you undertaking in conjunction with the Digital Transformation Agency? 2. For each project: a. What criteria are you using for assessing success? b. What is the role of the DTA in the project? c. What is the timeframe for completion?
SQ17-001198	Written	McAllister, Jenny	6/11/2017		Agency: AITSL	AITSL - IT projects in conjunction with Digital Transformation Agency	As at 31 October 2017: 1. What projects are you undertaking in conjunction with the Digital Transformation Agency? 2. For each project: a. What criteria are you using for assessing success? b. What is the role of the DTA in the project? c. What is the timeframe for completion?
SQ17-001199	Written	McAllister, Jenny	6/11/2017		Agency: AIATSIS	AIATSIS - IT projects in conjunction with Digital Transformation Agency	As at 31 October 2017: 1. What projects are you undertaking in conjunction with the Digital Transformation Agency? 2. For each project: a. What criteria are you using for assessing success? b. What is the role of the DTA in the project? c. What is the timeframe for completion?
SQ17-001200	Written	McAllister, Jenny	6/11/2017		Agency: ARC	ARC - IT projects in conjunction with Digital Transformation Agency	As at 31 October 2017: 1. What projects are you undertaking in conjunction with the Digital Transformation Agency? 2. For each project: a. What criteria are you using for assessing success? b. What is the role of the DTA in the project? c. What is the timeframe for completion?
SQ17-001202	Written	McAllister, Jenny	6/11/2017		Agency: ASQA	ASQA - IT projects in conjunction with Digital Transformation Agency	As at 31 October 2017: 1. What projects are you undertaking in conjunction with the Digital Transformation Agency? 2. For each project: a. What criteria are you using for assessing success? b. What is the role of the DTA in the project? c. What is the timeframe for completion?
SQ17-001204	Written	McAllister, Jenny	6/11/2017		Agency: TEQSA	TEQSA - IT projects in conjunction with Digital Transformation Agency	As at 31 October 2017: 1. What projects are you undertaking in conjunction with the Digital Transformation Agency? 2. For each project: a. What criteria are you using for assessing success? b. What is the role of the DTA in the project? c. What is the timeframe for completion?
SQ17-001061	Written	Paterson, James	2/11/2017		Higher Education Research and International	Higher Education Loan Program (HELP)	What has the Australian Government Actuary identified as the level of higher education student loan (HELP) debt? How much of this is expected not to be repaid? Is this level growing or reducing?
SQ17-001062	Written	Paterson, James	2/11/2017		Higher Education Research and International	Government Reforms	Would the Government's reforms have reduced the debt to taxpayers that is not expected to be repaid? The Government's reforms would have given permanent residents access to a student loan. Without the reforms, will permanent residents have to continue paying upfront fees instead?
SQ17-001063	Written	Paterson, James	2/11/2017		Higher Education Research and International	Reform Package - Threshold repayments	What did the architect of HECS, Professor Bruce Chapman, and the Grattan Institute have to say about the Government's reform package regarding threshold repayments?
SQ17-001064	Written	Paterson, James	2/11/2017		Higher Education Research and International	Efficiency Dividend	Did the more than \$6 billion in cuts to higher education that Labor announced when last in Government include an efficiency dividend? Did that efficiency dividend apply to research funding? Do the Government's higher education reforms include an efficiency dividend? Does it apply to research funding?
SQ17-001065	Written	Reynolds, Linda	3/11/2017		Skills and Training	Cream of the Crop Recruitment Pty Ltd	What was the amount of money paid to Cream of the Crop Recruitment Pty Ltd by students and by any level of government? Was any money returned to the taxpayer?
SQ17-001291	Written	Reynolds, Linda	3/11/2017		Agency: ASQA	ASQA - Cream of the Crop Recruitment Pty Ltd	How many students were affected by the actions of Cream of the Crop? What were the reasons for non-compliance of Cream of the Crop?
SQ17-001439	Written	Watt, Murray	16/11/2017		Skills and Training	Adult Migrant English Program	Has the Government invested any additional funding in English training for prospective citizens? Has the Government investigated expanding existing programs to reach more prospective citizens, or investigated developing new programs?