

PDR No	Spoken/Written	Hansard Page	Senator	Subject	Full Question Text
SQ17-000002	Spoken	6	Cameron, Doug	ASQA - Complaints	<p>Prof. Lavarch: Of the complaints that ASQA receive—we do receive them from quite a large variety of sources—between 40 and 50 per cent come from students or guardians or people directly involved with students. I do not have the breakdown of who the 43 or the 183 figures were in terms of individual categories. I think it would be safe to say that the majority, but not all, of them were from students. There may have been some from other regulators or other sources.</p> <p>Prof. Lavarch: Of the complaints that ASQA receive—we do receive them from quite a large variety of sources—between 40 and 50 per cent come from students or guardians or people directly involved with students. I do not have the breakdown of who the 43 or the 183 figures were in terms of individual categories. I think it would be safe to say that the majority, but not all, of them were from students. There may have been some from other regulators or other sources.</p> <p>Senator CAMERON: Have you done the analysis? Prof. Lavarch: I do not have it with me, I am sorry.</p> <p>Senator CAMERON: But the analysis is available, is it? Prof. Lavarch: Yes. We would be able to track back the breakdown of who the complaints were coming from.</p> <p>Senator CAMERON: Can you supply, on notice, the breakdown for those three periods: 2012-13, 2013-14 and 2014-15? Prof. Lavarch: Yes, I can.</p> <p>Senator CAMERON: Could you make it up to date, if you have the figures right up to now? Prof. Lavarch: Yes, we can do that.</p>

SQ17-000003	Spoken	6	Cameron, Doug	ASQA - File notes and emails regarding complaints	Senator CAMERON: Did you raise this verbally or was there correspondence? Prof. Lavarch: ASQA obviously has a strong working relationship with the department. We meet with departmental officers regularly. My recollection is that matters were raised in the context of meetings with departmental officers and then there would have been email exchanges and the like which followed from that. Senator CAMERON: Could you, on notice, provide details of any file notes and emails in relation to the engagement with the department on the issue of the complaints? Prof. Lavarch: I will make efforts to do that, yes. Senator CAMERON: Would there be any reason why you could not? Prof. Lavarch: No, I do not believe so.
SQ17-000004	Spoken	95	Hanson-Young, Sarah	Families better off in Activity Test	Senator HANSON-YOUNG: Yes, I do. Regarding families that meet the first step of the activity test, the 36 hours of CCS per fortnight, last year you told us that there were 34,000 families in that category. How many of those families will be better off? Ms Mitchell: Our impact analysis is based around the income of the families, not the activity test step that they might meet. I would have to take that on notice as well. Senator HANSON-YOUNG: I would like you to take on notice how many would be better, same or worse, just like you have done with the other group. Ms Wilson: The previous one.
SQ17-000005	Spoken	41	Carr, Kim	ARC CEO position	Senator KIM CARR: Minister, I noted in your answer to question 16000999 you said the position would be advertised for a month from September to October. I take it that has all been concluded. How many applications were there? Senator Birmingham: Dr Bruniges may be able to indicate application numbers or she may need to take that on notice. Senator KIM CARR: Presumably you will be able to take on notice how many international applications there were? Dr Bruniges: Yes, I can do that too.

SQ17-000006	Spoken	95	Hanson-Young, Sarah	Exemptions from the activity test	<p>Ms Mitchell: Unless that parent who is not working is exempt for some reason. They might have an exemption because they might be on a disability support payment. They might be a carer, for example, and so in that case the family would actually meet the activity test based on the exemption.</p> <p>Senator HANSON-YOUNG: Can we have a list of what those exemptions are? Ms Mitchell: Yes. Ms Wilson: And we have consulted on them. Senator HANSON-YOUNG: Is that public? Ms Wilson: Not at this stage, but we can probably give you an indicative list on notice.</p>
SQ17-000007	Spoken	42	Carr, Kim	ARC - CEO remuneration	<p>Senator KIM CARR: How much is the CEO to be paid? Senator Birmingham: On that matter, unless somebody has the figure at the table, we may have to take that on notice. Ms Harvey: Under the Remuneration Tribunal there is a specific band that it is paid within. There is a band involved in that. Senator KIM CARR: What is the band? Ms Harvey: I do not have that figure in front of me. I would have to go off memory. Senator KIM CARR: Surely it is not too difficult for an officer to tell you that. Ms Harvey: Yes. We can get that for you. Senator KIM CARR: Does someone else have that figure here? Ms Harvey: I do not have it behind me. We could take it on notice. Senator KIM CARR: I am actually interested in getting it now. I do not think it is a difficult piece of information to extract from the system. So, if there is someone who could find that. My recollection here was that the old rate was \$580,302. Certainly that was the amount published in the annual report in 2013-14. Where would I find the equivalent figure in today's annual report? Ms Harvey: I would query that amount, because of the band under the Remuneration Tribunal. From memory, the current upper band of that is about \$470,000, but that is what we will clarify. Senator KIM CARR: So, my information is wrong? Ms Harvey: I am not saying it is wrong. It depends on what is included in that. What year was it in? Senator KIM CARR:</p>

					<p>2013-14. That is the annual report figure. Ms Harvey: Yes, but there might have been a transition period with regard to the changeover of CEOs back then, if I think about Professor Sheil and Professor Byrne. Senator KIM CARR: So, you will be able to confirm for me what the figure was for that time if you are challenging the number I have given? Ms Harvey: Yes, and what it included. Senator KIM CARR: If it is higher than that, what else is included in the stated figure in the annual report? Ms Harvey: Yes. I am happy to do that.</p>
SQ17-000008	Spoken	43	Carr, Kim	ARC - Correspondence from Dept. of Finance re: Executive Remuneration	<p>Senator KIM CARR: Yes, I know that. I am not disputing that you would follow the instructions. Ms Harvey: Absolutely. Senator KIM CARR: My question is: have you received any correspondence from the Minister for Finance to change those instructions? Ms Harvey: Not to my knowledge, from the ones that we have got here now, because that would have been under the memorandum that these were prepared under at that point. Senator KIM CARR: Can you take that on notice, please? Ms Harvey: Absolutely.</p>

SQ17-000009	Spoken	7	Cameron, Doug	Department's file notes, correspondence and minutes regarding meetings with ASQA	<p>Senator CAMERON: Dr Bruniges, I have asked ASQA for all file notes, correspondence and minutes relating to this issue. Could I ask you for the same from the department's perspective—Dr Bruniges: Yes, I will take that on notice. Senator CAMERON: regarding the engagement with ASQA? Dr Bruniges: Yes. Senator, can I just clarify that period? Senator CAMERON: When did you first become aware that there was a problem with VET FEE-HELP? Senator Birmingham: Dr Bruniges has not been with us for that long.</p>
SQ17-000010	Spoken	43	Carr, Kim	ARC - Executive positions	<p>Senator KIM CARR: What are the positions that attract executive status of the seven. What are the seven people, and then I will obviously want to know who they are? Ms Harvey: There are the senior executive service officers. We have, for example, the branch manager and we have the executive general manager. We also have our executive directors, which are drawn from the academic sector which form part of the SES cohort, of which this is the senior executive remuneration that sits within this. Senator KIM CARR: And those persons are all on your organisational chart? Ms Harvey: Yes, on our organisational chart. Would you like me to—Senator KIM CARR: Yes. If you could provide that, it would be helpful so I know that I have got the right ones. Ms Harvey: Yes. I am happy to do that.</p>

SQ17-000011	Spoken	44	Carr, Kim	ARC - Executive Remuneration	Senator KIM CARR: Can you provide this committee with that information now? Ms Harvey: With regard to the individual remuneration? Senator KIM CARR: For the seven executives that are listed that you have already indicated to me, can you provide the details of their remuneration? Ms Harvey: One of the challenges with being a small agency is with regard to making sure about the Privacy Act. We would be happy to have a look at it. I am happy to tell you about the positions. Senator KIM CARR: You used to provide it. There was no difficulty in providing it in 2014-15. What is the difficulty in providing it now? Ms Harvey: Just the way that we are required to report that information, but I would be happy to take that on notice. Senator KIM CARR: The only restriction is the finance department directive on this. I am asking whether there is any restriction on you providing that information, not the method of your reporting, to this committee as you have done in the past? Ms Harvey: I will take that on notice. I now have the band from the Remuneration Tribunal's website.
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SQ17-000012	Spoken	8	Cameron, Doug	Regulatory issues in the sector	<p>Senator CAMERON: This links back with ASQA, who were concerned about the rise as well—so both ASQA and the department—and you were saying that it was of particular note? Dr Banerjee: Yes. Senator CAMERON: That is quite a strong statement in terms of this issue. So you had no discussions about this, no concern about it, during 2012-13? Dr Banerjee: That is what I am looking to distinguish—that, in the general run of all of the possible regulatory issues in the sector, ASQA and the department have regular interaction. So, given that VET FEE- HELP is a significant program in the sector, it is likely that in general terms it was canvassed throughout that period. Senator CAMERON: So it is likely that it was raised in general terms. Dr Banerjee: Yes. Senator CAMERON: Do you have file notes about this issue being raised in general terms? Dr Banerjee: As Mr Lavarch has mentioned, the conversations that we have with ASQA are very regular. They are not of the nature of full conferences in that sense; they are working meetings. We will certainly have a look at the record from those working meetings. Senator CAMERON: If you had an issue of particular note starting to come through—I want to know exactly when you discovered that there was an issue of particular note and I want the date of that and I want any file notes, any correspondence and any minutes of meetings in relation to that. Thanks. Dr Banerjee: Yes, we can take that on notice.</p>
SQ17-000013	Spoken	46	Carr, Kim	ARC - Consultations (Engagement and Impact arrangements)	<p>Ms Harvey: Just under 200 responded to the survey. Senator KIM CARR: Two hundred? Ms Harvey: Yes. Senator KIM CARR: Would you be able to provide us with the details of all correspondence on this matter between the universities, industry representative groups and individual businesses around the indicators or the metrics for the engagement or impact? Ms Harvey: Yes.</p>

SQ17-000014	Spoken	47	Carr, Kim	ARC - Engagement indicators (Non-participating Universities)	<p>Senator KIM CARR: Fair enough. So, have you got a copy of the draft indicators that we could see? Ms Harvey: Yes.</p> <p>Senator KIM CARR: Can that be tabled? Ms Harvey: Yes, I would be happy to. I have only got one copy. Just before I hand them over, I would point out, though, that they are a non-limited set of indicators. We have pulled out where we have had agreement amongst what would be good indicators for a vast majority of things, but they are also encouraged to supply additional indicators in the narrative that they give with regard to the engagement indicators.</p> <p>Senator KIM CARR: I see. Did you say that all the universities are participating? Ms Harvey: No. I said nearly all the universities.</p> <p>Senator KIM CARR: Which ones are not participating? Ms Harvey: There are two universities that are not participating.</p> <p>Senator KIM CARR: Which ones are they? Ms Harvey: That would be up to them to say.</p> <p>Senator KIM CARR: Why? Ms Harvey: Because they have made a choice. They have discussed with me they are not participating for other reasons this time, but have indicated that they will be participating next time.</p> <p>Senator KIM CARR: If you could take that on notice.</p>
SQ17-000015	Spoken	50	Carr, Kim	ARC - Addressing behavioural change	<p>Senator KIM CARR: Can you be specific? Perhaps you can take on notice the specific measures you will take to stop the rorting of the system that occurs in the United Kingdom? Ms Harvey: I would be happy to take it explicitly on notice. One of the great things is having the case studies published, and machine readable, is a really good way of making sure that when people are making assertions they can stand by those assertions.</p>

SQ17-000016	Spoken	9	Cameron, Doug	ASQA - Compliance activity	<p>Senator CAMERON: Can you then provide on notice what other activity you were undertaking and, on notice, explain—regarding the answer that you gave us earlier—why time spent on compliance activity in days for the financial year 2014-15 dropped by 8.8 per cent? If you could take that on notice, I would be interested to know why that happened.</p> <p>Senator Birmingham: Just to be clear, you want to know why compliance audit numbers dropped by a certain percentage, which HESA has reported in there and what other compliance activities or other activities overall ASQA was undertaking at the time?</p> <p>Senator CAMERON: Yes. Minister, I am a bit concerned that the figures I got said that it was going down by 8.8 per cent and now we find that there were other activities. If they were compliance activities, I am not sure why they were not included in the calculation. I am interested in knowing exactly what was happening and why I was given the figure of an 8.8 per cent drop.</p>
SQ17-000017	Spoken	14	Cameron, Doug	ASQA - Number of audits undertaken	<p>Senator CAMERON: So if the minister asks you how many RTOs you are investigating for bad behaviour, you cannot tell. Surely, you can tell. Surely, you can tell me.</p> <p>Mr Paterson: No. I can say that we have received 1,044 complaints. We will assess the nature of the complaint. Some of those complaints are not even within our jurisdiction. Some of them are matters over which we have no legislative control. Some of them are fees issues or consumer protection issues and are properly dealt with by fair trading agencies at a state level or by the ACCC.</p> <p>Senator CAMERON: How many audits are you doing that fall within your jurisdiction?</p> <p>Mr Paterson: I will give you an answer to that on notice, Senator, in relation to how many audits we are undertaking.</p> <p>Senator CAMERON: Okay; and audits arising from complaints. So you have a general number of audits that you do. You do that as part of your environmental oversight, as I understand it. You would then</p>

					be doing audits in the context of specific complaints about bad behaviour. You have raised some of the issues of bad behaviour
SQ17-000018	Spoken	51	Carr, Kim	ARC - Value of contracts with Elsevier	Senator KIM CARR: What is the value of contracts that the ARC has with them? Ms Harvey: Currently? Senator KIM CARR: Yes. Ms Harvey: I would have to take that on notice. Senator KIM CARR: Of course. Ms Harvey: It would be on Austender. Senator KIM CARR: Can you provide the detail of the other citation reference groups that you have as well? What is the value of the contracts with them? Ms Harvey: Yes. I am happy to do that.
SQ17-000019	Spoken	52	Carr, Kim	ARC - Open access for the publication of research	Ms Emery: That should be quite soon. I think the consultations closed either yesterday or today. We had probably less than 15 submissions to date and we should be able to finalise that policy quite soon. Senator KIM CARR: Are the submissions public? Ms Emery: No. Senator KIM CARR: Why not? Ms Emery: No particular reason. We did not say that we would make them public. Senator KIM CARR: Can you provide them to the committee? Ms Emery: I can certainly take that on notice.

SQ17-000020	Spoken	14	Cameron, Doug	ASQA - average compliance figures	<p>Senator CAMERON: Thanks. On notice, based on the average compliance figures that we spoke about earlier, can you provide details on the average hours that ASQA spends on compliance for each RTO that is registered with you? Is there an average figure? Have you done—this is on notice—any risk assessments about the adequacy of the compliance rate and what those assessments found? Prof. Lavarch: Yes, we can get you those. Mr Paterson: I understand you have asked for that on notice. The first part of that question, Senator, is not something for which we have done the calculation. I do not know whether we even have records that would enable us to do that calculation to respond to your question. I cannot guarantee that we will, on notice, respond to the first part of your question because I do not know that we have the information to enable us to respond to it, but we will examine the question.</p>
SQ17-000021	Spoken	56	Carr, Kim	NISA committee meeting attendance by representative	<p>Senator KIM CARR: What is it called then, if I have got the wrong name? Ms Hart: It has been called variously the NISA 2 Working Group and the NISA 2 IDC, interdepartmental committee. Senator KIM CARR: How many meetings have you attended? Ms Hart: I have attended three of that group. Senator KIM CARR: When was the last one? Ms Hart: I would need to check my diary. Senator KIM CARR: Can you give me the dates for the three that you have attended? Ms Hart: Yes. I will take that on notice rather than trying to find that now.</p>

SQ17-000022	Spoken	15	Cameron, Doug	ASQA - compliance issues	<p>Senator CAMERON: How do you measure those involved in compliance activity and what they are doing? Mr Paterson: We have expectations of the number of audits that each auditor will undertake in any given month and they will vary depending on the complexity of the audit and the nature of it. So we have to do some moderation activity. It is an easy question to ask and a very difficult one to answer. All I am saying is that we will examine the question you have put to us, but I do not know that we will be able to provide you with a meaningful answer based on the information. It is a very general question. Senator CAMERON: No, it is not so general. Your officers are specifically dealing with compliance issues. Mr Paterson: Yes. Senator CAMERON: What is the average time they spend per RTO on compliance? Mr Paterson: Do you mean the RTO that we regulate or per RTO that we examine? Senator CAMERON: Take it on notice.</p>
SQ17-000023	Spoken	18	Cameron, Doug	Problems with MHM	<p>Senator CAMERON: But ASQA is one aspect. You have overarching responsibility. This is your responsibility for a company that is under police investigation, that has left students stranded and has received \$10.4 million in taxpayer funding—\$8 million, I think you said, last year. What have you done about it? Senator Birmingham: Firstly, in terms of 'overarching', Senator, we have closed the VET FEE-HELP program. In relation to any of those students, funding could only be continuing if those students have opted in as part of the grandfathering arrangements. I am unaware, and we would probably have to take on notice, whether there are students who have opted in. I am further advised that the provider is not approved under the government's new VET student loans program. Senator CAMERON: But they operated under your watch. Senator Birmingham: I closed down your old scheme and put in place a new scheme that they are now operating under. Senator CAMERON: But they</p>

					<p>operated under your watch and they got \$8 million under your watch. When did the department first become aware that there was a problem with MHM—or is it Australasian? I know there is a business name. Will we call it MHM? Senator Birmingham: I think Mr Paterson has made clear what the registered training organisation's name is. It is MHM. Senator CAMERON: Dr Banerjee, when did you first become aware of the problem—not you personally but the department? Dr Banerjee: I will take that on notice, Senator.</p>
SQ17-000024	Spoken	56	Carr, Kim	NISA - Revision to R&D tax credit	<p>Ms Hart: The Department of Industry put in place an evaluation framework and monitoring and reporting arrangements for the first tranche of NISA. Senator KIM CARR: Has the department been consulted about a revision to the R&D tax credit? Ms Hart: I would need to take that on notice. I am not certain of the answer. Senator KIM CARR: I raise that because as part of the review there is a specific reference to a premium rate, which of course directly affects the universities. I would expect you would be consulted about that. Ms Hart: Yes. As I said, I would need to take that on notice and provide the detail. Senator KIM CARR: Whether or not you have been? What are you taking on notice? Ms Hart: I look after some aspects of research policy and funding but not all aspects, so I would need to take it on notice and provide comprehensive advice.</p>

SQ17-000025	Spoken	19	Cameron, Doug	Audit targets for compliance program	<p>Senator CAMERON: This is a departmental audit; you do not want to get into the details of a departmental audit against this specific RTO? Dr Banerjee: I was making the point that previously in the conversation we have been talking about student numbers particularly. There has been a great deal of concern about valid student enrolments and whether or not some RTOs have had, in your phrase, phantom student enrolments. That has been a matter of grave concern to the department and we have launched a range of audits against a range of different providers on that issue. Senator CAMERON: The allegations of phantom student enrolments for this company go back to 28 February 2015. What did the department do on 28 February 2015? Did you know about it prior to that date? Dr Banerjee: I will take that on notice, Senator.</p>
SQ17-000026	Spoken	20	Cameron, Doug	Involvement with ACPET	<p>Senator CAMERON: What involvement will the department have with ACPET on this incident? Dr Banerjee: The department talks every week with ACPET about the administration of the scheme, particularly given the changes that are underway in VET FEE-HELP and with the start of the new VET Student Loans. We correspond very closely with them in terms of how the processes are followed in terms of placing students into new courses and, should it be required, providing a fee assurance for them. Senator CAMERON: Can you tell me exactly how much funding was provided to MHM from—CHAIR: Maybe from the day it was assessed to be eligible to receive VET FEE-HELP would be good. Senator CAMERON: From 28 February 2015. Dr Banerjee: I will take that on notice, Senator.</p>

SQ17-000027	Spoken	56	Carr, Kim	NISA - Separate body meeting attendance	Senator KIM CARR: Can you indicate to me when you have attended meetings? Mr Learmonth: I have not attended one myself. Senator KIM CARR: So, you delegated this job? Mr Learmonth: From memory, there may have been one since I have arrived in the department and Ms Hart has attended for me. Senator KIM CARR: Only one? Mr Learmonth: I am sorry, I cannot recall. Senator KIM CARR: Can you give me the dates on which the meetings have occurred and who represented the department at those meetings? Mr Learmonth: I will come back to you on that.
SQ17-000028	Spoken	20	Cameron, Doug	Advice to the Minister regarding MHM	Senator CAMERON: I have got questions I will put on notice on this as well, once we have had a look at the Hansard, in terms of both ASQA's responses and the department's responses. But can you tell me now when you first advised the minister that this company was a problem? Dr Banerjee: I will take that on notice. Senator CAMERON: I do not want to know what the advice was, but did you provide any advice to the minister in relation to how to deal with this company and not spend another \$8 million of public funds on it? Dr Banerjee: I will take that on notice, Senator. Senator CAMERON: So you will take it on notice. I am not asking you for the details of the advice. I am asking you: did you provide any advice? Dr Banerjee: I will take that on notice, Senator.
SQ17-000029	Spoken	57	Carr, Kim	Higher Education Infrastructure Working Group Report	Ms Hart: The Higher Education Infrastructure Working Group provided its final report to the minister in October 2015. Senator KIM CARR: But what date did its initial report come through? Ms Hart: I do not have that. Senator KIM CARR: Was it before October? Ms Hart: It was, but I do not have that detail on me. Senator KIM CARR: Take that on notice, if you would.

SQ17-000030	Spoken	21	Cameron, Doug	Advice received by Minister regarding MHM	<p>Dr Banerjee: We provide advice across the full scope of the program, across the full scope of all the providers. What I would need to take on notice is what was done with regard to this provider in particular. Senator CAMERON Minister, when did you become aware that this company was a problem, this RTO? Senator Birmingham: I would have to take that on notice. Senator CAMERON: Were you advised that there was a problem with this company? Senator Birmingham: I am aware of the company, so in that context certainly I was aware of some complaints in relation to the company.</p>
SQ17-000031	Spoken	59	Carr, Kim	EIF Advice from Department	<p>Senator KIM CARR: That is right. So, the department is advising this committee that no-one in the Department of Education has provided advice to Universities Australia that funds could be transferred out of this account without a legislative instrument? Mr Learmonth: We are saying we are unaware of any such advice from anyone in the department. Senator KIM CARR: That is a straight, clear question and a straight, clear answer. Has the department received any queries from Universities Australia or any other stakeholders in regard to this matter? Mr Learmonth: Not that I am aware of, but I could not be definitive. Senator KIM CARR: Will you take that on notice? Mr Learmonth: Yes. Senator Birmingham: In regard to that specific matter or the transfer of funds? Senator KIM CARR: Yes, in regard to the operations. Let me say that I would like to know information in regard to the specific advice that has been asserted. You are saying it did not happen. I would like to also know in regard to the operationalising of that provision of the MYEFO statement/initiative of 2015-16 in December, has there been any correspondence, queries, emails or any form of communication in regard to the implementation of that measure? Mr Learmonth: I would have to take that on notice. Senator KIM CARR: Can any such correspondence be provided</p>

					to the committee? Mr Learmonth: Again, on notice.
SQ17-000032	Spoken	21	Cameron, Doug	ASQA - Advice given to the Minister regarding MHM	Senator CAMERON: Mr Paterson, did you provide any advice to the minister in relation to this company? Mr Paterson: I am not aware of any particular advice. I have no record of it. Senator CAMERON: Can you take that on notice? Mr Paterson: I am happy to take that on notice.
SQ17-000033	Spoken	59	Carr, Kim	EIF transfer of funds to NDIS	Senator KIM CARR: Is it your understanding that any other clause—and I mentioned 138 but 148 might be, for instance—within the current act allows for the transfer of education and investment funds to the Disability Care Australia Fund special account? Mr Learmonth: Again, we would defer to the Department of Finance. Senator KIM CARR: I understand that. I have already asked the Department of Finance, as you would expect I would. I would like to know what your understanding is. Mr Learmonth: It is not something that I have had to deal with so, again, I will—Senator KIM CARR: Will you take that on notice? Mr Learmonth: I will take that on notice. Senator Birmingham: We can take it on notice but, as you would

					<p>appreciate, the administrative orders usually stipulate a department being responsible for an act and in this case the Department of Finance is the responsible department.</p>
SQ17-000034	Spoken	21	Paterson, James	Approved provider under the VET FEE-HELP system	<p>Senator PATERSON: Chair, can I just ask a clarifying question? CHAIR: Sure, Senator Paterson. Senator PATERSON: When did they become an approved provider under the VET FEE-HELP system –what year? Dr Banerjee: I think I will have to take that on notice. I have records of payments from 2009. Given that the scheme opened in 2009, I assume that it was from that time.</p>
SQ17-000035	Spoken	25	Collins, Jacinta	AITSL - Implementation of the Graduate to proficient: Australian guidelines for teacher induction into the profession	<p>Senator JACINTA COLLINS: How many state systems and schools have implemented the Graduate to proficient: Australian guidelines for teacher induction into the profession? Mr Misson: All education ministers have agreed to those guidelines and to implement them. I think we would have to take on notice any kind of activity that is happening on the ground, but certainly there is agreement from all ministers from all states and territories to implement those and— Senator JACINTA COLLINS: I appreciate the agreement. I am trying to get an update on the implementation of that agreement. Mr Misson: Yes. Senator JACINTA COLLINS: If you could take that on notice, that would be helpful. Thank you. Mr Misson: Yes, we will take that on notice. Senator JACINTA COLLINS: When do we anticipate full implementation will occur by? Mr Misson: Again, there is no agreed national time line there. Senator JACINTA COLLINS: Perhaps you can take that on</p>

					notice. Mr Misson: It is up to states and territories, so we may be able to get some information on their plans in that area too on notice.
SQ17-000036	Spoken	60	Carr, Kim	EIF (outstanding payments)	<p>Senator KIM CARR: Yes. You manage the contracts, which went to my previous set of questions. That has not changed?</p> <p>Ms Hart: No, that has not changed in terms of management of existing contracts under previous allocations. Senator KIM CARR: What are those payments that are outstanding? Ms Hart: I only have a total figure, so I would have to take that on notice in terms of detail of payments.</p>
SQ17-000037	Spoken	60	Carr, Kim	EIF (Outstanding Project Payments)	<p>Ms Hart: Yes. I could not tell you the detail of particular projects, but under standard Commonwealth government contracts we require milestone and progress payments, final payments and reports. As is usual practice, payments are tied to the receipt of progress milestone and final reports. Senator JACINTA COLLINS: What is the total figure outstanding? Ms Hart: I will have to take that on notice, I am afraid. I do not have that in front of me. Senator JACINTA COLLINS: I thought you said a moment ago you would have to take on notice the detail but you had a total figure? Ms Hart: I have a total allocation figure, but I do not have a total outstanding payments figure.</p>

SQ17-000038	Spoken	25	Collins, Jacinta	AITSL - Implementation of the Australian Professional Standard for Principals	<p>Senator JACINTA COLLINS: Ms Rodgers, I am asking questions about implementation and I keep getting answers back about essentially the development of standards. Perhaps, as Mr Misson has just said in the earlier area, that is something that you could take on notice and give us some feedback on the extent of implementation as far as you are aware. Ms Rodgers: We can. I would like to make the point that, of course, this really is in the hands of all jurisdictions, so the states and territories are responsible for using the enabling framework that AITSL has put in place. ... Senator JACINTA COLLINS: Do you have a sense of how many state systems and schools have actually implemented the principal standards or is that something you would need to look at on notice? Mr Misson: Again, I will provide the details on notice, but we do know that they are widely used for a range of purposes. Of course, they are not mandatory standards that you are assessed against in order to be a principal, so the implementation is diverse, but we will get you that information in detail on notice.</p>
SQ17-000040	Spoken	60	Carr, Kim	EIF Program Evaluation	<p>Senator KIM CARR: What is the total allocation? Ms Hart: In 2015-16 it was 55,745. In 2016-17 it is 22,593. In 2017-18 it is 2,000. Senator KIM CARR: Has there been any evaluation undertaken into this program, to the whole program or individual rounds of the program? Ms Hart: Not that I am aware of, but I will take that on notice. Senator KIM CARR: You can take that on notice. My reading of the Clark-Bradley review suggested that there had not been. Have there been any recent commissioned reviews that have yet to be completed?</p>

SQ17-000041	Spoken	60	Carr, Kim	EIF (Reviews of Funding rounds)	<p>Senator Birmingham: Recent commissioned reviews? Senator KIM CARR: Of these rounds of EIF funding. Senator Birmingham: Ms Hart just took that on notice in terms of valuations. Senator KIM CARR: No, outstanding reviews or old reviews. I want to know since the Clark-Bradley review had been published, which suggests to me that there has been no review of this. I wonder whether the department has then taken some action to undertake some reviews. Mr Learmonth: We will take that on notice. Senator KIM CARR: You do not know that? Mr Learmonth: I personally do not, no.</p>
SQ17-000042	Spoken	27	Collins, Jacinta	AITSL - elements of registration	<p>Mr Misson: Those elements of registration were agreed by all ministers, and, certainly, our understanding is that they have been implemented—in some cases in legislation, but more commonly it is through regulation and other instruments—in each jurisdiction. The most significant one is that the Australian Professional Standards for Teachers are now the basis for registration across the country. Senator JACINTA COLLINS: So it is happened in all jurisdictions? Mr Misson: Yes, that is our understanding. Senator JACINTA COLLINS: When did that conclude? Mr Misson: I would have to take on notice exactly when the last of those regulations was passed, but jurisdictions began on that from 2011, as you point out.</p>
SQ17-000043	Spoken	61	Carr, Kim	Support for research infrastructure	<p>Senator KIM CARR: If you are trying to run a university in this country, what support can you expect from the Commonwealth for research infrastructure? Senator Birmingham: The Higher Education Infrastructure Working Group recommended or found that there was certainly capacity within the universities' own operations to fund capital investment. Senator KIM CARR: No. I have asked a specific question about the Commonwealth's contribution. You have referred to NCRIS. Is there any other source of capital funding currently in the Commonwealth budgets? Senator Birmingham: We will take it on notice to look across</p>

					departments under old Commonwealth activity.
SQ17-000044	Spoken	27	Collins, Jacinta	AITSL - Certification of Highly Accomplished and Lead Teachers	<p>Senator JACINTA COLLINS: Is there an aspiration for the time by which this will be fully implemented? Ms Rodgers: There is an aspiration that we have to ensure that every school has a highly accomplished and lead teacher in it. I am not quite sure if we have set a time frame for that, but it is quite aspirational.</p> <p>Senator JACINTA COLLINS: Where are you up to now? Ms Rodgers: I think we have 353 highly accomplished and lead teachers. I will take on notice the actual number, but it is around that number.</p> <p>Senator JACINTA COLLINS: So there is a long way to go? Ms Rodgers: There is a long way to go, yes.</p>
SQ17-000045	Spoken	62	Carr, Kim	HEIWG (University finances)	<p>Senator KIM CARR: Did you concur, as a result of that study, with the statement that Clark-Bradley made that smaller universities are less financially robust, less able to generate cash flows and have less capacity to access the capital markets like, for instance, the Group of Eight? Mr Learmonth: I will take that on notice. I am not sure the financial analysis went to that direct point, but certainly, when we look at the analysis, there is undoubtedly a scale.</p> <p>Senator KIM CARR: I am surprised that you would not have an understanding of that. Certainly you used to have the understanding of that level of borrowings that the universities were undertaking. That was part of your financial health assessments. I am particularly interested in this assertion that smaller universities are less financially robust and less able to generate the cash flows to service any loans. Have you examined that proposition, which</p>

					is clearly stated in the Clark-Bradley review? Mr Learmonth: I will take it on notice.
SQ17-000046	Spoken	28	Collins, Jacinta	AITSL - early learning testing	Senator JACINTA COLLINS: Well, I was in part aware of that, which is why I was enthusiastic to get your perspective on existing testing arrangements, but Mr Cook suggested that ACARA was the appropriate space. But perhaps I will go back to that question and ask you to take it on notice, from AITSL's point of view, especially given Professor Hattie's statement. What is your understanding of the extent of early learning testing that is currently in place across school systems? Ms Rodgers: Okay, we will take that on notice, noting that it is not our particular area.
SQ17-000047	Spoken	63	Carr, Kim	Funding for Research Infrastructure - international comparison	Senator Birmingham: I think the government will be mindful of those factors in its response to the research infrastructure roadmap and consideration as to how the findings of that roadmap are funded. Senator KIM CARR: Can you tell me any other government of an equivalent country such as Australia where the national government does not contribute to supporting research infrastructure? Senator Birmingham: I will take that on notice.

SQ17-000048	Spoken	29	Collins, Jacinta	AITSL - Progress of the national initial teacher education and teacher workforce data strategy	<p>Senator JACINTA COLLINS: Sure. As I indicated at the start of my earlier question, it is a recent article in The Conversation. I do not have it here currently. Can you tell me the progress of the national initial teacher education and teacher workforce data strategy that the last communique reported? Ms Rodgers: That has now been endorsed at Education Council and we are currently working to initiate the National Data Strategy project as at 1 July. Senator JACINTA COLLINS: How is it then funded? Ms Rodgers: In part by the Commonwealth government and in part by states and territories. Senator JACINTA COLLINS: Can you give me that breakup? Ms Rodgers: Yes, on notice we can. Senator JACINTA COLLINS: And the amounts too, please. I will ask these questions, which will probably be taken on notice, and it will save me putting any written questions on notice. The 2015-16 annual report states that the performance of AITSL's board is reviewed at least every two years. Could we please have a copy of the last review that the board conducted? Ms Rodgers: Yes, on notice. Senator JACINTA COLLINS: And please provide an update on how AITSL is acting on the findings of the last review and a copy of the 2015-16 work plan reporting against the work plan and the 2016-17 work plan. Ms Rodgers: Yes.</p>
SQ17-000049	Spoken	63	Carr, Kim	Research infrastructure (sources of funding)	<p>Senator KIM CARR: We could go at some length about how modest those contributions were, given that this government has taken \$3 billion out of the innovation programs. That was a program that involved replacement of \$1 billion. There is a \$2 billion deficit. I am looking to find other sources of funding for research infrastructure in the current arrangements. You have mentioned something in the medical area. What is the source of funding that universities can look to, and I might say other research agencies, for research infrastructure outside of the medical area? Can you take that on notice and perhaps provide that? Senator Birmingham: We will take that on</p>

					notice and, as I said, there will be a response to the research infrastructure roadmap.
SQ17-000050	Spoken	30	O'Neill, Deborah	ACARA - retention benchmarks	<p>Senator O'NEILL: It was SQ16-001043. Mr Randall: Bear with me while I find that one. Senator O'NEILL: It was a question where I asked you—the target you set in your capability statement was to be consistent with the staff turnover and retention benchmarks—what is the benchmark? And you said, 'Against the broader public sector measure.' I will check that; I do not have it with me. And then the answer came back saying that ACARA intended to benchmark against the Australian Public Service exit rate, at a minimum. Is there such a beast? I do not believe that there is. Mr Randall: I will take that on notice. We would have put that answer there saying that we were comparing ourselves to that, whether it is exactly called that. But I guess the intention was that we are checking ourselves against other public sector agencies. But as I read it there, I cannot—we put the answer back to you. I will follow that up and make sure we give you a more complete answer.</p>

SQ17-000051	Spoken	64	Collins, Jacinta	Department's advertising budget	<p>Ms Ulrick: Can I just clarify your question, please. Do you mean that is the amount of moneys to date that has been spent on advertising? Senator JACINTA COLLINS: That is my question, but you would have a budget which allocates how much is available for the 2016-17 financial year, would you not? Ms Ulrick: That would depend on each advertising spend, what it is related to. That advertising might be in relation to recruitment advertising as well as more communication activity style advertising. Senator JACINTA COLLINS: I understand that. I was asking you for the total at this stage. You do not have a total advertising? Ms Ulrick: No. Ms Smith: We do not have the total allocation with us. We have just got the expenditure figures with us. Senator JACINTA COLLINS: But you would be able to provide that to me? Ms Smith: We could look into that on notice for you. Ms Ulrick: I think part of the issue is it is probably unique to the clusters, it is not in a departmental one. So, with our cluster of early childhood schools use—Ms Smith: So, to do that, to work out the total for the whole department, we probably have to go into each cluster and have a look. We are happy to take that on notice. We do know what has been expended. Senator JACINTA COLLINS: So, it is not in the PBS somewhere? Ms Smith: There is not an advertising allocation in the PBS. Senator JACINTA COLLINS: If you could take that on notice for me, please. This is why it is helpful to have cross-portfolio elements of the program. My question was specifically in relation to advertising agencies rather than media bite. I understand you probably need to deal with that on notice also. How many campaigns have been shelved in 2015-16 and now this current financial year?</p>
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SQ17-000052	Spoken	31	O'Neill, Deborah	ACARA - Attrition rates	<p>Mr Randall: That might be different, but there certainly are attrition rates. Senator O'NEILL: Let's get some clarity. Mr Randall: We will get the correct nomenclature. Senator O'NEILL: Thank you. Could you give me an indication of the benchmarks from the broader Public Service that ACARA uses to determine whether it is going to meet the targets that you had on your 2016-17 corporate plan? Mr Randall: I will take that on notice and get that back to you.</p>
SQ17-000053	Spoken	33	O'Neill, Deborah	ACARA - forward plan for workplace culture and performance management	<p>Mr Randall: The short answer is: yes, I was surprised that it was there. I have talked with the staff group about it; I have talked with the executive about it. The staff group in particular are working through actions, which starts at a common understanding of these things, differentiating between what sometimes might be called bullying and harassment; if we went back to the previous discussion it might be called some negative feedback about work and the like. What we have agreed to though is that it has been raised, and I am surprised about it. We need to address it in a constructive way. Senator O'NEILL: I would be very concerned if the term 'bullying' were redefined to disappear—Mr Randall: I am not planning on doing that. Senator O'NEILL: I am sure that your staff will let you know. Just out of interest, could you provide an indication of the forward plan with regard to workplace culture and performance management that the staff are engaging in. I would be very interested to see what you are doing. Mr Randall: I started reading at the high level, and this is what the staff have identified. So I might finish that off. If you want more, I would be happy to provide it. Senator O'NEILL: On notice? Mr Randall: Yes. I will take it on notice then. Senator O'NEILL: That would be great. Could you also provide a readable comparative analysis of the two sets of data. We have the 2011 base and then the 2016. Have you done that? Have you compared the two, like with like? Mr Randall:</p>

					<p>Qualitatively we have; quantitatively we cannot, because we changed—and that was an agreement we took to make it a more simplified process so that we can do it more regularly instead of engaging an external provider, which complicates it. But we can provide you some qualitative—</p> <p>Senator O'NEILL: Thank you very much. I am sure there would be some parts where there will be some similarities, so if you could provide as much detail as you can. Mr Randall: Sure.</p>
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SQ17-000054	Spoken	34	O'Neill, Deborah	ACARA - staff turnover and retention figures	<p>Senator O'NEILL: Could you provide commentary on any of those elements that you are concerned about and what you think you are going to do about it. With regard to staff turnover and retention figures, what are they for 2015-16 and 2014-15? Mr Randall: I can find the data I have here or I can take that on notice to make sure you have got that data. We can provide that to you. Senator O'NEILL: Yes. If you could think about the staffing levels. You have got financial years 2013-14, 2014-15 and 2015-16, and you will not get to the end of 2017, but you can probably get us three-quarters of the way, with numbers in the categories of ongoing appointments, fixed term contracts, resignations, voluntary redundancies, forced redundancies and percentage of redundancies comprising past or present staff union delegates. I can give that to the secretariat to provide in a form for you. Casting your eye forward, is any staff restructure proposed for what remains of this financial year? Mr Randall: For the 2016-17 financial year, not wholesale in any significant respect. We are looking, with Dr Rabinowitz's work as we proceed with NAPLAN online—this is more into future years—to make some adjustments to the level of resource we have devoted to moving NAPLAN online over the next few years. Because it is at a higher level, if we can, we will look to bring that back down and put resources in other spots, but that is our priority. We are also continually looking to see where we can improve administrative and other services, so there may be some changes. But, to answer your question, I have no plans for any significant restructures.</p>
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SQ17-000055	Spoken	38	Collins, Jacinta	ACARA - Quartile information	<p>Senator JACINTA COLLINS: Let me ask you these questions for you to take on notice, please: what proportion of metropolitan schools have (a) more than 50 per cent of their students in the bottom two quartiles of SES; (b) more than 75 per cent of their students in the bottom two quartiles; and (c) more than 95 per cent of their students in the bottom two quartiles. Mr Randall: Just so we are correct: our indicator for the quartiles is socio-educational advantage, or ICSEA, which is not SES. If you are asking me SES, I do not have that; if you are asking me SEA, that is on My School and I can answer that. It is a distinct difference. Senator JACINTA COLLINS: I understand. Mr Randall: I can give you the quartile breakdowns. My understanding is that you are asking me to give you a summary of the quartile information we have on My School, which is about the SEA, the indicator of socio- educational advantage.</p>
SQ17-000056	Spoken	64	Collins, Jacinta	Media campaign advertising	<p>Senator JACINTA COLLINS: What sort of press? Was it magazines or newspapers? Ms Ulrick: Yes. It would be that type of activity. I do not have the absolute detail of each of those. Senator JACINTA COLLINS: On notice could you provide me with a copy of—Senator Birmingham: We can go back and have a look. It was obviously 18 months or so ago. Senator JACINTA COLLINS: I thought we were talking about last year. It was the year before. Senator Birmingham: No, it was August-September 2015. Ms Ulrick: This was 2015. Senator JACINTA COLLINS: That is all right. Senator Birmingham: Do you still want it? Senator JACINTA COLLINS: Yes, I am interested. Parental engagement is where I am particularly interested.</p>

SQ17-000057	Spoken	65	Collins, Jacinta	Parental engagement learning potential app campaign	<p>Senator JACINTA COLLINS: ... but just before we leave these more general questions, with the ? Ms Ulrick: Yes. Senator JACINTA COLLINS: What was the spend on that? Ms Ulrick: I do not have the figures on the actual app itself, but in terms of the campaign obviously there was the push for parents to download that app because it contains information that can help them with their children's engagement. It can help them engage with their kids, I should say, in relation to their education. As to how it was tracking, as at 17 February 2017 there had been over 120,000 total downloads of the app. It was listed as No. 1 and No. 2 as the Best Free app in the education category in Google Play and the App Store respectively while the campaign was running. Senator JACINTA COLLINS: You will provide me with more detail about the spend on notice? Ms Ulrick: Yes.</p>
SQ17-000058	Spoken	72	Hanson-Young, Sarah	Schedule of all departmental reviews currently being undertaken	<p>Senator HANSON-YOUNG: This has obviously been changed significantly with that difference of figure. Dr Bruniges: Yes, it has. From my point of view, the model that generated the new figure is a much more rigorous model. It takes into account a much bigger data pool and it also gets what we call the best line of fit between the real data, the actual data, closer in time to project that. So, that would be internal reviews that we have, and some of the other program areas that would depend on cluster-cluster that we deal with. The deputies probably would have small program reviews on some things. As I said, some in the schools area with some of those reviews. Monitoring, such as our learning potential app. We are monitoring that as we go, the number of hits, people downloading and making sure we have relevant information on that. I am happy to take that on notice. Senator HANSON-YOUNG: Could you? I would like a schedule of all of the reviews that the department is currently undertaking internally or those that you commissioned and the</p>

					timeframes, please. Dr Bruniges: I am happy to do that for you. Senator HANSON-YOUNG: Thank you.
SQ17-000059	Spoken	99	Collins, Jacinta	Source of data for cameos	Senator JACINTA COLLINS: We will probably get to more of the detail of that after dinner as well. Just whilst we are on the second last and the dot point above that, the matters that we were talking about with ACARA earlier, if I recall correctly ACARA said that they had not informed your cameos that went to the ministerial council. If that material had not come from ACARA where had it come from? Senator Birmingham: I suspect I will have to take on notice as to the exact development of them. I am pretty sure that input in relation to the sums and figures and so on attached to them was sought from the department.
SQ17-000060	Spoken	74	Bernardi, Cory	POA - Legal advice	Senator BERNARDI: The minister has to approve that, don't you, minister? In relation to those guidelines, was there ever any legal advice that the department received or any other advice about whether they complied with state antidiscrimination laws, et cetera, or even Commonwealth antidiscrimination laws? Dr Bruniges: Not that I am aware of. I would need to take that on notice. Ms Wilson: That was quite a long time ago.

SQ17-000061	Spoken	74	Collins, Jacinta	POA in enrolment contracts	Senator JACINTA COLLINS: I just want to say to you that I am curious, as Senator Bernardi has said, about these forms or contracts that parents are being presented with. Is that new information to the department? Ms Wilson: The priority of access guidelines are not new information. Senator JACINTA COLLINS: No, I was specifically referring to the form or the contract that Senator Bernardi was referring to, that a parent, on taking up a vacancy, is presented with a form to demonstrate that they have been advised to meet the criteria that is in the guidelines in relation to the potential for them to be removed from that place? Ms Wilson: We would probably have to take that on notice. Every provider has their own enrolment contracts. Each of the different services will have their enrolment contracts. We do not necessarily oblige them to put those words in there. I could not give you an top-of-the-head response if the bulk of them have that sentence in there or not.
SQ17-000063	Spoken	75	Collins, Jacinta	Childcare hotline - reports regarding priority of access	Senator JACINTA COLLINS: While we are being helpful. With respect to the childcare hotline, could you have a look and see what, if any, reports have occurred in relation to priority of access? Ms Wilson: We normally get the key themes provided. That is not on a list of key themes that I have seen recently, but I am happy to follow that up.
SQ17-000064	Spoken	81	Lines, Sue	Hours of usage by service type	Senator LINES: But is the usage figure of 25.3 hours aggregated across all service types? Ms Wilson: It is, but I could give you a breakdown by—Senator LINES: Can you give that to us on notice? Dr Bruniges: Yes.
SQ17-000065	Spoken	85	Collins, Jacinta	Number of families and children that were in the system in the budget figures as compared with the MYEFO figures	Senator JACINTA COLLINS: Can you provide me on notice with the number of families and children that were in the system in the budget figures as compared with the MYEFO figures? Ms Wilson: Yes, we can.

SQ17-000066	Spoken	86	Collins, Jacinta	Difference between cost of the 2016 and omnibus legislation	<p>Senator JACINTA COLLINS: So, what figure can we agree is the relevant one there? Is it less than \$1.5 billion, is it? Senator Birmingham: The additional cost of the 2016 legislation?</p> <p>Senator JACINTA COLLINS: No. The question is: between the time the changes were last introduced into the parliament in 2016 and when they were introduced as part of the omnibus bill this year, by how much was their expected cost reduced?</p> <p>Ms Wilson: I can take that on notice, but just to give you some indication, my understanding is that it was about \$3.1 billion or \$3.2 billion and then it went down to \$1.6 billion.</p>
SQ17-000067	Spoken	100	Collins, Jacinta	Two-for-one offer additional Commonwealth funding	<p>Senator JACINTA COLLINS: With the last dot point, if we go back to 2013 and the discussions with the states and territories and what was essentially characterised as the two-for-one offer, additional Commonwealth funding was a component of that offer to the states and territories. I am attempting to understand what proportion of that offer—in loose terms, given what historically occurred subsequently—has actually been realised. In one sense, Mr Cook, I am in your hands as to how you might be able to provide that information. Mr Cook: I am happy to take that on notice.</p> <p>Senator JACINTA COLLINS: Only on the Commonwealth side of that obviously. The state side is a different story, which we may or may not get to, given the time tonight.</p>
SQ17-000068	Spoken	88	Hanson-Young, Sarah	Community childcare fund	<p>Ms Wilson: The community childcare fund, the inclusion support program, the IT build that the senator asked us about before, the nanny pilot and the communications campaign we talked about earlier—all of those smaller items add to the difference between the \$1.29 billion and the \$1.6 billion.</p> <p>Senator HANSON-YOUNG: It would be helpful if you could take on notice a schedule of that with the amounts next to it. Just because it is referred, as you know, in the explanatory memorandum that this package cost \$1.6 billion, yet actually the legislative changes do not. It would be good to be really</p>

					clear. Ms Wilson: I am happy to take that on notice.
SQ17-000069	Spoken	90	Collins, Jacinta	Remaining budget for the Nanny Pilot Programme	Senator JACINTA COLLINS: What is the remaining budget for the nanny pilot? Ms Pearce: It is \$12.3 million over the forwards. Senator JACINTA COLLINS: How much of that has been spent? Ms Wilson: I do not think we have that information with us. Senator JACINTA COLLINS: You can take that on notice.
SQ17-000070	Spoken	100	Collins, Jacinta	States receiving additional funding under the Abbott arrangement	Senator JACINTA COLLINS: Subsequent to that, other states received the additional funding under the Abbott arrangement, which was additional funding as well. I am seeking to quantify that. Is that something you can do on notice? Mr Cook: Will take that on notice, certainly.
SQ17-000071	Spoken	108	Collins, Jacinta	Overfunded 'funding maintained' schools	Senator JACINTA COLLINS: What proportion of schools that are currently, in your language, overfunded were 'funding maintained' schools? Can the department tell me that? Mr Cook: We would have to take that on notice. I do not have that detail off the top of my head. Senator, just to assist, we have given you this information in a question on notice. It is SQ16.

SQ17-000072	Spoken	93	Collins, Jacinta	Employee representation on activity test discussions	<p>Senator JACINTA COLLINS: What about employees? Ms Wilson: Employees is one of the considerations around the implementation. Senator JACINTA COLLINS: No. In the discussion is there any representation of employees? Ms Wilson: At this stage, we were planning to bring the provider groups in to have a conversation. We are certainly happy to take that on board and extend our conversations beyond that group. Senator JACINTA COLLINS: I would have thought the potential impact on employees is a significant element in that picture and you would not want to be solely relying on the provider perspective there. Ms Wilson: I am happy to take that on notice.</p>
SQ17-000073	Spoken	114	Hanson-Young, Sarah	Unley High School - SRS target	<p>Senator HANSON-YOUNG: How much money do you think Unley High School would need in order to meet their SRS target? Senator Birmingham: I can take that on notice and we can have a look at the MySchool data, if possible, to deduce that. Yes, we can take that on notice and have a look at it. Senator HANSON-YOUNG: Perhaps I might give you a list of schools then, Minister, and you can fill in the gaps—Senator Birmingham: I can. Senator Hanson-Young, just to take the example to the extreme, the—</p>
SQ17-000074	Spoken	94	Hanson-Young, Sarah	Number of families who claim more than 24 hours of care	<p>Senator HANSON-YOUNG: I get that, but you have said there are 52,000 families who will not meet the activity test. Ms Wilson: Based on the information that we have on our system. Senator HANSON-YOUNG: And out of that cohort I want to know how many of those families claim more than 24 hours of care. Ms Mitchell: We would need to take that on notice. Senator HANSON-YOUNG: Thank you.</p>

SQ17-000075	Spoken	118	Hanson-Young, Sarah	Power Minister has to ensure requirements under Act are met	Senator HANSON-YOUNG: The requirement under the act is that the money must be distributed in that way. What power do you have to ensure that that actually occurs? Senator Birmingham: I suspect the answer is limited but I will take that on notice. Obviously—I spoke before in relation to your examples around Unley High School—that I do not have a lot of power about how the South Australian government carves up its funding across the different schools within its jurisdiction, or even in how it carves up our funding across those schools.
SQ17-000076	Spoken	118	Collins, Jacinta	Annual Returns	Senator JACINTA COLLINS: I do have some questions. One that occurred to me in relation to this particular area might help Senator Hanson-Young, and that is: Mr Cook, are those reports available? Mr Cook: The annual returns? As in publicly available? I am happy to take it on notice. We would not normally do an annual return of an individual school. The individual school data is on My School. Senator JACINTA COLLINS: No; I am talking about the system data. Mr Cook: I am happy to take that on notice. Senator JACINTA COLLINS: If you could; thank you. Then we could evaluate how adequately we think those reports are addressing the issue that concerns Senator Hanson-Young. I am not only interested in the Catholic system; I am interested in all the systems, please.
SQ17-000077	Spoken	118	Collins, Jacinta	Quality Outcomes Program	Senator JACINTA COLLINS: I would like to go to quality outcomes now. In the PBS at page 34 we have the quality outcomes area identified with \$138 million allocated over the next four years—the first of those being \$41 million. What is this actually being spent on? Mr Cook: The Quality Outcomes Program? Senator JACINTA COLLINS: Yes. Mr Cook: That is spent on programs such as ACARA funding, AITSL funding, Safe Schools Coalition, Endeavour Language Teacher Fellowships, National Career Education Strategy, PACER, which is the program where schools get payments to visit Canberra, the

					Australian Government Quality Teacher Program, Civics and Citizenship, National Schools Project and–Senator JACINTA COLLINS: As we have limited time, could you outline that in more detail on notice? Mr Cook: Sure.
SQ17-000078	Spoken	120	O'Neill, Deborah	Representatives and advocacy groups the Minister has met	Senator O'NEILL: Minister, you perhaps have been meeting with students with disabilities, representatives and advocacy groups. Could you share with us the list of representative and advocacy groups that you have met with since becoming a minister in this area? Senator Birmingham: I can take that on notice. Senator O'NEILL: Do you believe that you have met with Children and Young People with Disability Australia? Senator Birmingham: I do not recall the specific. I have taken it on notice. I meet with lots of people.
SQ17-000079	Spoken	120	O'Neill, Deborah	SWD loadings	Senator O'NEILL: That is not an SWD loading, which is what you committed to delivering in 2015. Are you actually going to introduce a revised loading at all or have you given up on that? Senator Birmingham: I discussed issues of SWD loadings with the states and territories at the Education Council. They agreed on some further work and directions in that space, and we can go to the communique or the resolution there to identify what the agreement was. There was certainly strong opinion across the states, territories and within much of the non-government sector about elements of the inadequacy of some of the data that is available for such loading reforms at a comprehensive level at present. Senator O'NEILL: I have some questions for the department on that. Minister, could you take on notice to give us each step that you will take to develop a revised loading, who you are going

					<p>to consult with on the development of that revised loading and when you will be consulting with them? Senator Birmingham: We will take that on notice.</p>
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SQ17-000080	Spoken	122	O'Neill, Deborah	Federal grant made to Bjorn Lomborg centre	<p>Senator O'NEILL: You might recall that at the last estimates asked a series of questions around the federal grant that was made to the Bjorn Lomborg centre. There were a series of questions on notice. Thank you for the responses to those. I have to say that I was a little shocked, given the nature of the publication, in which we have discovered is essentially a vanity publication, that we paid \$640,000 for it in a grant to Mr Lomborg. Can you confirm this figure of \$146,000 for travel paid to Mr Lomborg? Ms Hart: Regarding the response that was provided to breakdown of costs, the travel and meeting costs were \$146,296.76. Senator O'NEILL: So of the \$640,000 that the Australian people paid Mr Lomborg, he spent \$146,000 on travel and meetings, including to places in Africa? Ms Hart: I do not have the full breakdown of the places he travelled to. I could take that on notice. Senator O'NEILL: Would you please do so? In your answer you say: Country specific seminars regarding the most effective targets for the post-2015 development agenda were held in—and you have listed here, amongst others that you might yet provide to me—â€¦ Bangladesh, Brazil, Colombia, India, Indonesia, Kenya, Mexico, Nigeria and South Africa. Youth Forums were also held across Africa, the AsiaPacific and Latin America. In addition, the Copenhagen Consensus Center took its project results to seminars in New York (USA). That sounds like a pretty good round-the-world trip to me. Senator Birmingham: Is sounds like your question has already been answered, Senator. Senator O'NEILL: Is that all he did, or is there more, Ms Hart? Did he have more of a good time on the Australian taxpayers' dollars than those countries I have listed already, for \$146,000? Is there anywhere else? Ms Hart: That is the list of countries that were involved in the conduct of the project. Senator O'NEILL: And they are the countries to which Mr Lomborg travelled? Ms Hart: As I said before, I would need to</p>
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					<p>take that on notice. There were forums and meetings where the results may have been paid to Dr Lomborg. I would need to take on notice which ones he personally attended. Senator O'NEILL: In relation to the contract service 'professional fees—research', at \$192,000, could you also find out for me what constituted that amount? In relation to outreach \$152,000 and forums \$137,000, could you get a more detailed breakdown of what they were for? Given that Mr Lomborg was the publishing agent through the Copenhagen Consensus Center, and the printing and copying of this book that cost us \$640,000 only seems to be indicated as \$9,444—is that the cost for the printing of the book? Ms Hart: That is my understanding, yes. The \$640,000 covered a range of activities. It does not relate just to the cost of the book.</p>
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SQ17-000081	Spoken	125	O'Neill, Deborah	Panel meetings	Senator O'NEILL: Three to four? Mr Learmonth: Some shorter, some longer. Senator O'NEILL: And the meetings with you, Minister? Senator Birmingham: Similarly, they would have varied. I take it on notice to check but I suspect that on average they would have all been more than an hour and some of them longer, given that is an average.
SQ17-000082	Spoken	126	O'Neill, Deborah	Engagement with NTEU	Senator O'NEILL: Could I ask how many times the minister has met with the NTEU to discuss the future higher education policy? Senator Birmingham: I do not recall but I know my officers had engagements with them. Senator O'NEILL: Have you ever met with the NTEU in the course of these deliberations about the sector? Senator Birmingham: Not that I recall. Senator O'NEILL: So no engagement with the NTEU? CHAIR: That is not what the minister said. Please try not to verbal him at quarter to 10. Senator O'NEILL: I am sure he would tell me if he had met with them. It would have been a scintillating conversation. I am sure he would remember if he had met with them. CHAIR: He said he could not recall. Senator O'Neill, the minister was clear: he could not recall. Senator O'NEILL: Would you take that on notice then? Your diary might assist you with your recollections. Senator Birmingham: Sure. Senator O'NEILL: Have you met with student groups to discuss higher education changes? Senator Birmingham: Yes. Senator O'NEILL: How many times have you met and with which groups—maybe on notice? Senator Birmingham: I will take that on notice.

SQ17-000083	Spoken	127	O'Neill, Deborah	Impact on Universities	<p>Senator O'NEILL: How many students is that cut projected to impact, Mr Learmonth? Mr Learmonth: I do not think you can really attribute it to students, in terms of how the money flows. In its various forms, it funds programs, research—it funds a range of things. Senator O'NEILL: So, a better question might be: what is the impact on the universities? Mr Learmonth: It would be hard to gauge what the impact is. Senator O'NEILL: Could you take that on notice. Mr Learmonth: I am not sure we could give you better information about what the impacts might be. It would be speculative. Senator O'NEILL: Could I ask what growth there has been in low-SES Indigenous and regional and remote students since the introduction of the program? Mr Learmonth: Yes, if we have it—all significant. Senator O'NEILL: Maybe, in the interests of time, I might ask you to provide that on notice. Mr Learmonth: I will take that on notice. It has all been significant growth in the mentioned equity groups.</p>
SQ17-000084	Spoken	130	Hanson-Young, Sarah	Deregulation policy and student and university costs	<p>Senator HANSON-YOUNG: So the department has done work that resulted in some figures being crunched or analysed in some way? Mr Learmonth: No. I have not said that. I said there has been some thinking and analysis, as you would expect, in relation to each of the options that was articulated in the discussion paper last year. Senator HANSON-YOUNG: But you will not share that with us because it is advice to cabinet? Mr Learmonth: The whole thing is within the context of the government's deliberations on this matter. Senator HANSON-YOUNG: Could you take on notice what modelling or analysis has been conducted by the department or commissioned by the department from 2016 back to 2014 in relation any deregulation policy and the impact on student costs and costs to universities? Mr Learmonth: We will take it on notice. I dare say that will also be considered in light of the deliberative process of government. But we will take it on</p>

					notice and see what we can provide you with.
SQ17-000085	Spoken	131	Cameron, Doug	National Partnership	<p>Senator CAMERON: Dr Bruniges, does the department know how much of the current national partnership has been invested in helping students complete a year 12 or equivalent qualification, and do you know how many students have completed a year 12 equivalent qualification linked to the national partnership? Dr Bruniges: I think I would have to take that on notice. That would be, I guess, joined up with each jurisdiction's agreement, and the details of that I would need to take on notice. ... Senator Birmingham: Aside from through VET FEE-HELP previously or VET student loans now, I am not aware that we provide direct payments to TAFEs. So TAFEs would receive funding via the states. I will let officials add or take on notice, if need be, as to whether the national partnerships prescribe any specific funding requirements for TAFE or any specific funding related to year 12. I am not aware that it does either. Senator CAMERON: I have happy for you to take that on notice, but I think I know the answer—there is no prescription. If I am not sure and you are not sure, that is okay. Let us find out. I do not think there is any prescription. Ms Furnell: There are no specific requirements or comments or targets regarding year 12 and year 12 pathways in the agreement on implementation plans. Dr Bruniges: In different</p>

					<p>jurisdictions, there might be requirements for leaving age of 17 that you will see. Some jurisdictions have legislated a school leaving age of 17. In a number of jurisdictions, that has meant that they have really sought, as the leaving age is upped from 15 to 17, to expand pathways for students across a number of settings. Senator CAMERON: So there is no obligation on the states to provide it. If you could provide details of how many you think have gone through, I think that would be a useful piece of information to get back from the states. Dr Bruniges: We will see what we can do. I am happy to take it on notice and see what we have in terms of pathways.</p>
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SQ17-000087	Spoken	131	Cameron, Doug	Courses excluded in VET FEE-HELP	<p>Senator CAMERON: Could you provide me with the details of the full course list? Mr Hart: The full course list is publicly available but, yes, we can provide the full list of courses that are available. Senator CAMERON: And specifically the additions that were made. Mr Hart: We can. Those additions are made under schedule 3, so they are quite clearly identifiable. Senator CAMERON: That would be good if you could send me that; it will save me going looking. Mr Hart: Absolutely. Senator CAMERON: I am sure you will find it a lot more easily than I would. What courses have still been excluded? How many arts courses have been excluded? Mr Hart: I would have to take the exact number on notice. As you will remember, there was a process around determining the eligibility for VET student loans and it was about being on two states lists—science, technology, engineering and mathematics—and then there was the listed process. The list of courses is significantly less than what attracted subsidy under the VET FEE-HELP program. We can provide you with the differences on those.</p>
SQ17-000088	Spoken	132	Cameron, Doug	Adelaide College of the Arts	<p>Senator CAMERON: Is that what you would define as an exemption? Dr McEwen: Yes. There is no specific exemption process; it was a matter of applying to have an additional course. Senator CAMERON: Ok, could you provide me with that. Did the Adelaide College of the Arts apply in this process? Mr Hart: We would have to take that on notice. Senator CAMERON: Could you also advise that if any other institutions did apply, what courses they applied for? Mr Hart: Yes. Senator CAMERON: Did any other institutions apply to offer the same courses, and were they approved? Can you provide that on notice? Mr Hart: Yes, we can do that.</p>

SQ17-000089	Spoken	132	Cameron, Doug	File notes on discussions	<p>Mr Hart: I cannot recall that they specifically raised concern. It was more a discussion that we had a new program and there was a new arrangement for which courses could attract the subsidy—what was the process for which courses could be made eligible? And they were aware that there would be fewer arts courses that received the subsidy under VET student loans than under VET FEE-HELP. Senator CAMERON: On notice, can you provide any file notes about these conversations? Mr Hart: Yes, I can do that. Senator CAMERON: Were there formal meetings? Mr Hart: Not formal meetings. It was by telephone. Senator CAMERON: Could you provide the file notes—Mr Hart: If there are file notes available, then we can provide them.</p>
SQ17-000090	Spoken	133	Cameron, Doug	Completion rates on fine arts and performing arts	<p>Senator CAMERON: Okay. Has there been a change in the total number of students enrolled in performing or fine arts courses with the introduction of the new course list? Mr Hart: Specifically for fine arts, I would have to take that on notice. Senator CAMERON: Okay, fine arts and performing arts. Can you have a look at the completion rates year on year in this area and provide details of that? Mr Hart: For those areas of study? Senator CAMERON: Yes—fine arts and performing arts. Are there any courses where you have given permission for one provider to deliver a certain arts course but not another provider?</p>

SQ17-000091	Spoken	133	Cameron, Doug	FOI Request	<p>Senator CAMERON: Could you provide details of the submissions that were made on this prospective employment? Could you provide all of the submissions that were made for colleges that applied for access to these courses but were denied, and the submissions that were made by the successful ones? I would like to see them, and the differences, and any proper analysis that was made to determine who got in and who was left out. Is that possible? Dr McEwen: We can take that on notice. Senator Birmingham: We will take that on notice. We might need to ask the parties for their permission if we are to provide their full submission. I see no particular reason not to, but if you were making an FOI request we would be bound under the FOI Act to consult with the parties before releasing it to you. I think it is not unreasonable, given that these are submissions made by third parties, in a commercial sense, for an application, for us to at least engage in a similar level of consultation with them.</p>
SQ17-000092	Spoken	134	Cameron, Doug	Skills Senior Officials Network	<p>Dr Banerjee: From the discussion at that meeting—even though it was inquorate—Minister Andrews said to her colleagues that she would ask senior officials to follow up on this matter. The senior officials have a standing group that looks at overall policy issues called the Skills Senior Officials Network, which I chair. We met in December to further progress discussions on this. Senator CAMERON: Quorate or inquorate? Dr Banerjee: We were quorate. Senator CAMERON: Were you? Dr Banerjee: Yes. Senator CAMERON: Are there minutes of that meeting? Dr Banerjee: I will check; I think so. Senator CAMERON: Minutes and file notes, if you do not mind. So when does the funding for the current agreement run out?</p>

SQ17-000093	Spoken	136	Cameron, Doug	Trade Support Loans	<p>Senator CAMERON: If these apprentices were paid a decent rate of pay, would they need this? Senator Birmingham: Senator, you are now going to an industrial relations matter that sits within the remit of the Fair Work Commission. It is not for our department to determine salary rates. Senator CAMERON: But you are dealing with the consequences of it. Senator Birmingham: There were, I think, some salary determinations over recent years, particularly in relation to mature-age apprentices, from memory, that saw some significant increases in payments. Senator CAMERON: Are there any statistics as to how many of these trade loans have gone to apprentices covered by enterprise agreements? Senator Birmingham: We would need to take that on notice.</p>
SQ17-000094	Spoken	136	Cameron, Doug	Trade Support Loans - Completion rates	<p>Mr Lovelock: Given the infancy of the scheme, it would be difficult for us to correlate the system completion rate, and most of these apprentices—75 per cent, in fact, of the apprentices—in receipt of a loan are still in training. Senator CAMERON: So 25 per cent have dropped out then? Mr Lovelock: I would need to take on notice whether that is because they have completed or whether they have ceased training. Senator CAMERON: Could you then provide details of how many have subsequently dropped out. Can you provide details of the average debt held by participants that have dropped out? Mr Lovelock: Yes. Senator CAMERON: And what is the total debt held by people who have dropped out of their apprenticeship? Do you have those figures? Mr Lovelock: I do not have those with me. I will take that on notice. Senator CAMERON: Do you have them? Mr Lovelock: I am not sure, but it is certainly a figure that we can give you. CHAIR: And you have taken it on notice.</p>

SQ17-000095	Spoken	138	Cameron, Doug	Project proposals and plans	<p>Senator CAMERON: So there was no plan when you made the application? Ms Hewlett: There was a project proposal. Senator CAMERON: Okay, can I have copies of each project proposal and the plans. Ms Hewlett: We will take that on notice. Senator CAMERON: Have any of the main aims and designs of the project changed since the original application? Ms Hewlett: The aims of the projects have not changed, but the proposed delivery arrangements have differed slightly. Senator CAMERON: Can you provide, on notice, the changes. Ms Hewlett: We can do that.</p>
SQ17-000096	Spoken	139	Cameron, Doug	NEVC Projects	<p>Senator CAMERON: There are no students in this project? Ms Hewlett: There have not been—the training has not started in the NEVC project. Mr Lovelock: We have not signed off on the—we only received the project plan from NEVC last week. Senator CAMERON: So the plan came out last week? Mr Lovelock: We received the project plan for MBA and the NEVC projects last week. That is second milestone—Senator CAMERON: In those plans, what is the duration of the course for each of the participants? Mr Lovelock: I would need to take that on notice. Senator CAMERON: How are the participants supporting themselves financially through the pilot? Mr Lovelock: I would need to take that on notice. Senator CAMERON: Have any of the participants—well, there are no participants yet, are there? Mr Lovelock: Well, so training has not commenced. Senator CAMERON: Alright, is there a Work Integrated Learning plan yet? Mr Lovelock: There would be a plan for how the pilot will deliver the Work Integrated Learning component of that project as part of the project plan. Senator CAMERON: How many employers are participating in the pilot? Mr Lovelock: I would need to take that on notice. Senator CAMERON: How were the employers recruited to be involved? Mr Lovelock: And I would need to take that on notice. Senator CAMERON: Are the employers being paid to be</p>

					<p>involved? Mr Lovelock: I do not believe so, but I will take that on notice to confirm. Senator CAMERON: And how many hours of Work Integrated Learning will each student undertake? Mr Lovelock: I believe, based on the project plan that has been submitted for approval, which we are looking at, it is 35 weeks of Work Integrated Learning.</p>
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SQ17-000097	Spoken	139	Cameron, Doug	FOI requests and Senate Orders	<p>Senator CAMERON: That was a letter that was never signed or sent, that was part of the documents that were provided.</p> <p>Senator Birmingham: Okay, I will take your word.</p> <p>Senator CAMERON: Was there ever an alternative letter drafted and sent?</p> <p>Senator Birmingham: To Senator Day?</p> <p>Senator CAMERON: Yes.</p> <p>Senator Birmingham: I will take that on notice, although I think we have, in response to FOI requests and Senate orders, pretty much released anything that there is to be seen. So if you have not found one in documents released, then I can say with confidence that there was not.</p> <p>Senator CAMERON: So in your speech to the Senate on that, you said there were changes to the original student builder proposal. Can you explain why the final proposal for the project was not included in part of the order to produce?</p> <p>Senator Birmingham: The final proposal—I will take that on notice and have a look, but as I say, as far as I am aware all documents in relation to the order and the FOIs have been provided.</p> <p>Senator CAMERON: Why were none of the project proposals produced in response to the Senate order?</p> <p>Senator Birmingham: I just indicated—as far as I am aware, all documents relevant to the Senate order were produced. Now, if what you are meaning by project proposal differs from what was released in the Senate order or came after the time line of the Senate order, perhaps that is the explanation.</p> <p>Senator CAMERON: Okay, so I think you have taken on notice to produce the project plans and all the documentation related to these projects. The Australian National Audit Office are auditing the pilot scheme. Is it all the schemes, or is it just the one scheme?</p> <p>Senator Birmingham: They are auditing the program, as I understand it—the apprenticeship pilot program—and the department is cooperating with it.</p> <p>Senator CAMERON: Has the department been advised as to when we can expect an outcome?</p> <p>Ms Hewlett: The ANAO anticipates</p>
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					releasing its report in April.
SQ17-000098	Spoken	140	Cameron, Doug	Use of school funding for TAFE activities	<p>Senator CAMERON: Thanks. Sorry, Senator Kakoschke-Moore.</p> <p>Senator Birmingham: Very quickly, just for the record, I have been messaging our associate secretary in schools, Tony Cook. There is a possibility—and we will answer this on notice as well—that some schools funding provided to states may actually reflect enrolments in years 11 and 12 intakes as well.</p> <p>Senator CAMERON: That is good.</p>
SQ17-000099	Spoken	142	Kakoschke-Moore, Skye	Phone call hold time for student inquiries	Senator KAKOSCHKE-MOORE: Thank you. Can you advise the average phone call hold time for student inquiries, and also the average time for responses to email communications?

SQ17-000100	Spoken	95	Hanson-Young, Sarah	Number of families by income range	<p>Senator HANSON-YOUNG: If you could that, it would be very helpful. So, out of that group, this one parent at home earning over \$65,000, how many families are in that group currently? So, based on the current model, how many families are between that \$65,000 total with one parent at home, and then lifting the income up to \$100,000; do you know how many families are in that cohort of between \$65,000 and \$100,000 who have one parent working at home? Ms Wilson: No. We would have to take that on notice. Senator HANSON-YOUNG: Do you understand what I am saying? Ms Wilson: Yes. Senator HANSON-YOUNG: I am sorry, that was a bit convoluted. Ms Wilson: So, you want it by one parent at home by a slice of the income range? Senator HANSON-YOUNG: Yes. Ms Wilson: Which is a combination we would not have with us.</p>
SQ17-000101	Spoken	17	Cameron, Doug	ASQA - students stranded without qualifications	<p>Senator CAMERON: Yes, 800 students were left stranded without qualifications and in debt; is that correct? Prof. Lavarch: I cannot comment on the debt situation, Senator, because that does not come to ASQA in terms of—Senator CAMERON: But they were stranded without a qualification? Prof. Lavarch: I cannot give you the number. I do not have in front of me what numbers there were at a particular point in time. Senator CAMERON: Can you take that one on notice?</p>
SQ17-000102	Spoken	141	Kakoschke-Moore, Skye	VET FEE-HELP opt-in web page	<p>Senator KAKOSCHKE-MOORE: I note that on the department's VET FEE-HELP opt-in web page, the 'I still need help' contact form allows student to select the type of inquiry they require assistance with under the following categories: sign-in issues, pass key issues, pass key inactive, no letter received, no email received, requesting pass key and other. On notice, would you be able to provide a breakdown of the number of inquiries you have received under each of those headings with the website? Mr Hart: Yes. Dr McEwen: Yes, we can.</p>

SQ17-000103	Written		Cameron, Doug	ASQA - MAP Training	What was the nature of the administrative sanction that resulted in an amended scope for MAP Training (provider number 90791) as reported in the ASQA 2012-2013 Annual Report, (p 136)?
SQ17-000104	Written		Carr, Kim	ARC - Open Access policy	1. In regards to the ARC's Open Access policy, why have you settled on a 12 month deadline? 2. Are there any technical limitations towards mandating a quicker timeline for publications to be placed into the repository? 3. The ERA 2015 report: Volume 2 Institutional Insights suggests that between 14 and 34 percent of outputs submitted were open access. Do you expect this to improve over time? 4. What was the percentage of open access outputs per institution? 5. Do you have any insights why there is a wide variability in open access outputs between (a) institutions and (b) FoRs?
SQ17-000105	Written		Kakoschke-Moore, Skye	Number of applications for courses have been rejected?	During Question Time on February 15, Minister Birmingham said that 23 courses not on the eligible course list have been approved for individual providers. How many applications for courses have been rejected?
SQ17-000106	Written		Cameron, Doug	ASQA - Sanction of MAP Training	What was the basis for the sanction of MAP Training? Was the sanction made on the basis of a complaint; and if so, what was the substance of the complaint? What evidence was presented that led to the sanction? What qualifications did MAP Training lose from its scope? Have any other sanctions against MAP Training been made? Have any (further) complaints against MAP Training been made? Has MAP Training been audited by ASQA and if so, what were the results of any such audit?
SQ17-000107	Written		Hanson-Young, Sarah	Safety net - 2 days of care	The current proposed package has a safety net of 12 hours per week for children from families earning under \$65,000 a year. Does that constitute two days of care per week? How many hours per week would constitute two days for most families?
SQ17-000108	Written		Cameron, Doug	ASQA - Enterprise Agreement	Are ASQA staff covered by a current Enterprise Agreement? [If the EA is not finalised] When do you expect that agreement to

					be finalised?
SQ17-000109	Written		Cameron, Doug	ASQA - Enterprise Agreement	When was the last wage increase for staff in ASQA covered by an Enterprise Agreement? What was the quantum of that wage increase as a percentage? When was the last wage increase for ASQA non-Enterprise Agreement staff (SES officers and Commissioners)? What were the quantum of those wages increases, expressed as percentages and in dollars.
SQ17-000110	Written		Cameron, Doug	ASQA - Staffing	How many staff members are employed in ASQA? Please report separately on SES, commissioners and all other staff by classification level. How many ASQA staff members are non-ongoing? Please report separately on SES, commissioners and all other staff by classification level. What proportion of ASQA staff is non-ongoing? Please report separately on SES, commissioners and all other staff by classification level. The ASQA Annual Report 2015-16 reports that 13 of the 36 APS level 5 staff are non-ongoing. Why is that proportion so high?
SQ17-000111	Written		Cameron, Doug	Trade Support Loan	How many apprentices were eligible for a Trade Support Loan over the 2015-2016 year; 2014-15 year; and so far in 2016-17.
SQ17-000112	Written		Cameron, Doug	Trade Support Loan (approvals)	How many approvals of loans were made over those periods? (noting that SQ16-001056 requesting the number of loans taken out, were labelled in the answer as'TSL applications')
SQ17-000113	Written		Cameron, Doug	Trade Support Loan (basis for refusal)	On what basis have any TSL applications been refused approval?
SQ17-000114	Written		Kakoschke-Moore, Skye	Providers approved to offer creative art courses not on the eligible course list	Minister Birmingham also said that four providers have been approved to offer nine creative arts courses not on the eligible course list. One of the providers is TAFE, what are the names of the other three organisations and what courses are they offering?
SQ17-000115	Written		Cameron, Doug	Trade Support Loan (eligible apprentices)	What proportion of eligible apprentices received a loan in the 2015-2016 year and 2014-2015 and so far in 2016-17?

SQ17-000116	Written		Hanson-Young, Sarah	Child care income cap	Families with one parent at home, earning over the cap get zero hours of care per week. How many families would get nothing at the current proposed cap of \$65,000 per year? How many families would miss out if we changed the cap to \$100,000 per year? What would it cost to remove that cap and guarantee all families 12, 18 or 24 hours of care per week?
SQ17-000117	Written		Cameron, Doug	Trade Support Loan (approvals by state and territory)	Please provide a breakdown of trades support loans that have been approved by state and territory over each year of operation, up to the present time.
SQ17-000118	Written		Hanson-Young, Sarah	Children 'at risk'	How do you determine whether children are 'at risk'in the real world? Is this a reactive or preventative process?
SQ17-000119	Written		Kakoschke-Moore, Skye	Application from not-for-profit organisations	How many not-for-profit organisations have applied to offer a course not on the list and been rejected?

SQ17-000120	Written		Hanson-Young, Sarah	Commonwealth funding for non-government schools	<p>Please provide the following details for non-government schools in receipt of Commonwealth Government financial assistance in an Excel spreadsheet:</p> <ul style="list-style-type: none"> • school number • school name • location • state • electorate • school sector (Catholic, Independent, etc) • SES score 2014-2016 • old/new per student funding status 2014 (old per student funding is less or greater than new per student funding for 2014) • location status (inner regional, outer regional, remote, very remote) • size status (very small, small, medium, large) • number of primary students 2014-2016 • number of secondary students 2014-2016 • number of low SES primary students in SES Quartile 1 2014-2016 • number of low SES primary students in SES Quartile 2 2014-2016 • number of low SES secondary students in SES Quartile 1 2014-2016 • number of low SES secondary students in SES Quartile 2 2014-2016 • number of Indigenous primary students 2014-2016 • number of Indigenous secondary students 2014-2016 • number of disability primary students 2014-2016 • number of disability secondary students 2014-2016 • number of low English proficiency primary students 2014-2016 • number of low English proficiency secondary students 2014-2016 • base SRS funding per primary student 2014-2016 • base SRS funding per secondary student 2014-2016 • average funding loading per low SES primary student in SES Quartile 1 2014-2016 • average funding loading per low SES secondary student in SES Quartile 1 2014-2016 • average funding loading per low SES primary student in SES Quartile 2 2014-2016 • average funding loading per low SES secondary student in SES Quartile 2 2014-2016 • average total low SES funding loading per low SES primary student 2014-2016 • average total low SES funding loading per low SES secondary student 2014-2016 • average funding loading per Indigenous primary student 2014-2016 • average funding loading per Indigenous secondary student 2014 -2016
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					<ul style="list-style-type: none"> • disability funding loading per primary student 2014-2016 • disability funding loading per secondary student 2014-2016 • low English proficiency funding loading per primary student 2014-2016 • low English proficiency funding loading per secondary student 2014-2016 • location funding loading per primary student 2014-2016 • location funding loading per secondary student 2014-2016 • total size loading for primary school 2014-2016 • total size loading for secondary school 2014-2016 • school size funding loading per primary student 2014-2016 • school size loading per secondary student 2014-2016 • total Commonwealth funding entitlement per school 2014-2016 • total Commonwealth funding entitlement per student 2014-2016 • actual total Commonwealth funding 2014-2016 • actual total Commonwealth funding per student 2014-2016 • other recurrent funding 2014-2016 • capital grants 2014-2016
SQ17-000121	Written		Hanson-Young, Sarah	Families worse off	How many families will be worse off if the proposed childcare legislation is enacted?

SQ17-000122	Written		Kakoschke-Moore, Skye	NIDA application	Is it the case that NIDA has made an application that has not been approved?
SQ17-000123	Written		Cameron, Doug	Trade Support Loans (currently operating)	Please provide a breakdown of the number of trade support loans in operation and the total loan amounts, by financial year from the commencement of the scheme to the present: • By gender • By occupation • By employer industry • By age of the apprentice at the commencement of the loan • By location (eg rural, remote and metro), and • By electorate.
SQ17-000124	Written		Hanson-Young, Sarah	BBF services	Will mobile services, BBF services be funded under the new model? Many services are concerned that they won't be able to sustain themselves without specific funding. What will be done to support them?
SQ17-000125	Written		Kakoschke-Moore, Skye	Review of the methodology underpinning the eligible course list	When will the review of the methodology underpinning the eligible course list begin?
SQ17-000126	Written		Hanson-Young, Sarah	Family day care crack down	How much has been saved by the family day care crack down, overall? How much is expected to be saved in total, taking new measures relating to grandparent care into account?
SQ17-000127	Written		Hanson-Young, Sarah	Cost of the Child Care Package	The latest child care bill provides a cost over the forward estimates of \$1409m for the child care subsidy. What is the year on year estimate for each of the four years?
SQ17-000128	Written		Kakoschke-Moore, Skye	Federal funding for National Youth Week beyond 2017	Will there be Federal funding for National Youth Week beyond 2017?
SQ17-000129	Written		Hanson-Young, Sarah	Cost of the Child Care Package	The EM states that the total cost of the package is \$1.6 billion. What makes up the difference between this figure and the \$1,409 million stated in the Bill for the subsidy? What is the year on year estimate for these elements of the package for each of the four years?
SQ17-000130	Written		Cameron, Doug	Trade Support Loans (methodology)	What methodology and/or analysis was used to set the forecast and the targets for Trade Support Loans in the Education and Training Portfolio Budget statements 2016-2017 for the years 2015-16 and 2016-17?

SQ17-000131	Written		Hanson-Young, Sarah	Cost of new IT system	Is the cost of the IT computer build included in that \$1.6 billion? Where is that up to?
SQ17-000132	Written		Kakoschke-Moore, Skye	Federal government funding to states and territories for National Youth Week	I understand the Federal Government provided funding to the states and territories for National Youth Week activities and the states and territories also provided funding. How much funding was given to each state and territory? How much did each state and territory contribute in each of the past 4 years? How much have each state and territory received for 2017?
SQ17-000133	Written		Cameron, Doug	Trade Support Loans (methodology)	What methodology and analysis was used to set the targets for Trade Support Loans in the Education and Training Portfolio Additional Estimates Statements 2016-17 for 2016-17 and 2017-18?
SQ17-000134	Written		Carr, Kim	ARC - Data underpinning publications	1. What is the current position of the ARC in regards to researchers being required to make data underpinning publications and funded by the ARC available? 2. Are there any plans to revise this position? 3. Are there any figures around how much data generated by funded projects is made or is available and any data on specific commercial return from project data by project?
SQ17-000135	Written		Hanson-Young, Sarah	Activity Test - families 'self report'	The Government has been at great pains to point out that families will be able to 'self report' their activity and won't have an increased compliance burden. How will that work? How will that reporting system interact with the building of a new IT system to double down on compliance?
SQ17-000136	Written		Cameron, Doug	Trade Support Loan (targets)	Why was the target for Trade Support Loans in the Portfolio Additional Estimates Statements 2016-17 the same for 2016-17 and 2017-18?
SQ17-000137	Written		Collins, Jacinta	Assumptions in 2016-17 Budget modelling	Did Budget 2016-17 assume that families would increase or decrease their hours of work to minimise their out of pocket child care expenses irrespective of the unemployment rate?
SQ17-000138	Written		Kakoschke-Moore, Skye	Evaluation of National Youth Week	Has the Department undertaken an evaluation of National Youth Week to determine its effectiveness?

SQ17-000140	Written		Cameron, Doug	Trade Support Loan (completion rate for apprentices and trainees)	What is the completion rate for apprentices and trainees that are eligible for trade support loans?
SQ17-000141	Written		Carr, Kim	ARC - Australian Research Integrity Committee	1. Who are the members of the Australian Research Integrity Committee? 2. When do their terms expire? 3. On what dates were they appointed, and by who?
SQ17-000142	Written		Hanson-Young, Sarah	MYEFO variation	Can you explain the main drivers of why the child care assistance estimates were reduced by \$7.6 billion over the forward estimates in MYEFO?
SQ17-000143	Written		Kakoschke-Moore, Skye	Modelling on impact of child care reforms in rural and regional Australia	Was any modelling done on the impact of the child care reforms in rural and regional Australia?
SQ17-000144	Written		Hanson-Young, Sarah	Projected price increases for each service type	What are the price increases for each service type (Family Day Care, Long Day Care, Outside School Hours Care) projected to be for each year of the forward estimates in the new model, compared with the previous five years?
SQ17-000145	Written		Cameron, Doug	Trade Support Loan (rate of attrition for apprentices and trainees)	What is the rate of attrition for apprentices and trainees that are eligible for trade support loans? Please report for each year eg attrition over the 1st year, 2nd year, 3rd year and 4th year.
SQ17-000146	Written		Kakoschke-Moore, Skye	Additional location, size or indigenous loading in child care package	Why is there no additional location, size or indigenous loading included in the child care package?
SQ17-000147	Written		Hanson-Young, Sarah	Aboriginal and Torres Strait Islander in BBF funded and other services	How many Aboriginal and Torres Strait Islander children are supported by the child care system. What percentage of them are in budget based funded services and what percentage are in mainstream CCB registered services? What is the current funding level for budget based funded services ? What is the breakdown between Aboriginal and Torres Strait Islander services, mobile services and other services?

SQ17-000148	Written		Cameron, Doug	Trade Support Loans (rationale for better completion rates)	Can you outline the rationale behind the notion that Trade Support Loans will lead to better completion rates, as stated in SQ16-001071? What evidence is there that Trade Support Loans will lead to better completion rates, as stated in SQ16-001071?
SQ17-000149	Written		Kakoschke-Moore, Skye	Defunding services not considered viable without support from the Commonwealth	Is the ultimate intent to defund services that are not considered viable without ongoing support from the Commonwealth?
SQ17-000150	Written		Hanson-Young, Sarah	Schooling Resource Standard (SRS)	Has there been any change to the method of determining the base Schooling Resource Standard (SRS) per student or the total SRS entitlement for each school or system since it was introduced?
SQ17-000151	Written		Carr, Kim	ARC - Australian Code for the Responsible Conduct of Research	Please provide: (a) the number of requests for review received under the Australian Code for the Responsible Conduct of Research since the establishment of the ARIC by calendar year (b) the number of reviews undertaken by the ARIC by calendar year (c) the number of reviews finalised by calendar year
SQ17-000152	Written		Kakoschke-Moore, Skye	Distribution of funding under the Community Child Care Fund	How will funding under the Community Child Care Fund be distributed? How much will be competitive funding and how much non-competitive?
SQ17-000153	Written		Hanson-Young, Sarah	PWC BBF consultancy	Has the process of running the PWC consultancy to engage with services concluded? What were the findings? Were services happy with the draft principles for moving forward? What is the process from here?
SQ17-000154	Written		Kakoschke-Moore, Skye	Publishing and consultation on guidelines	When will the guidelines be published and will there be consultation with the sector before they are finalised?

SQ17-000155	Written		Carr, Kim	ARC - actual or potential research integrity breaches or research misconduct since 2007	Please provide: (a) the number of notifications by calendar year of notified, or identified, matters relating to actual or potential research integrity breaches or research misconduct since 2007 (b) the number by calendar year of actual or potential research integrity breaches or research misconduct identified by institutions since 2007 (c) the number by calendar year of actual or potential research integrity breaches or research misconduct identified by members of the public to the ARC since 2007 (d) the number by calendar year of actual or potential research integrity breaches or research misconduct identified by through ARC business since 2007
SQ17-000156	Written		Cameron, Doug	Trade Support Loan (drop outs)	How many apprentices that received a trade support loan have subsequently dropped out of their apprenticeship? Please report on figures for each year since the commencement of the scheme. What is the average debt held by the participants that have dropped out of their apprenticeship?
SQ17-000157	Written		Hanson-Young, Sarah	Schooling Resource Standard (SRS) base per student	According to the report of the National Commission of Audit information, the Commission was informed by the Commonwealth Department of Education that the 25th percentile of the measured cost efficiency of the benchmark schools was chosen as the SRS base per student amount [Appendix Volume 1, p. 260]. What is the reason for choosing the 25th percentile?
SQ17-000159	Written		Collins, Jacinta	Impact of child care changes on workforce participation	How many jobless families will get jobs as a result of the proposed child care changes in each of the next four years?
SQ17-000160	Written		Kakoschke-Moore, Skye	Defunding of current services considered unviable	Who will have the final say on the defunding of current services considered unviable? Will these decisions be made public?
SQ17-000161	Written		Cameron, Doug	Trade Support Loan (evaluation)	When will the Department commence a process to undertake a longer term evaluation of the TSL scheme? What are the terms of the evaluation of the TSL scheme? When will the evaluation of the TSL scheme be published?

SQ17-000163	Written		Hanson-Young, Sarah	Closing the Gap report and AEDC	What strategies do you have in place to respond to the recent findings of the Closing the Gap report and AEDC data which shows Aboriginal and Torres Strait Islander children are twice as likely to start school developmentally vulnerable? What is the Government's response to the sector's proposal to give Aboriginal and Torres Strait Islander children a minimum of 22.5 hours early learning?
SQ17-000164	Written		Cameron, Doug	Industry Skills Fund (methodology and rationale)	Can you please provide the methodology and rationale used for setting a projection of 200,000 training places under the Industry Skills Fund as stated in the Senator Birmingham's media release of Monday 19 January announcing the Fund?
SQ17-000165	Written		Carr, Kim	ARC - Researchers' employment types	In Volume 2 Section 2 of ERA 2015 (page 38) there is a chart exploring employment type of researchers. The chart shows the headcount of staff employed full time, and fractional full time, casual and other. (1) Did ERA 2015 capture breakdown the employment of staff full time between tenure, permanent full time and limited term positions? (2) Can the data be provided broken down by institution?
SQ17-000166	Written		Hanson-Young, Sarah	National Partnership on Universal Access to Early Childhood Education	Will the Government be extending or negotiating a new National Partnership on Universal Access to Early Childhood Education, and when will negotiations commence? Has the Government given consideration to extending the National Partnership Agreement to provide universal access to early childhood education to 3 year olds as well as 4 year olds? Has there been any modelling undertaken of the cost of extending the NPA on universal access to include 3 year olds (or the year two years before school?)
SQ17-000167	Written		Cameron, Doug	Industry Skills Fund (methodology and rationale)	Can you please provide the methodology and rationale used for setting the projection of 'more than 60,000 training places' under the Industry Skills Fund as stated in the Industry Skills Fund Guidelines, September 2016?

SQ17-000168	Written		Collins, Jacinta	Impact of child care changes on workforce participation	How did the Department calculate the 230,000 figure on page 214 of the Omnibus Bill currently before the Parliament? Has the Department ever briefed the Minister about concerns with the use of this figure?
SQ17-000169	Written		Hanson-Young, Sarah	Proposed new funding model	Has the Education Department received any information about the proposed new funding model? Has any detail been developed? Has any modelling been undertaken about a new model? What has it shown?
SQ17-000170	Written		Cameron, Doug	Industry Skills Fund (training places)	How many training places to date have been achieved under the Industry Skills Fund?
SQ17-000171	Written		Carr, Kim	HERI - Research Infrastructure Review	In relation to the Research Infrastructure Review: a) What has the review cost in total? b) Please provide a breakdown of costs associated with the review by contract, staffing costs, travel costs and any other components of the total cost? c) How many stakeholders were consulted as part of the review process? Please provide a breakdown between state governments, universities, publicly funded research agencies and research infrastructure providers.
SQ17-000172	Written		Cameron, Doug	Industry Skills Fund (expenditure)	How much to date has been spent on the Industry Skills Fund?
SQ17-000174	Written		Cameron, Doug	Industry Skills Fund (compliance visits of grant recipients)	How many compliance visits of Industry Skills Fund grant recipients have been made by the Department?
SQ17-000175	Written		Hanson-Young, Sarah	School funding experts	Which school funding experts have you consulted? What research have you commissioned? How have you consulted with principals and teachers and parents? Have you asked for submissions from anybody?
SQ17-000176	Written		Cameron, Doug	Industry Skills Fund (compliance)	How many ISF grant recipients were found to be non-compliant? Where non-compliance was found what were the grounds for the non-compliance? What remedial action was taken where non-compliance was found?

SQ17-000177	Written		Carr, Kim	Higher Education Investment Fund Working Group costs and consultations	In relation to the Higher Education Infrastructure Working group: a) What has the review cost in total? b) Please provide a breakdown of costs associated with the review by contract, staffing costs, travel costs and any other components of the total cost? c) How many stakeholders were consulted as part of the review process? Please provide a breakdown between state governments, universities, publicly funded research agencies and research infrastructure providers.
SQ17-000178	Written		Collins, Jacinta	Cost of new IT system	What is the current estimated cost of the IT build for the child care changes? How much of this is in each year of the forward estimates? Is this included in the \$1.6b cost of the package?
SQ17-000179	Written		Cameron, Doug	Industry Skills Fund (accreditation)	Based on 2015-2016 year reporting of training completions, it is apparent that approximately one quarter (24%) of the training undertaken under the Industry Skills Fund was for accredited training. Of what type was the training that was not accredited? Did individuals that received unaccredited training achieve a training outcome that could contribute to a qualification?
SQ17-000180	Written		Carr, Kim	National Research Infrastructure Roadmap	In relation to the National Research Infrastructure Roadmap: a) What has the review cost in total? b) Please provide a breakdown of costs associated with the review by contract, staffing costs, travel costs and any other components of the total cost? c) How many stakeholders were consulted as part of the review process? Please provide a breakdown between state governments, universities, publicly funded research agencies and research infrastructure providers.
SQ17-000181	Written		Carr, Kim	ARC - Engagement and impact assessment trial	How does the engagement and impact assessment trial differ from the UK's Research Excellence Framework and the EU's Horizon 2020?
SQ17-000182	Written		Cameron, Doug	Industry Skills Fund (support service spending)	How much of the Industry Skills Fund budget was spent on support services?

SQ17-000183	Written		Collins, Jacinta	Child Care Package costs post MYEFO	What are the updated costs of each part of the child care package post MYEFO -“ for each year of the forwards: Child Care Subsidy; Inclusion Support Program; Community Child Care Fund; Additional Child Care Subsidy.
SQ17-000184	Written		Carr, Kim	ARC - evaluation of the centres of excellence	Has the ARC completed a evaluation of the centres of excellence? If so, please provide a copy of the evaluation
SQ17-000185	Written		Cameron, Doug	Industry Skills Fund (support services)	How many businesses received support services under the ISF? Please explain what those support services received consisted of under the Industry Skills Fund. How many of the businesses that received support services under the ISF went on to receive funding for training and/or training development? How many of the businesses that received support services under the ISF did not go on to receive funding for training and/or training development?
SQ17-000186	Written		Collins, Jacinta	Cost to change activity test	Taking into account the changes in the child care model made at MYEFO, how much would each of the following amendments to the proposed child care package cost? • Changing the activity test to provide 15 hours per week for all children up a family income of \$65,000, \$80,000 and \$100,000 • Changing the activity test to provide 18 hours per week for all children up to a family income of \$65,000, \$80,000 and \$100,000 • Changing the activity test to provide 20 hours per week for all children up to a family income of \$65,000, \$80,000 and \$100,000 • Changing the activity test to provide 24 hours per week for all children up to a family income of \$65,000, \$80,000 and \$100,000
SQ17-000187	Written		Carr, Kim	Promoting STEM throughout secondary schools and universities	What programs are currently operating within the Department that deal especially with STEM and its promotion throughout secondary schools and universities, including teacher development? Please provide a breakdown of each program, the responsible agency or branch/division of the Department, together with each programs outcomes in terms of student enrolments, student attainment levels etc (whatever the

					measured statistics may be)?
SQ17-000188	Written		Cameron, Doug	Industry Skills Fund (training development)	How much of the Industry Skills Fund budget was spent on Training Development? How many businesses received funding for training development under the ISF?
SQ17-000189	Written		Collins, Jacinta	Nanny Pilot costs	How much will the evaluation of the nanny pilot program cost?
SQ17-000190	Written		Cameron, Doug	Industry Skills Fund (training developed)	Please outline the training that was developed under the ISF eg courses, skill sets, qualifications, enterprise specific training?
SQ17-000191	Written		Carr, Kim	Research Training Scheme	Is the 2014-15 Budget measure, Research Training Scheme – student contributions, still government policy? Have there been any changes to the grandfathering arrangements for HDR students as a consequence of the delay in implementing this budget measure? Which research block grant will the 10 percent cut be taken from?
SQ17-000192	Written		Collins, Jacinta	BBF costs	What is the total cost of the BBF program per year? Please break that down by BBF service type? please provide the funding for each individual service.
SQ17-000193	Written		Collins, Jacinta	Hours in child care by income bands	What is the average number of hours used by families in the child care system? Please also provide this broken down into \$10,000 income bands and by work status.
SQ17-000194	Written		Cameron, Doug	Industry Skills Fund (training developed)	Was the training that was developed under the ISF shared in any way beyond the enterprises that developed it? Is the training that was developed publicly available? If not, why not?
SQ17-000195	Written		Carr, Kim	Modelling of individual university revenue of student contributions by HDR students	Has the Department modelled the likely impact on individual university revenue of student contributions by HDR students? If so, what are the results?

SQ17-000196	Written		Cameron, Doug	Industry Skills Fund (evaluations)	Have any evaluations of the Industry Skills Fund been undertaken by the Department or any external bodies or contractors? Please provide any evaluations of the Industry Skills Fund that have been conducted.
SQ17-000197	Written		Carr, Kim	Enrolments by HDR students	How many HDR students were enrolled in high cost courses in each higher education provider in 2013, 2014, 2015 and 2016? How many HDR students were enrolled in low cost courses in each higher education provider in 2013, 2014, 2015 and 2016?
SQ17-000198	Written		Carr, Kim	HERI - Boosting international research engagement	Is the Department participating in any government process aimed at boosting international research engagement? a) If so, please provide details of any such process(es)? b) What is the Department's role? c) Which other Commonwealth agencies are involved? d) Has there been, or is there intended to be, any external consultation? If so, who will be consulted and what form will that consultation take? e) What is the timeline for completing the process(es)?
SQ17-000199	Written		Cameron, Doug	Apprenticeship training - alternative delivery pilots (documents)	Please provide the following documents associated with each of the Apprenticeship training - alternative delivery pilots and the dates they were received or sent by the Department: project proposals, project plans, contracts, project reports (including updates and interim reports), and any correspondence between the project proponents and the Department/and or Minister, and file notes.
SQ17-000200	Written		Collins, Jacinta	National Partnership Agreement	Will the current National Partnership Agreement on Universal Access to early Childhood Education be replaced or extended? Will the Federal Government continue to fund pre-school for four year olds after the end of 2017?
SQ17-000201	Written		Carr, Kim	Impact of HDR/PhD training in the Research Training Program	Has the Department made any evaluation or done any modelling on the expected impact of HDR/PhD training of the new Research Training Program? Does the Department expect that there will be less emphasis on publications during a PhD program? If so, what impact on PhD training does the Department expect this change to have?

SQ17-000202	Written		Cameron, Doug	Apprenticeship training - alternative delivery pilots (payments to grant recipients)	Please provide details of the amounts and dates those payments were made by the Department to each of the grant recipients under the Apprenticeship training - alternative delivery pilots.
SQ17-000203	Written		Griff, Stirling	Mentoring Australia's Apprentices Project - completion rates and breakdown of industries	Regarding the Mentoring Australia's Apprentices Project (MAAP) which was funded under AAMP between 2011-12 and 2013-14, what was: a. The average completion rates for participating apprentices b. The breakdown of the industries these participants were engaged in
SQ17-000205	Written		Carr, Kim	How many universities have published an RTP Scholarship Policy	How many universities have published an RTP Scholarship Policy?
SQ17-000206	Written		Carr, Kim	Tuition fees	What is the rationale for ensuring that students are advised of the amount of Commonwealth funding being used to substitute for the tuition fee that would otherwise be payable by a student? What is the legislative basis for asserting that a tuition fee would be otherwise paid by a domestic student if there was no Commonwealth support for a HDR program?
SQ17-000207	Written		Carr, Kim	Higher Degree by Research commencements	Can you please provide: (1) Higher Degree by Research (HDR) commencements by university (2) HDR low cost commencements by University, divided into research masters and research Doctorate (3) HDR low cost commencements by University, divided into research masters and research Doctorate
SQ17-000208	Written		Cameron, Doug	Apprenticeship training - alternative delivery pilots (project dates)	Please provide details of the dates that project plans were received from each of the grant recipients of Apprenticeship training - alternative delivery pilots; and the dates that the department approved the project plans.
SQ17-000209	Written		Carr, Kim	Review of Australia's Research Training System	What recommendations from the Review of Australia's Research Training System undertaken by the Australian Council of Learned Academies does the Research Block Grant arrangements that commenced on 1 January 2017 address?

SQ17-000210	Written		Hanson-Young, Sarah	Schooling Resource Standard (SRS) - proportion of government funding	What were the estimated base SRS funding and disadvantage loadings (low SES, Indigenous, SWD, low English proficiency, size and location loadings) as a proportion of total government funding for Government, Catholic and Independent schools for Australia and each state/territory for 2014-17? What are the actual proportions of Commonwealth Government funding for 2014-2017?
SQ17-000211	Written		Cameron, Doug	Apprenticeship training - alternative delivery pilots (project milestones)	Please provide details of the project milestones and the associated payments due for completion of each milestone, for each of the Apprenticeship training - alternative delivery pilots.
SQ17-000212	Written		Carr, Kim	Youth allowance eligibility to masters by coursework students	Has the Department had any discussions or participated in any inter departmental arrangements regarding the continued deferral of the extension of youth allowance eligibility to masters by coursework students?
SQ17-000213	Written		Griff, Stirling	Conclusion of AAMP	Why was the decision taken to end the AAMP? a. Was its performance a factor in this decision?
SQ17-000214	Written		Hanson-Young, Sarah	Schooling Resource Standard (SRS) - disadvantage loadings	Will the current disadvantage loadings be maintained in the post-2017 funding arrangements?
SQ17-000215	Written		Carr, Kim	ARC - Chart from ERA 2015	In Volume 2 of ERA 2015 (page 75) there is a chart looking at research commercialisation income. The graph seems to show falls in income in two digit fields of research 11 (Medical & health Sciences) and 7 (Agricultural and Veterinary Sciences) between ERA 2010 and ERA 2015. (1) Can you offer any insights as to the drivers behind these movements? (2) Do you have data that breaks down the movements into four digit fields of research?
SQ17-000216	Written		Cameron, Doug	Apprenticeship training - alternative delivery pilots (audit)	Please provide copies of all of the documents that the Department has made available to the Austrian National Audit Office in response to their audit of the establishment of the Apprenticeship training - alternative delivery pilots program.

SQ17-000217	Written		Griff, Stirling	Advice to government about the performance of AAMP or MAAP	Was any advice provided to government about the performance of the AAMP or MAAP beforehand? If so, what was this advice?
SQ17-000218	Written		Carr, Kim	ARC - Engagement and Impact trial	In terms of the Engagement and Impact trial: (1) What is the rationale for including patent data as a metric for the engagement indicator (a) What type of patent data will you use? (b) What percentage contribution to the engagement metric will patent data contribute? (c) Will the use of patent data and patent cited papers differ between different fields of research? (d) How will you detect and manage a possible flood of patent lodging that might be aimed at "gaming" this particular metric? (2) What is the rationale for including patent cited papers as a metric for the engagement indicator (a) What type of patent cited papers data will you use? (b) What percentage contribution to the engagement metric will patent cited papers contribute? (3) What is the rationale for including publication analyses as a metric for the engagement indicator (a) What type of publications data will you use? (b) What percentage contribution to the engagement metric will publications analyses contribute? (4) What is the rationale for including research income as a metric for the engagement indicator (a) What type of research income data will you use? (b) What percentage contribution to the engagement metric will research income contribute? (5) What is the rationale for including co-supervision of HDR students as a metric for the engagement indicator (a) How will you measure co-supervision? Co-supervision with whom? (b) What percentage contribution to the engagement metric will co-supervision contribute?
SQ17-000219	Written		Hanson-Young, Sarah	Schooling Resource Standard (SRS) - proportion by end 2017	What is the proportion of the SRS that will be achieved by Government, Catholic and Independent schools in each state and territory by the end of 2017?

SQ17-000220	Written		Cameron, Doug	Apprenticeship training - alternative delivery pilots (visit to recipients)	Has the Department or any member of the government undertaken a visit to any of the recipients of the Apprenticeship training - alternative delivery pilots program funding since the recipient being awarded the grant? If yes, who visited, for what purpose, on what date; and to which grant recipient and what location?
SQ17-000221	Written		Griff, Stirling	Reinstatement of Australian Apprenticeships Mentoring Program	A 2015 Senate Inquiry report into the Future of Australia's Automotive Industry recommended that the Australian Apprenticeships Mentoring Program for automotive apprentices be reinstated. a. Has the Department conducted any modelling as to what the cost of reinstating the program would be? b. Has the department received communication from industry groups requesting the AAMP and/or MAAP be reinstated? If so, which industries do these groups represent?
SQ17-000222	Written		Carr, Kim	ARC - How will the Engagement and Impact pilot differ to the ATSE 2015-16 pilot, Research Engagement for Australia?	How will the Engagement and Impact pilot differ to the ATSE 2015-16 pilot, Research Engagement for Australia?
SQ17-000223	Written		Hanson-Young, Sarah	Private schools - capacity to contribute rates	Could you please explain why the capacity to contribute rates for private schools are assessed according to the area-based measure of socio-economic status compiled by the Australian Bureau of Statistics rather than the socio-educational advantage (SEA) component of Index of Community Socio-Educational Advantage (ICSEA) developed by ACARA which is used to determine the SES funding loadings for public and private schools and which is based on individual family information?
SQ17-000224	Written		Carr, Kim	ARC - Engagement narrative statement	In reference to the engagement narrative statement, what information will you be asking to be included in this statement? How many statements will be required from each institution? Will there be limits on the length or information provided?

SQ17-000225	Written		Cameron, Doug	Jobs and Growth in South Australia program (genesis and development)	What was the genesis of the Jobs and Growth in South Australia program? Please provide any research and analysis that had led to the development of the program.
SQ17-000226	Written		Carr, Kim	Redesign of the Promotion of Excellence in Learning and Teaching in Higher Education programme?	What progress has been made in implementing the Government's 2015-16 budget measure, Smaller Government –Education and Training Portfolio, in particular the redesign of the Promotion of Excellence in Learning and Teaching in Higher Education programme?
SQ17-000227	Written		Hanson-Young, Sarah	New model	Has the Minister met with any State Education ministers about the new model? When? What was discussed?
SQ17-000228	Written		Hanson-Young, Sarah	Catholic and Independent schools - total government funding	Are Catholic and Independent schools guaranteed specified shares of total government funding? What are the shares of total government funding estimated for Catholic and Independent schools for 2014-2017? What is the mechanism used to ensure that the shares of total government funding are maintained for Catholic and Independent schools? What adjustments are used to maintain the shares? Will these shares be maintained in the post-2017 funding arrangements?
SQ17-000229	Written		Griff, Stirling	Mentoring programs currently available to apprentices	What mentoring programs are currently available to apprentices? a. Which of these mentoring programs are facilitated by mentors drawn from the same industry as the apprentices? b. According to the MTA in South Australia alone, there is a labour shortage of 1,100 skilled workers in the automotive industry. How is the Department supporting apprentices specifically in the automotive industry to address these shortages?
SQ17-000230	Written		Carr, Kim	Enhancing the Training of Mathematics and Science Teachers Programme	Has the Enhancing the Training of Mathematics and Science Teachers Programme ceased? Is there any ongoing funding for this programme? If not, are there any other programs or activities run by the Department to improve the quality and training of teachers in STEM?

SQ17-000231	Written		Cameron, Doug	Jobs and Growth in South Australia program	When the Jobs and Growth in South Australia program was announced? When will the Jobs and Growth in South Australia program commence? Who will receive funding for the Jobs and Growth in South Australia “ individuals or employers? Who will be eligible for a scholarship under the Jobs and Growth in South Australia? Who will be administering the Jobs and Growth in South Australia program?
SQ17-000232	Written		Hanson-Young, Sarah	New models	Have Education Department officials met with, State Education Department counterparts or State Ministers regarding the new models? When? What was discussed?
SQ17-000233	Written		Carr, Kim	Enhancing the Training of Mathematics and Science Teachers Programme	Have evaluation reports for projects funded under the Enhancing the Training of Mathematics and Science Teachers Programme been received? If so please provide copies.
SQ17-000234	Written		Hanson-Young, Sarah	Students in remote and very remote regions	Please provide the number of full-time equivalent students in remote and very remote regions in Government, Catholic and Independent schools by state/territory and Australia for 2015 and 2016.
SQ17-000235	Written		Carr, Kim	Evaluation of the Enhancing the Training of Mathematics and Science Teachers Programme	Has an evaluation of the Enhancing the Training of Mathematics and Science Teachers Programme been conducted? If not are there any plans to conduct an evaluation or any other kind of post programme review?
SQ17-000236	Written		Hanson-Young, Sarah	Gonski funding	If the final two years of Gonski funding are scrapped and replaced with the government's proposed plan, how much will the government save nationally?
SQ17-000237	Written		Griff, Stirling	MAAP targeted at priority groups	MAAP targeted the following priority groups: • Aboriginal and Torres Strait Islander apprentices • Apprentices from regional and remote areas • Apprentices with disability • Apprentices in non-traditional occupations • Australian School-based apprentices • Australian Apprentices who are considered vulnerable youth a. What mentoring programs exist for apprentices in these priority areas and apprentices who come from disadvantaged backgrounds?

SQ17-000238	Written		Hanson-Young, Sarah	Gonski funding	If the final two years of Gonski funding are scrapped and replaced with the government's proposed plan, how much will the government save state by state?
SQ17-000239	Written		Hanson-Young, Sarah	Students with disabilities	Please provide the number of students with disabilities in Government, Catholic and Independent schools by state/territory and Australia for 2014-2016.
SQ17-000240	Written		Griff, Stirling	MAAP website still live after cessation of funding	Given that funding for MAAP has now ceased, why is the MAAP website still live?
SQ17-000241	Written		Hanson-Young, Sarah	ACARA - Aggregate funding data on My School	Please provide the following aggregate funding figures for government, Catholic and Independent schools by state and Australia for 2014 and 2015 derived from data available on My School: a) Average Australian Government recurrent funding per student b) Average state/territory government recurrent funding per student c) Average income from fees, charges and parent contributions per student d) Average income from other sources per student e) Total average gross recurrent income per student f) Total average net recurrent income per student g) Total Australian Government capital expenditure per student h) Total state/territory government capital expenditure per student i) Total government capital expenditure per student
SQ17-000242	Written		Hanson-Young, Sarah	Australian Education Act	Does your plan in its current form require changes to the Australian Education Act?
SQ17-000243	Written		Hanson-Young, Sarah	Australian Education Act	Is it possible for you to introduce your plan without changes to the Australian Education Act? If yes, Can you explain how that would work and whether existing rates of indexation would then stay the same?
SQ17-000244	Written		Hanson-Young, Sarah	Negotiations with state and territory governments	Are the negotiations with state and territory governments being led by you or the Prime Minister's office? What role is the Prime Minister, his office and department playing in dealing with state governments? How involved would you say the Prime Minister himself is in negotiations? Have you and he

					met with any state leaders?
SQ17-000245	Written		Hanson-Young, Sarah	ACARA - Data on My School and National Report on Schooling in Australia	What are the reasons for the differences in the aggregate income/expenditure figures for public, Catholic and Independent schools derived from My School and those reported in the National Report on Schooling in Australia, both published by ACARA. Please provide details of the income/expenditure items used to compile the aggregate My School data and those used to compile the figures reported in the National Report on Schooling in Australia. Please provide the manuals/guides used to classify income/expenditure to compile the aggregate My School data and for the National Report on Schooling in Australia.
SQ17-000246	Written		Hanson-Young, Sarah	Proposed redistribution between states	How will your proposed redistribution between states work? Which states or territories will do best out of your plan? Which state or territory will do worst? How many states will go backwards?
SQ17-000247	Written		Hanson-Young, Sarah	ACARA - Government expenditure on school transport	Is government expenditure on school transport for students in government, Catholic and Independent schools included in the aggregate My School figures and in the figures published in the National Report on Schooling in Australia? If included in either case, what is the source of these figures.
SQ17-000248	Written		Cameron, Doug	Jobs and Growth in South Australia program (industry placements)	How will industry placements be secured under the Jobs and Growth in South Australia program? Who will be responsible for securing industry placements under the Jobs and Growth in South Australia program?
SQ17-000249	Written		Hanson-Young, Sarah	South Australian Schools	Under your plan, how much worse off will the schools in my home state of South Australia be, when compared to what they would have received under years 5 and 6 of Gonski?

SQ17-000250	Written		Hanson-Young, Sarah	ACARA - students in each Socio-Educational Advantage (SEA) quartile	Please provide the number of students in each Socio-Educational Advantage (SEA) quartile (1 -4) by school sector (Government, Catholic & Independent) for Australia and each state/territory for the years 2013 to 2016.
SQ17-000251	Written		Hanson-Young, Sarah	Proposed funding model	Have any state Minister's outright rejected your proposed funding model?
SQ17-000252	Written		Cameron, Doug	Jobs and Growth program (location)	Why was South Australian, as opposed to any other states, chosen as the location for the Jobs and Growth program?
SQ17-000253	Written		Hanson-Young, Sarah	Investment in school education	You recently criticised state governments for not maintaining their investment in school education but it was your predecessor as Minister, Christopher Pyne, who changed the rules to make it so that states didn't have to maintain or increase their funding to receive Gonski funds. Do you think that Minister Pyne was made an error in relaxing those requirements?
SQ17-000254	Written		Hanson-Young, Sarah	ACARA - students in lowest Socio-Educational Advantage (SEA) quartile	Please provide the number of Government, Catholic and Independent schools in Australia and each state/territory that have: a) 30% or more of their students in the lowest SEA quartile; b) 50% or more of their students in the lowest SEA quartile; c) 75% or more of their students in the lowest SES quartile.
SQ17-000255	Written		Collins, Jacinta	Annual Report	Noting the Secretary's letter in the front of the 2015-16 annual report being dated 6 October 2016 and the Annual Report was not tabled by the last Estimates on 20 October 2016 - why the delay in producing this document? What assurances and/or processes are you putting in place to avoid these delays in the future?
SQ17-000256	Written		Hanson-Young, Sarah	ACARA - students in highest quartile - Socio-Educational Advantage (SEA)	Please provide the number of Government, Catholic and Independent schools in Australia and each state/territory that have: a) 30% or more of their students in the highest SEA quartile; b) 50% or more of their students in the highest SEA quartile; c) 75% or more of their students in the highest

					SEA quartile.
SQ17-000257	Written		Collins, Jacinta	Staffing	Can you advise what practices you have in place to identify and support women in leadership positions?
SQ17-000258	Written		Collins, Jacinta	Staffing	How many part-time staff are there currently in the Department. • Can you break-down the numbers of part-time staff per classification?
SQ17-000259	Written		Hanson-Young, Sarah	ACARA - Index of community Social-Educational Advantage (ICSEA) - average value	Please provide the average ICSEA value for Government, Catholic and Independent schools for Australia and for each state/territory for 2013 to 2016.
SQ17-000260	Written		Hanson-Young, Sarah	School funding	Will you now require the states and territories to increase, or at least maintain, the real level of their per student funding effort? How will you ensure that the states and territories do this?
SQ17-000261	Written		Bilyk, Catryna	Ministerial functions	In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio in calendar year 2016, can the following please be provided: • List of functions; • List of attendees including departmental officials and members of the Minister's family or personal staff; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.
SQ17-000262	Written		Hanson-Young, Sarah	ACARA - Index of Socio-Educational Advantage (ICSEA) bands	Please provide the number of Government, Catholic and Independent schools in each of the following ICSEA bands for Australia and each state/territory for 2013 to 2016: under 800; 800-849; 850-999; 900-949; 950-999; 1000-1049; 1050-1099; 1100-1149; 1150-1199; 1200+.
SQ17-000263	Written		Hanson-Young, Sarah	Federal funding	How much Federal funding was given last financial year (2015/16), per student, to the public schools system? How does that compare to the current financial year (2016/17)?

SQ17-000264	Written		Bilyk, Catryna	Departmental functions	In relation to expenditure on any departmental functions or official receptions in calendar year 2016, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.
SQ17-000265	Written		Hanson-Young, Sarah	ACARA - Index of Community Socio-Educational Advantage (ICSEA) bands - funding	Please provide the following funding figures for Government, Catholic and Independent schools in each of the following ICSEA bands for 2013 to 2016 - under 800; 800-849; 850-999; 900-949; 950-999; 1000-1049;1050-1099;1100-1149; 1150-1199; 1200+: a) Average Australian Government recurrent funding per student b) Average state/territory government recurrent funding per student c) Average income from fees, charges and parent contributions per student d) Average income from other sources per student e) Total average gross recurrent income per student f) Total average net recurrent income per student
SQ17-000266	Written		Bilyk, Catryna	List of all statutory, board and legislated office vacancies and other significant appointments vacancies within the portfolio	Please provide a list of all statutory, board and legislated office vacancies and other significant appointments vacancies within the portfolio, including length of time vacant and current acting arrangements.

SQ17-000267	Written		Hanson-Young, Sarah	Commonwealth Funding for non-participating States and Territories 2015	The Australian Education (Financial Assistance for Non-participating States and Territories) Determination 2016 tabled in the House of Representatives on 7 February 2017 states that the total amount of Commonwealth financial assistance payable to all non-participating States and Territories for 2015 was the total amount payable for the previous year indexed by 1.12999928392238. The Explanatory Memorandum for the Determination states that this indexation factor ensures that the non-participating States and Territories receive as much Commonwealth funding for their schools as if they had been participating States and Territories. In relation to the participating States and Territories, the Education Act [s.59(3) & s.60] states that the Minister can determine the extent of the increase in funding for schools currently below their SRS, but it must not be less than 4.7% a year per student during the transition to their SRS. Indexation for schools currently above their SRS is set at 3.0% a year per student until their old amount becomes equivalent to their SRS [s.61(3)]. How can the indexation rate for Commonwealth funding of non-participating States and Territories 2015 ensure that they receive as much funding as if they had been participating States and Territories when the indexation rates for the participating States and Territories specified in the Education Act are so much higher than that provided in the Determination?
SQ17-000268	Written		Bilyk, Catryna	Media Monitoring	How much did the Department spent on media monitoring in calendar year 2016 (GST inclusive)? Can a list of all Contract Notice IDs for the AusTender website in relation to media monitoring contracts please be provided?
SQ17-000269	Written		Bilyk, Catryna	Advertising and information campaigns	How much did the Department spend on advertising and information campaigns in calendar year 2016 (GST inclusive)? Can a list of all Contract Notice IDs for the Austender website in relation to advertising and information campaign contracts

					please be provided?
SQ17-000270	Written		Collins, Jacinta	Staffing	Does the Department have a child care centre on site or an arrangement with a child care centre to help facilitate return to work, and to support all working parents?
SQ17-000271	Written		Bilyk, Catryna	Executive office upgrades	Were the furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries, upgraded in calendar year 2016? If so, can an itemised list of costs please be provided (GST inclusive)?
SQ17-000272	Written		Collins, Jacinta	Advertising	How much has the Department spend on: • Advertising agencies in 2015-16, 2016-17? • How many campaigns have been shelved in 2015-16, 2016-17? • How many campaigns have been executed in 2015-16, 2016-17? • Can the Department provide a breakdown of this expenditure in terms of: <ul style="list-style-type: none"> o Advertising on social media o Advertising in print media o Advertising on television o Any other advertising expenditure/channels.
SQ17-000273	Written		Bilyk, Catryna	Facilities Upgrade	Were the facilities of any of the Department's premises upgraded in calendar year 2016, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? Can any photographs of the upgraded facilities please be provided?
SQ17-000274	Written		Bilyk, Catryna	Flights	What was the Department's total expenditure on flights for departmental staff in calendar year 2016? Please provide the GST inclusive figure. Are staff permitted to travel in business class when flying domestically? What about international travel?

SQ17-000276	Written		Hanson-Young, Sarah	Federal funding - Private Schools	How much Federal funding was given last financial year (2015/16), per student, to the private schools system? How does that compare to the current financial year (2016/17)?
SQ17-000277	Written		Collins, Jacinta	FOI	How many staff are in the Department's FOI team? How many lawyers does the Department currently have on staff? How much money was spent on legal advice from external law firms, including the AGS, on FOI matters in 2015-16, 2016-17? Can you describe the level of support provided for FOI applications directly to Ministers offices?
SQ17-000278	Written		Hanson-Young, Sarah	School funding	How many schools are notionally overfunded currently, according to the Schools Resource Standard? Which of those schools are public and which are private?
SQ17-000279	Written		Hanson-Young, Sarah	School funding	How many private schools will get more funding under your new model? How many private schools will get less funding or have their funding frozen
SQ17-000280	Written		Hanson-Young, Sarah	Addressing disadvantage	A report issued by the OECD last December [PISA 2015 Results (Volume II): Policies and Practices for Successful Schools] drawing on data from PISA 2015 revealed some startling and shocking gaps in human and material resources between advantaged and disadvantaged schools in Australia. Given the huge achievement gap between advantaged and disadvantaged schools in Australia, how does the Government propose to overcome the vast inequity in human and material resources between advantaged and disadvantaged schools?
SQ17-000281	Written		Cameron, Doug	VET Student Loans Facebook advertising	How many clicks did the VET Student Loans Facebook advertising get?
SQ17-000282	Written		Collins, Jacinta	Training	What training has the Department paid for on behalf of Ministerial Staff in 2015-16, 2016-17?
SQ17-000284	Written		Cameron, Doug	VET providers - ceasing courses for domestic students	Have any VET providers told the Department they will not be offering courses this semester to domestic students because they have lost access to the loans scheme, but that they will continue to provide courses to international students? Which courses?

SQ17-000285	Written		Collins, Jacinta	Corporate Expenditure	Can you outline expenditure by the Department on the following: • Plant hire and/or maintenance for 2015-16, 2016-17? • Coffee machines, hire, purchase and/or maintenance for 2015-15, 2016-017 • Expenditure on Art Bank or other art hire? • Expenditure on catering, broken down by each division, for 2015-16, 2016-17? • Expenditure on alcohol, broken down by each division, for 2015-16, 2016-17?
SQ17-000286	Written		Cameron, Doug	VET providers - exemptions to the course list	How many providers applied for exemptions to the course list for arts courses? How many were approved? Please provide a full list of providers, courses and whether or nor they were approved.
SQ17-000287	Written		Cameron, Doug	Students in fine arts courses	Has there been a change in the total number of students enrolled in performing or fine arts courses with the introduction of the course list? How do completion this year compare to last year?
SQ17-000288	Written		Collins, Jacinta	Expenditure in restaurants	Total expenditure on restaurants by the Department 2015-16 and 2016-17? • Of that expenditure, how many events were attended by the Minister(s) and/or their staff?
SQ17-000289	Written		Cameron, Doug	State funding for Diplomas and Advanced Diplomas	Since the introduction of VET FEE-HELP, has state funding for Diplomas and Advanced Diplomas fallen? By how much? Have the lists of state funded Diploma and Advanced Diploma courses reduced? “ provide overall state funding and funded course lists.
SQ17-000290	Written		Cameron, Doug	VET funding - agreements with States	Will the Government require states to maintain and/or increase their VET funding effort as part of any future federal funding agreements?
SQ17-000291	Written		Cameron, Doug	VET Student Loans Scheme - number of students	What is the total number of students approved under the new VET Student Loans scheme? How many VET FEE-HELP students have elected to be grandfathered under the old loans scheme? 3. What is the total number of students that are in the new scheme and grandfathered combined? How does this compare with the number of students in 2016?

SQ17-000292	Written		Cameron, Doug	Grandfathered VET FEE HELP students	How many students were contacted about being grandfathered? How many have not replied? As part of this process - has the Department been contacted by any students who were not aware they were enrolled or had a debt until they were sent a notice by the Department? How many? What were their debts, providers etc.? How many investigations are underway into phantom students? Do you have an estimated number of phantom students? Has the Department identified any non-genuine students at all, or other breaches of requirements, as part of this process?
SQ17-000293	Written		Cameron, Doug	VET loans scheme applications	In relation to VET loans scheme: Are providers able to submit applications for the new loans scheme or grandfathering on behalf of students " under any circumstances? How does the Department know the students have given permission? Is text message acceptable? Could someone accept by text without knowing all the details " or provide information to a provider that would allow them to complete the process without the student being engaged? How do you know students are the ones logging on to verify loans? Are you sure there are no providers doing this on behalf of students?
SQ17-000294	Written		Collins, Jacinta	Senior Executive Travel	Please provide the number of flights taken by senior executive in 2015-16, 2016-17? These flights broken down by: • Number of domestic flights • Number of international flights • Number of these flights taken in business class • Number of these flights taken in economy class • Total expenditure on flights for the period above Total expenditure on hire cars in 2015-16, 2016-17?
SQ17-000295	Written		Collins, Jacinta	Media monitoring	Provide the total expenditure on media monitoring by the Department for 2015-16 and 2016-17.
SQ17-000296	Written		Collins, Jacinta	Graphic Design	Total expenditure on graphic design by the Department for 2015-16 and 2016-17.
SQ17-000297	Written		Collins, Jacinta	Secretary Support	How many staff are in the Office of the Secretary?

SQ17-000298	Written		Collins, Jacinta	Enterprise Bargaining	In relation to the new single Departmental EBA, can the Department provide: • The number and percentage of total staff that are at the top of their classification band? • How many of these staff are now at the top of their classification band as a result of the new EBA?
SQ17-000299	Written		Collins, Jacinta	Staff profiles	Does the Department have a Diversity and Inclusion strategy for staff? • Does this include an LGBTI strategy?
SQ17-000300	Written		Collins, Jacinta	Staff profiles	What is the average age of staff in the Department? • average age of staff by level; and • average age of staff by gender.
SQ17-000301	Written		Collins, Jacinta	Staff profiles	How many staff retired in 2015-16? How many staff were recruited in 2016-17? Of these staff, how many: • were recruited from outside the APS? • staff are currently on Contracts? • staff have been engaged through use of Labour hire companies?
SQ17-000302	Written		Collins, Jacinta	Staff profiles	How many staff are currently engaged through short-term contracts?
SQ17-000303	Written		Collins, Jacinta	Recruitment Firms	Does the Department use a recruitment firm to hire staff on short-term contracts? • If so, What is the name of these firms? • How much has been spent by the Department on these firms in 2015-16, 2016-17?
SQ17-000304	Written		Collins, Jacinta	Staff in Acting Roles	How many staff are currently in acting roles?
SQ17-000305	Written		Collins, Jacinta	Staff Recruitment	How many recruitment rounds have you held in the last year? How many recruitment rounds have been opened and then cancelled in the last year? How many staff have been recruited in 2016-17 from outside the Department? How many staff have been recruited in 2016-17 from outside the APS? How many new SES staff have been recruited in 2016-17? Of these: • how many were promoted from within the Department? • how many were recruited from outside the Department? • Of those recruited outside the Department: o how many were recruited from outside the APS? • What proportion of new SES

					staff were women? • What was the average age of new SES appointments - overall average and by gender?
SQ17-000306	Written		Collins, Jacinta	Higher Education Funding	Can the Department provide an updated impact of the unlegislated 20 per cent cut to the Commonwealth Grants Scheme (CGS) in terms of: • Impact on each university's budget overall, over the forward estimates • Impact on enrolment growth, over the forward estimates.
SQ17-000307	Written		Collins, Jacinta	Higher Education Funding	Does the Department have modelling or analysis on changes to funding clusters under the Higher Education Support Act?
SQ17-000308	Written		Collins, Jacinta	Higher Education Expert Panel	In the panel's terms of reference [SQ16-000880], it says that the panel will finish its work in December. Can the Department advise why the panel has not completed its work?
SQ17-000309	Written		Collins, Jacinta	Higher Education Expert Panel	The terms of reference also mention that the panel will have access to `a data collection and analysis process'which has been initiated by the Department about the reasonable cost of delivery of higher education. When will the Department release this data collection and analysis process?
SQ17-000310	Written		Collins, Jacinta	Higher Education Participation and Partnerships Program (HEPPP)	Has the Department have any proposals for enshrining HEPPP into legislation? What is the impact of the 40 per cent cuts to HEPPP to 2019, in terms of impact on each university and enrolment projections?
SQ17-000311	Written		Collins, Jacinta	Advertising for communication increases in student fees	What advertising has the Department commissioned for communicating increases in student fees?
SQ17-000312	Written		Collins, Jacinta	Advertising agencies	What contact, if any, has the department had with advertising agencies to discuss student fees or higher education reforms in 2017?

SQ17-000313	Written		Collins, Jacinta	Student Fees and the Higher Education Loan Program (HELP)	What consultation or stakeholder engagement strategies have the Department developed for increases in student fees in 2018 and beyond?
SQ17-000314	Written		Collins, Jacinta	Student Fees and the Higher Education Loan Program (HELP)	Does the Department have a draft consultation process around possible changes to fees and/or funding clusters under the Higher Education Support Act?
SQ17-000315	Written		Collins, Jacinta	Student Fees and the Higher Education Loan Program (HELP)	Where do Australian students rank, in relation to other countries, for costs of university fees?
SQ17-000316	Written		Collins, Jacinta	Education Investment Fund	What advice has the Department received about the current balance of the Education Investment Fund? What advice has the Department received about interest accrued by the fund since 2012 and over the years 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17? What advice does the Department have about legislative changes required to roll over the fund? Noting the MYEFO decision to `rollover EIF'into the NDIS fund and `other things', what input has the Department had on drafting legislation to effect this change?
SQ17-000317	Written		Collins, Jacinta	Education Investment Fund	Does the Department expect, or have plans, to require universities to borrow for future infrastructure?
SQ17-000318	Written		Collins, Jacinta	Education Investment Fund	What modelling has the Department done on additional borrowing costs for Australian universities?
SQ17-000319	Written		Collins, Jacinta	International Education â€“ Council	How many times has the Council for International Education met? Can the Department provide an update on the progress the Government has made in relation to the International Education Strategy? How many times has the Minister met with the Council for International Education? What reports has the Council provided to Government? What risks has the Council identified in relation to Australia's international education system?

SQ17-000320	Written		Collins, Jacinta	International Student Revenue	What percentage, on average, of annual university budgets, does international student revenue make up? What percentage, based on the latest data, of international students are coming from PR China? What contingencies is the Government making for any sudden changes in Australia's exchange rate? What contingencies is the Government making for any sudden changes in Australia's relationship with governments in the region?
SQ17-000321	Written		Collins, Jacinta	Student Mobility	What is the total maximum benefit an individual student can receive from the New Colombo Plan? What is the total maximum benefit an individual student can receive from New Colombo Plan in conjunction with other mobility programs administered by the Commonwealth? Can the Department confirm that overseas missions and embassies have hosted parties for New Colombo Plan students?
SQ17-000322	Written		Collins, Jacinta	TEQSA - audits or provider registrations	How many audits or provider registrations has TEQSA undertaken in the past 12 months? How many universities have been re-registered as part of this process?
SQ17-000323	Written		Collins, Jacinta	TEQSA - Registration process	Have all universities now been through a TEQSA registration process since the agency's establishment?
SQ17-000324	Written		Collins, Jacinta	TEQSA - Registration terminations	How many providers have had their registration terminated in the past 12 months?
SQ17-000325	Written		Collins, Jacinta	TEQSA - Applications	How many applications does TEQSA have on hand for new providers who have previously operated as RTOs, this year? How many applications in each of the past 3 financial years have been considered, approved, rejected or still under consideration?
SQ17-000326	Written		Collins, Jacinta	TEQSA - developing quality	What type of sector-wide guidance or research does TEQSA give in relation to developing quality in the higher education sector?
SQ17-000327	Written		O'Neill, Deborah	ACARA - survey	Please provide ACARA's staff satisfaction survey questions, as well as the survey results, for both 2011 and the survey done in October 2016.

SQ17-000328	Written		O'Neill, Deborah	ACARA - survey (2011 and 2016 results comparison)	Please provide a concise, comparative analysis of the two sets of data In that analysis, include comment on whether the October 2016 results do/do not constitute a "strong level of staff satisfaction and/or engagement"
SQ17-000329	Written		Cameron, Doug	VET Loan scheme - provider registration	In relation to provider registration under the VET Student Loans scheme: How many providers have been given provisional approval? Out of how many providers in total? Have any been fully approved under the new scheme? Have any providers been refused approval? Which ones? Why? How many of the staff assessing providers are contract or labour hire staff or consultants?
SQ17-000330	Written		O'Neill, Deborah	ACARA - Staffing	Please provide details of the benchmarks referred to on page 23 of the Authority's 2016-17 corporate plan which will be used to measure ACARA's staff turnover and retention.
SQ17-000331	Written		Cameron, Doug	VET student loan scheme - collapsed providers	Since the introduction of the VET Student Loans Scheme: How many other providers have collapsed? How many students and staff are impacted? Jobs lost? Do you know if staff are getting their entitlements? How many students have had their debt remitted? How many have requested it? Are there any that can't get it remitted because a provider has collapsed? How many have been placed with other providers under one of the Tuition Assurance Schemes?
SQ17-000332	Written		O'Neill, Deborah	ACARA - Staffing	What are ACARA's staff turnover and retention figures for FY15-16? For FY14-15?
SQ17-000333	Written		Cameron, Doug	Sustainability of Tuition Assurance Schemes	Are both of the Tuition Assurance Schemes sustainable? Has the Department identified any risks or briefed the Minister on risks? Are either of the schemes under pressure? Has a contingency been investigated?
SQ17-000334	Written		O'Neill, Deborah	ACARA - Staffing changes	With regard to staffing levels, tabulated for Financial Years 13-14, 14-15, 15-16, 16-31 Oct 16, please provide the following: <ul style="list-style-type: none"> • Ongoing appointments • Fixed term contracts not continued • Resignations • Redundancies (voluntary and forced) • The percentage of redundancies comprising past or present staff

					union delegates.
SQ17-000335	Written		Cameron, Doug	VET student loans scheme - monitoring providers	Has the Department come across any evidence that providers are moving existing students into courses that are approved under the new loans scheme, or offering new courses in order to attract subsidises? How will the Department monitor against this?
SQ17-000336	Written		Cameron, Doug	Review of course list	Has the review of the course list commenced? When did it commence? What is the process for the review? When will it be concluded? Who is doing it and what criteria are being used?
SQ17-000337	Written		Cameron, Doug	VET FEE-HELP - revocation of providers	In 2014, 2015 and 2016, did the relevant Minister ever revoke the approval of a provider for breaching requirements of the VET FEE-HELP loans scheme? How about in 2016? (Not voluntary revocations or automatic revocations - how many were thrown out for breaching requirements.) Has the Department ever recommended to the Minister that a provider's approval be revoked?
SQ17-000338	Written		Hanson-Young, Sarah	Australia's declining PISA results	Has the Department of Education analysed the factors behind Australia's declining PISA results and the large achievement gaps identified in the results between low and high SES students? What conclusions has the Department come to on the reasons for the continuing decline in results and continuing inequity in results?
SQ17-000339	Written		Hanson-Young, Sarah	School chaplain	The Australian Government has committed \$243.8 million over four years from 2014-15 to 2017-18 to assist schools to engage the services of a school chaplain. How much of that has been spent? Will it all be spent by the end of 2017-18? What oversight is there of the chaplaincy program and the associated spending?

SQ17-000340	Written		Cameron, Doug	VET FEE-HELP - loans issued inappropriately	The ANAO report into the administration of the VET FEE-HELP scheme identifies in paragraph 2.16 that an amount of loans were 'issued inappropriately'. How was this amount determined? Will students who have the \$1.2 billion of inappropriately issued debt recorded against their names be required to repay it if the Department doesn't succeed in getting it back from providers? Did the actuary report on who these students are?
SQ17-000341	Written		Collins, Jacinta	AITSL - Final evaluation report of the Australian Professional Standards for Teachers	Please provide a copy of the final evaluation report of the Australian Professional Standards for Teachers.
SQ17-000344	Written		Cameron, Doug	VET FEE-HELP - Australian Government Actuary report	The ANAO report into the administration of the VET FEE-HELP scheme identifies in paragraph 2.16 that the Australian Government Actuary provided a report to the department. Please provide that report.
SQ17-000345	Written		Cameron, Doug	VET FEE-HELP - recovery of money	Against how many VFH providers is action being taken against to recover money? Have any been referred to the DPP?
SQ17-000346	Written		Hanson-Young, Sarah	School chaplains	Why chaplains and not social workers? What specific advantage do chaplains offer that social workers could not?
SQ17-000347	Written		Cameron, Doug	VET student loans schemes - administration and integrity	In relation to the administration and integrity of the VET student loans schemes: How many examples has the Department found of enrolments in VET courses that were not bona fide? Does the Department know how many TFNs were provided to VET providers by the ATO without the `student's' knowledge? How many of these students were unaware a debt had been raised against their name? Will you contact all the students whose TFNs were provided to VET providers by the Government (ATO) to see if the debt is genuine?
SQ17-000348	Written		Cameron, Doug	National Training Complaints Hotline	How many calls have been received by the National Training Complaints Hotline? What are the issues people called about? What actions have been taken in relation to these calls?

SQ17-000349	Written		Hanson-Young, Sarah	Chaplaincy programme	Can schools apply for secular counsellors with this fund? Can they apply for counsellors from other religions?
SQ17-000350	Written		Collins, Jacinta	Students with disability	When will a revised SWD loading be delivered? a. What steps will you take to develop a revised SWD loading? b. What is the timeline for developing a revised SWD loading? c. Who will you be consulting with in the development of a revised loading? d. When will you be consulting with them?
SQ17-000351	Written		Hanson-Young, Sarah	Chaplaincy programme	Are Australian public schools secular institutions? If so, is it appropriate to spend a quarter of a billion dollars of tax payer money to give students advice from one specific religion?
SQ17-000352	Written		Hanson-Young, Sarah	School chaplains	Are schools with Christian Chaplains required to also offer secular support to students who may feel uncomfortable going to a Chaplain?
SQ17-000353	Written		Hanson-Young, Sarah	Chaplaincy programme	Does the government plan to extend funding for the Chaplaincy programme beyond 2017-18?
SQ17-000354	Written		Hanson-Young, Sarah	Education Investment Fund - funds transfer to National Disability Insurance Scheme.	Is it still the government's plan to transfer the \$3.7 billion balance in the Education Investment Fund (EIF) to the National Disability Insurance Scheme? Will such a move require legislative change?
SQ17-000355	Written		Hanson-Young, Sarah	Role of the Education Investment Fund	What was the role of the EIF? Why was it mothballed back in 2012? What sort of projects were funded by this programme while it was operating?
SQ17-000356	Written		Collins, Jacinta	Students with disability	How will funding for students with disability be distributed from 2018 and what role will NCCD data play in determining that distribution?
SQ17-000357	Written		Collins, Jacinta	Students with disability	What is the total funding for students with disability for each state and territory government in each year between 2017 and 2020?
SQ17-000358	Written		Collins, Jacinta	Students with disability	What is the Department's assessment of the quality of the NCCD data?
SQ17-	Written		Collins,	Students with disability	What is being done to assure the technical quality, uniformity

000359			Jacinta		and timeliness of the data?
SQ17-000360	Written		Hanson-Young, Sarah	Value of the Education Investment Fund	Do you feel it is no longer of value?
SQ17-000361	Written		Hanson-Young, Sarah	Problems with the Education Investment Fund	What were the specific problems with the way the EIF was operating?
SQ17-000362	Written		Collins, Jacinta	Students with disability	Are you putting in place moderation across states and territories to improve the consistency of the data?
SQ17-000363	Written		Hanson-Young, Sarah	University funding for teaching and learning infrastructure	How do you expect universities to make up the shortfall, if the EIF is gutted?
SQ17-000364	Written		Collins, Jacinta	Students with disability	Have Education Ministers agreed on a plan for improvements to the data?
SQ17-000365	Written		Hanson-Young, Sarah	Research in modern education	Do you see research as playing an important role modern education?
SQ17-000366	Written		Collins, Jacinta	Students with disability	How many years will it take for the data to be reliable enough for the purposes of determining students with disabilities funding?
SQ17-000367	Written		Collins, Jacinta	Students with disability	What will be the consequences of further delays in funding for students with disability?
SQ17-000368	Written		Hanson-Young, Sarah	University research programmes	Does it not run counter to the government's 'innovation agenda' and Malcolm Turnbull's 'Ideas Boom' to cut university research programmes?
SQ17-000369	Written		Collins, Jacinta	Students with disability	When was the 2016 NCCD data collected? When will the 2016 NCCD data be released? Were there discernible improvements in 2016 data, compared to the 2015 data that has now been released?
SQ17-000370	Written		Hanson-Young, Sarah	Education Investment Fund earnings	The EIF has been sitting idle, with \$3.7 billion in its coffers, since 2012. What has happened to that money in that time - has it collected interest? (Universities Australia says no) Why not?

SQ17-000371	Written		Hanson-Young, Sarah	Higher Education Participation and Partnerships Program	In the 2016-17 Budget, the government announced that the Higher Education Participation and Partnerships Program (HEPPP) will be evaluated in 2016. Where are we at with the HEPPP review? What has the effect of the Program been so far? What sort of projects and programs were supported by this fund?
SQ17-000372	Written		Collins, Jacinta	Students with disability	Under the current transition SWD loading do some schools receive 150% of their disability loading while others receive less than 80%? a. What proportion of all Australian schools receive more than 100% allocation of their SWD loading? b. What proportion of all Australian schools receive less than 80% of their SWD loading? c. What proportion of all Australian schools receive between 80 and 90% of their SWD loading?
SQ17-000374	Written		Hanson-Young, Sarah	HEPPP	Is intergenerational disadvantage is a problem that needs to be tackled? Has cutting this scheme been a backward step in that regard?
SQ17-000375	Written		Collins, Jacinta	Students with disability	How is the NCCD informed loading calculated?
SQ17-000376	Written		Collins, Jacinta	Students with disability	What is the fixed price per student, at each level of adjustment, used to calculate the NCCD informed loading in 2016 and 2017? a. Is it the same fixed price for every state and system? b. How did you determine the appropriate fixed price per student at each level of adjustment?
SQ17-000377	Written		Hanson-Young, Sarah	HEPPP	What impact will the \$152 million cut to the HEPPP, made in the 2016-17 Budget, have? Will the HEPPP be insulated or protected from further cuts? Would legislation be required to make further cuts or can the government do that whenever it chooses?
SQ17-000378	Written		Collins, Jacinta	School funding	Is the Minister proposing to have one funding model for the whole country from 2018 onwards, or will there still be different funding models implemented across the country?

SQ17-000379	Written		Collins, Jacinta	school funding	How will the Government require "from 2018" "states and territories to at least maintain the real level of their per student funding effort and growth" (Quality Schools, Quality Outcomes, p. 14). a. Will this be part of an agreement to be negotiated with states and territories? b. How will it be implemented? c. Will it be implemented through legislative changes?
SQ17-000380	Written		Hanson-Young, Sarah	Higher Education Reform " further consultation	There were nearly \$2 billion (\$1.867 billion) of savings listed in the 2016-17 Budget papers under 'Higher Education Reform " further consultation'. What form will these savings take?
SQ17-000381	Written		Collins, Jacinta	School funding	Given the Department indicated at the Estimates hearing that the Government's current budgeted amount for schools is sufficient to meet school funding required under the Australian Education Act 2013, please detail how that funding will be allocated across approved authorities in 2018 and 2019, as currently detailed in the Act?
SQ17-000382	Written		Hanson-Young, Sarah	Higher Education Reform " further consultation	"Will the following measures, raised in a discussion paper that was released alongside the Budget, make up those savings; Increasing student fees; allowing universities to set their own fees for some elite courses (flagships); requiring students to pay back their loans faster after graduating (\$45,000 a year rather than current \$54,126); recovering HECS debts from deceased estates; and retaining a 20 per cent cut to university course funding."

SQ17-000383	Written		Collins, Jacinta	School funding	What elements of the SRS model have been reviewed by the Government? a. Has the base per student amounts been reviewed? If yes, please summarise the findings. b. Have the reference school calculations, underpinning the per student base amounts been updated? If yes, please summarise the findings. i. If yes, what would an updated reference school calculation determine the per student amounts to be? ii. If not, why not? c. Have the individual loadings been reviewed? If yes, please summarise the findings. d. Has the low-SES loading been reviewed? If yes, what were the findings? e. Has the Indigenous/ATSI loading been reviewed? If yes, what were the findings? f. Has the regional and school size provisions been reviewed? If yes, what were the findings? g. Has the capacity to contribute element of the SRS been reviewed? If yes, what were the findings?
SQ17-000384	Written		Collins, Jacinta	School funding	Is the SRS model, as prescribed in the Act, determined on the basis of 2011 data? a. Have calculations for the per student amounts been updated on the basis of later data? b. Have calculations and determinations for the loadings been updated on the basis of later data? c. Please share any later calculations of SRS funding elements, using updated data.
SQ17-000386	Written		Hanson-Young, Sarah	Student fees	How do you want to increase student fees? By how much? What will that cost students, collectively?
SQ17-000387	Written		Hanson-Young, Sarah	Increasing fees for 'flagship' courses	What reaction have you had from higher education providers in relation to the possibility of increasing fees for 'flagship' courses? What sort of courses do you think could increase fees under the proposal?
SQ17-000389	Written		Hanson-Young, Sarah	HECS debts	How much do you predict the government would gain from dropping the rate at which people have to start paying back their HECS debts from more than \$54,000 a year to \$45,000 a year? How would recovering HECS debts from deceased estates work? How much do you expect you would get from

					the dead?
SQ17-000390	Written		Hanson-Young, Sarah	University funding	How would you go about cutting university funding by 20%? Do you need to legislate that? How much would that cut be in dollar terms?
SQ17-000391	Written		Hanson-Young, Sarah	Intellectual Property and Australian Post Graduate Awards (APA) and Australian Postgraduate Award Industry (APAI) Scholarships	Relating to Intellectual Property and Australian Post Graduate Awards (APA) and Australian Postgraduate Award Industry (APAI) Scholarships, Do the rules or guidelines associated with APAs or APAIs go to issue of the ownership of any intellectual property generated as a result of research undertaken by a recipient of an APA or APAI?
SQ17-000392	Written		Hanson-Young, Sarah	Intellectual property rights	Is the Department aware of any universities that require post graduate students to assign their intellectual property rights to university?
SQ17-000393	Written		Collins, Jacinta	AITSL - ITE courses	When will all current initial teacher education (ITE) courses be accredited by? How many ITE courses in each state and territory are currently accredited? Please detail what role AITSL has in monitoring the implementation of the accreditation of ITE courses.
SQ17-000394	Written		Hanson-Young, Sarah	APA and APAI contracts	Would the Department be concerned if prospective postgraduate students were being asked to sign APA and APAI contracts with individual universities that contain IP clauses assigning the copyright and moral rights to the university or commercial partner? If this is the case should students have the right or opportunity to negotiate the ownership of IP they create over the duration of their studies?
SQ17-000396	Written		Collins, Jacinta	AITSL - Selection of entrants into initial teacher education guidelines	How is AITSL implementing the document published in August 2015 Action Now: Selection of entrants into initial teacher education guidelines? a. How many states, institutions and teachers courses have implemented these guidelines? b. What is the timeline for implementation?

SQ17-000397	Written		Collins, Jacinta	AITSL - Monitoring of ITE programs	How is AITSL monitoring the requirement that all ITE programs undertake valid and reliable assessment of their students before allowing them to graduate? a. How many states, institutions and teacher courses are currently following AITSL's guidelines in assessing students before graduation?
SQ17-000398	Written		Collins, Jacinta	AITSL - Revised Standards and Procedures requiring effective professional experience and school-university partnerships for initial teacher education courses	How is AITSL monitoring the revised Standards and Procedures requiring effective professional experience and school-university partnerships for initial teacher education courses?
SQ17-000400	Written		Collins, Jacinta	AITSL - Implementation of the Australian Professional Standards for Principals	Where is the implementation of the Australian Professional Standards for Principals at? a. How many states, systems and schools have implemented the Principal Standards? b. How are you monitoring implementation over time?
SQ17-000401	Written		Collins, Jacinta	AITSL - Professional Standards for Teachers	To what extent have the Professional Standards for Teachers been implemented? a. How many states and systems have achieved full implementation? b. When were the Professional Standards for Teachers first developed? c. When were the Professional Standards for Teachers first endorsed by Education Ministers? d. How is AITSL monitoring their implementation?
SQ17-000402	Written		Collins, Jacinta	AITSL - Nationally consistent registration of Australian teachers	What is the progress in implementing Nationally Consistent registration of Australian teachers, which was endorsed by Education Ministers in 2011? a. How many states and systems currently used the nationally consistent guidelines for teacher registration? b. How is AITSL monitoring progress in implementation of nationally consistent registration of teachers?

SQ17-000403	Written		Collins, Jacinta	AITSL - Certification of Highly Accomplished and Lead teachers	Certification of Highly Accomplished and Lead teachers was endorsed by Standing Council in April 2012, implementation began in 2013. Which states have implemented this? a. What are the next steps to ensure states and territories are actually implementing these new levels? b. How many Highly Accomplished and Lead Teachers have been certified? Please also provide numbers by each state and territory and system.
SQ17-000404	Written		Collins, Jacinta	AITSL - Awareness of AIATSL's tools and resources	Only 55% of respondents in your stakeholder survey were aware of AITSL's tools and resources " what measures are you putting in place to rectify this low knowledge? (p. 30 Annual Report).
SQ17-000405	Written		Collins, Jacinta	AITSL - National Initial Teacher Education and Teacher Workforce Data Strategy	In the last communique from the Education Minister's meeting, the education council approved a proposal by AITSL to develop the National Initial Teacher Education and Teacher Workforce Data Strategy. What is the progress on this? a. Has it been fully funded by the government? b. What is the cost of the first stage? c. Are there any preliminary costings of the next stages? d. What data will the strategy actually collect? e. Will it be mandatory for schools to provide this data? f. Will it be incumbent on teachers self-reporting? g. If teachers will self-report, how much time is it expected this will take teachers? h. Will funding be provided to schools to compensate for the extra workload? i. Given issues with the nationally consistent data on students with disability, how can AITSL ensure the quality of data?
SQ17-000406	Written		Collins, Jacinta	AITSL - AITSL Resourcing 2016-17	AITSL has been estimated in the budget papers to be resourced at over \$13 million in 2016-17. How much has already been spent? a. How much is spent on office administrative costs?

SQ17-000407	Written		Bernardi, Cory	Priority of Access - displacement of a child	Please note: the constituent who approached my office regarding being asked to sign a form/contract regarding the possibility of their child having to vacate their child care place for a priority child (Committee Hansard, 1.3.2017, p.73) is not authorised to release that contract, therefore I cannot provide a copy of that document. While Ms Wilson made it clear that there is no requirement for a child care provider to notify whether they have displaced a child from a child care place in order to put a priority child in that place “ and that “we have never heard of anyone being displaced” - can the department confirm if they have ever received notification from a provider that they have displaced a child in order to give their place to a priority child? Can the Department confirm that the section in the guidelines (regarding a place having to be vacated for a priority child) will not be in the new guidelines? Is the Department aware of any child care providers who provide parents with and/or ask parents to sign a document that reflects the guidelines regarding a place having to be vacated for a priority child? If so, please provide details of how many providers do this, what states they are in and any further details of the document shown to parents.
SQ17-000408	Written		Collins, Jacinta	AITSL - AITSL staff 2016-17	AITSL is expected to have 56 staff this financial year, is that still the case? a. If any less, has the position been advertised? Will it be filled?
SQ17-000409	Written		Collins, Jacinta	National Education Reform Agreement	Is the National Education Reform Agreement still in force for signatories to the agreement?
SQ17-000410	Written		Collins, Jacinta	State of our Schools report	Is the requirement still in place that the Education Council to provides an annual State of our schools report to COAG, assessing progress against COAG targets, states progress in implementing reforms and effectiveness of improvement strategies? • Have these reports been completed? • Please provide a copy or summary of key findings of these reports.

SQ17-000411	Written		Collins, Jacinta	ACARA - Socio-educational Advantage in Metropolitan schools	What proportion of metropolitan schools have a. more than 50% of their students in the bottom two-quartiles of SEA b. more than 75% of their students in the bottom two quartiles, and c. more than 95% of their students in the bottom two quartiles?
SQ17-000412	Written		Collins, Jacinta	Nationally consistent registration of teachers	Nationally consistent registration of teachers was endorsed by Education Ministers in 2011. • To what extent has this been implemented? • What is the Department's role in monitoring implementation? • What are the next steps in implementation?
SQ17-000413	Written		Collins, Jacinta	ACARA - Percentage of Socioeconomic disadvantage according to SEA	What proportion of metropolitan schools would have 85% of their students in the very bottom quartile and 10 per cent in the second quartile of socioeconomic disadvantage (according to SEA)? a. Nationally b. For each state and territory?
SQ17-000414	Written		Collins, Jacinta	Certification of Highly Accomplished and Lead teachers	Certification of Highly Accomplished and Lead teachers endorsed by Standing Council in April 2012, implementation began in 2013. • Which states have implemented this? • What follow-up has the Department done? • What are the next steps to ensure states and territories are implementing these new levels?
SQ17-000415	Written		Collins, Jacinta	Australian Professional Standards for Teachers	How is the Department ensuring that the Australian Professional Standards for Teachers is being implemented? • Where is each jurisdiction up to in the implementation of these professional standards? • What is the Department's role in monitoring implementation? • What are the next steps in implementation?
SQ17-000416	Written		Collins, Jacinta	Australian Curriculum for Years 11 and 12	What is the progress in developing the Australian Curriculum for Years 11 and 12, as was agreed to by the Ministerial Council? (p. 15 NERA) • Where is each jurisdiction up to in the implementation of the Australian curriculum for Years 11 and 12? • What is the Department's role in monitoring implementation? • What are the next steps in implementation?

SQ17-000417	Written		Collins, Jacinta	National Framework for Vocational Education	What is being done to review and modernise the current national framework for vocational education? (p. 15 NERA) • What is the Department's role in this? • What are the next steps in implementation?
SQ17-000418	Written		Collins, Jacinta	Reporting of national assessments	What progress has been made to report national assessments against minimum, proficient, and advanced standards? (p. 15 NERA). • What is the Department's role in monitoring implementation? • What are the next steps in implementation?
SQ17-000419	Written		Collins, Jacinta	Australian Professional Standards for teachers	How is the Department implementing the commitment in Quality Schools, Quality Outcomes that pay progression for teachers should be linked to the Australian Professional Standards for teachers? • Have states and territories agreed to implement this? • What is the timeline for implementation?
SQ17-000420	Written		Collins, Jacinta	Registration of graduate teachers	How is the Department implementing the commitment that graduate teachers will be required to achieve registration at the proficient level within three years of full-time teaching? (p. 10). • Have States and Territories agreed to implement this? • What is the timeline for implementation?
SQ17-000421	Written		Collins, Jacinta	ACARA - MySchool	What additional indicators and data measures are ready for potential inclusion on MySchool?
SQ17-000422	Written		Collins, Jacinta	ACARA - Potential new measures to include on MySchool	What advice has ACARA provided to the Education Council about potential new measures to include on MySchool?
SQ17-000423	Written		Collins, Jacinta	ACARA - Transparency and public information	What additional items has ACARA advised Education Council that they would like to see included, to expand transparency and public information?
SQ17-000424	Written		Collins, Jacinta	ACARA - New work	Other than NAPLAN online, what new work is ACARA currently doing?
SQ17-000425	Written		Collins, Jacinta	ACARA - Quality Schools Quality Outcomes publication	How is ACARA implementing the Government's commitment in their Quality Schools Quality Outcomes publication to publish employment data such as the number of teachers in a school against each AITSL level (graduate, proficient, highly

					accomplished and lead) on the MySchool website? (p. 10).
SQ17-000426	Written		Collins, Jacinta	ACARA - Part 7 of the 2013 National Report on Schooling	Has Part 7 of the 2013 National Report on Schooling " on Aboriginal and Torres Strait Islander students and outcomes been published yet? If not, why not? When will it be published?
SQ17-000427	Written		Collins, Jacinta	ACARA - 2014 National Report on Schooling	Why hasn't the 2014 National Report on Schooling been published yet? When will it be published? What is the delay?
SQ17-000428	Written		Collins, Jacinta	ACARA - 2016-17 Annual work plan and the final report	Please provide a copy of your 2016-17 Annual work plan and the final report prepared of progress achieved of the 2016-17 work plan.
SQ17-000429	Written		Collins, Jacinta	ACARA - 2017-18 work plan	Please provide a copy of your 2017-18 work plan.
SQ17-000430	Written		Collins, Jacinta	ACARA - Contract with the Board of Studies, Teaching and Educational Standards NSW	What is your contract with the Board of Studies, Teaching and Educational Standards NSW - \$811,155 in 2016 and \$457,155 (p.93 Annual Report)? a. What services are being provided for that quantum of funds? b. What are the key deliverables for this funding? c. What has already been delivered according to your contract with BOSTES? d. What will be delivered in the future?
SQ17-000431	Written		Collins, Jacinta	ACARA - Senior secondary curriculum	Where is ACARA up to in developing a senior secondary curriculum? a. When did the Education Council, or SCSEEC, first agree to develop a foundation to Year 12 curriculum? b. Is there a timeline for the future development of the senior secondary curriculum? If so, please provide a copy. If not, why not? c. What next steps will ACARA be taking to develop the senior secondary curriculum?
SQ17-000432	Written		Collins, Jacinta	ACARA - National senior secondary certificate	What is ACARA's role in developing a national senior secondary certificate? a. Is there an agreed timeline for developing a national senior secondary certificate? If so, please provide a copy of the agreed timeline. b. What are the

					steps that will be undertaken to develop a senior secondary certificate?
SQ17-000433	Written		Collins, Jacinta	Recommendation of price per adjustment	Was the price per adjustment recommended in research undertaken by PricewaterhouseCoopers?
SQ17-000434	Written		Collins, Jacinta	Total students with disability (SWD) funding	What is the total students with disability (SWD) funding and funding per SWD for each approved authority in 2016 and 2017? What is the estimated total SWD funding and funding per SWD for each approved authority in 2018, 2019 and 2020?
SQ17-000435	Written		Collins, Jacinta	Difference in funding	What is the difference in funding for each school authority between the students with disability payments made in 2016 and the payments that would have been made if the school authority was funded according to aggregated NCCD data?
SQ17-000436	Written		Collins, Jacinta	Fixed price per adjustment figures	Will the fixed price per adjustment figures be updated each year?
SQ17-000437	Written		Collins, Jacinta	State and Territory breakdown	Please provide, in dollar terms, for each state and territory, and each approved authority the value of the 2016 and 2017 <ul style="list-style-type: none"> • Full SRS students with disability loading, • Transition students with disability loading and • NCCD informed loading. Were these calculations done on the basis of the 2015 NCCD data? Is there any plan to update them to use the 2016 NCCD data?
SQ17-000438	Written		Collins, Jacinta	Categories listed on the fact sheet	Please detail which state and territory is in which of three categories listed on the fact sheet “ which are receiving an SRS top-up (figure 1), which are receiving an NCCD top-up and which are receiving no funding change?
SQ17-000439	Written		Collins, Jacinta	SWD funding	Could you explain why the Victorian Government (\$45.24 million), QLD Government schools (\$25.05 million) and NSW Government schools (\$19.55m) are receiving the largest amounts of extra SWD funding? (Figures from SQ16-961)

SQ17-000440	Written		Collins, Jacinta	Different categories for SWD loading	Does the Government plan to maintain these three different categories for the SWD loading – full SRS, transition loading and NCCD informed loading? Or is there a plan to move everyone to one type of loading calculation?
SQ17-000441	Written		Collins, Jacinta	ACARA - proficient standards for National Assessment	Has ACARA developed proficient standards for National Assessment? • If yes, please provide a copy. Have these standards been considered by Education Council? If so, when? • What are the next steps to implement and report against proficient standards? • When will proficient standards be reported against in the NAPLAN national report? • When will proficient standards be reported against on MySchool? • If no - when will the proficient standards be developed? Please provide a timeline of the next steps to develop proficient standards.
SQ17-000442	Written		Collins, Jacinta	Cost to fund all schools via NCCD	How much would it cost to fund all schools via the NCCD informed loading alone?
SQ17-000443	Written		Collins, Jacinta	Accountability for spending of funds on students with disability	What accountability will be in place for this \$118 million to ensure it is spent on students with disability? • What are approved authorities allowed to spend this funding on? How are you ensuring independent schools spend this money to help education students with disabilities?
SQ17-000444	Written		Collins, Jacinta	United Nation's Committee on the Rights of Persons with Disabilities	How is the Department implementing the United Nation's Committee on the Rights of Persons with Disabilities, Article 24: Right to inclusive education?
SQ17-000445	Written		Collins, Jacinta	UN's General comment No. 4 (2016) on Article 24 and the right to inclusive education	Is the Department aware of the UN's General comment No. 4 (2016) on Article 24 and the right to inclusive education? • How is the Department acting on the information contained in this document?

SQ17-000446	Written		Collins, Jacinta	ACARA - advanced standards for National Assessment	Has ACARA developed advanced standards for National Assessment? • If yes, please provide a copy. Have these standards been considered by Education Council? If so, when? • What are the next steps to implement and report against advanced standards? • When will advanced standards be reported against in the NAPLAN national report? • When will advanced standards be reported against on MySchool? • If no " " when will the advanced standards be developed? Please provide a timeline of the next steps to develop proficient standards.
SQ17-000447	Written		Collins, Jacinta	Early years'testing	What early years'testing is already being conducted in different states and systems? • To what extent do they test phonics? • Why was Year 1 selected as the appropriate testing year to assess phonics?
SQ17-000448	Written		Collins, Jacinta	ACARA - proficient and advanced standards	Have proficient and advanced standards been endorsed by the Education Council? If not, why not?
SQ17-000449	Written		Collins, Jacinta	Early years'testing	Did the Department recommend testing should be conducted in Year 1, rather than during the first year of school?
SQ17-000450	Written		Collins, Jacinta	Implementation of the Australian Professional Standards for Principals	Where is the implementation of the Australian Professional Standards for Principals at? • How is the Department monitoring this implementation? • What are the next steps in this implementation?
SQ17-000451	Written		Collins, Jacinta	ACARA - NAPLAN online testing	Will NAPLAN online testing results be comparable to the paper testing results? • With online testing, how is ACARA ensuring that students who take the online test and those who take the paper test will be testing the same competencies?
SQ17-000452	Written		Collins, Jacinta	Funding for Independent Public Schools	What has the \$70 million fund for Independent Public Schools achieved? • Is the funding continuing or has it finished? • How many of the schools funded under this initiative are still operating as Independent Public Schools? • How many have reverted to previous models of governance and accountability?

SQ17-000453	Written		Collins, Jacinta	ACARA - equity in NAPLAN online testing	In preparing for online testing, has ACARA done any analysis and assessment of whether students from more socioeconomically advantaged communities will be better able to complete online tests, due to more exposure to technology than students for less advantaged communities?
SQ17-000454	Written		Collins, Jacinta	ACARA - equity in NAPLAN online testing	What steps has ACARA taken to ensure equity in NAPLAN online testing? How do you provide equity between states, when some states are waiting to 2019 to go online?
SQ17-000455	Written		Collins, Jacinta	MySchool website	What additional information would the Department like to see added to the MySchool website in the future?
SQ17-000456	Written		Collins, Jacinta	ACARA - NAPLAN online testing	What proportion of students nationally will be undertaking NAPLAN online in 2017? • Please provide these proportions also by state and territory, school sector and year level.
SQ17-000457	Written		Collins, Jacinta	Teachers wages	In your Quality Schools Quality outcomes document, you state Poland and Korea perform better than Australia but fund schools less. What are their teacher wages relative to the wages teachers receive in Australia?
SQ17-000458	Written		Collins, Jacinta	ACARA - NAPLAN online	What was the original agreed timeline for the rollout of NAPLAN online? Is this timeline being met? Have there been any delays in the rollout of NAPLAN Online? If yes, what are the reasons for these delays and how will they be rectified in the future?
SQ17-000459	Written		Collins, Jacinta	Implementation of the literacy and numeracy test	What oversight has the Department had of the implementation of the literacy and numeracy test that has been mandated for students before they graduate from an education degree, being delivered by ACER? • Were all graduating education students able to access this test? • What kind of complaint mechanism and resolution process did the Department put in place for students who had trouble finding a suitable time and location to undertake the test?
SQ17-000460	Written		Collins, Jacinta	ACARA - Schools moving online	Has the target of 10 per cent of schools moving online in 2017 been met? If not, why not?

SQ17-000461	Written		Collins, Jacinta	Agreed national literacy and numeracy standards	How is the Department implementing the commitment to report annually to parents against agreed national literacy and numeracy standards for every year of schooling? (commitment, p. 9 QSQO document) • Are currently agreed national literacy and numeracy standards currently in place for every year of schooling? • How will schools measure students against these standards? • How will the Department monitor ongoing implementation of this commitment?
SQ17-000462	Written		Collins, Jacinta	ACARA - NAPLAN online	How much will the move to NAPLAN online over the next three years cost?
SQ17-000463	Written		Collins, Jacinta	ACARA - First year of school data	The ACARA submission to the Productivity Commission's consideration of the National Education Evidence Base states that entry to schooling (first year of school) data, would be valuable, particularly linked to other national collections. Has ACARA started to look at options for collecting this data? • What competencies would it test? • What other national collections would it connect to? • Would this data be published? • What are the benefits of this testing? • What is the cost of this testing? • Has it been budgeted? • Has ACARA been funded to look into this?
SQ17-000464	Written		Collins, Jacinta	Minimum literacy and numeracy standard and compulsory subjects for Year 12 students	How is the Department implementing the commitment to require, within five years, a minimum literacy and numeracy standard for all students completing YR12 and successful completion of English or humanities subject, and a science or maths subject, as a prerequisite for getting an ATAR? (QSQO, p. 9.) • Have states and territories agreed to implement this? • What is the timeline for implementation
SQ17-000465	Written		Collins, Jacinta	STEM qualified teachers and Indigenous teachers	How is the Department implementing the commitment that systems and schools should set recruitment targets for STEM qualified teachers and Indigenous teachers (p.10)? • Have States and Territories agreed to implement this? • What is the timeline for implementation?

SQ17-000466	Written		Collins, Jacinta	ACARA - NCCD data	What is ACARA's role in relation to the Nationally Consistent Collection of Data on Students with Disabilities? How will you be working with the Department to improve the quality of the NCCD data?
SQ17-000467	Written		Collins, Jacinta	ACARA - Learning of students with disabilities	What work has ACARA undertaken to develop further measures to assess the progress of learning of students with disabilities?
SQ17-000468	Written		Collins, Jacinta	New national certification process for new principals	How is the Department implementing the commitment that all new principals should be certified through a new national certification process before their appointment? (p.10) • Have States and Territories agreed to implement this? • What is the timeline for implementation?
SQ17-000469	Written		Collins, Jacinta	ACARA - Students with disability	What approach is being taken to the development of the curriculum for students with disability? What is the forward timeline to develop a curriculum for students with disabilities?
SQ17-000470	Written		Collins, Jacinta	AITSL standards for principals	How can aspiring principals provide a portfolio against the AITSL standards for principals, when they haven't yet run a school? Isn't the AITSL standard for principals.
SQ17-000471	Written		Collins, Jacinta	ACARA - NAPLAN results comparison	Can ACARA please provide a summary for NAPLAN results of students in regional and remote communities, and a comparison between results for metropolitan, provincial, remote and very remote schools? Can this also be provided with socioeconomic data?
SQ17-000472	Written		Collins, Jacinta	Attracting and retaining experienced school leaders in disadvantaged schools	The QSQO document also stated that "states and territories should establish incentives to attract and retain experienced school leaders in disadvantaged schools." (p. 10). • How will this be implemented? • Have States and Territories agreed to implement this? • What is the timeline for implementation?
SQ17-000473	Written		Collins, Jacinta	Additional funding	How are you requiring systems that receive additional money for disadvantage for Indigenous, low-english proficiency, disability and low-SES, to show how this money will be used to improve outcomes for these groups of students? (p. 12). • have States and Territories agreed to implement this? • what

					is the timeline for implementation?
SQ17-000474	Written		Collins, Jacinta	ACARA - NAPLAN results	Can ACARA please provide a summary of NAPLAN results by socioeconomic quartile? And for each state and territory by socioeconomic quartile?
SQ17-000475	Written		Collins, Jacinta	ACARA - National minimum standards	Have there been any changes to the national minimum standards? Has there been any instruction to update them? Can you provide the national minimum standards, if there have been changes?
SQ17-000476	Written		Collins, Jacinta	Attendance requirements	How are you requiring states and territories to meet attendance requirements, including specific requirements for Indigenous students? (p. 12). • Have States and Territories agreed to implement this? • What is the timeline for implementation?
SQ17-000477	Written		Collins, Jacinta	ACARA - NAPLAN in 2015 and 2016	What percentage of students sat the NAPLAN in 2015 and 2016? Can you provide the percentages by metropolitan, provincial, remote and very remote schools? • Please also provide this data by SEA quartile.
SQ17-000478	Written		Collins, Jacinta	Commitment to refocus ACARA	In the Government's 2013 election document they committed to refocus ACARA and transfer all data, reporting and compliance functions back to the Department. What happened to that commitment? Was it implemented? If not, why not?
SQ17-000479	Written		Collins, Jacinta	New school leadership program	In the Government's 2013 election document they committed to "develop a new school leadership programme. This will be modelled around an MBA-style executive education program." Has this been implemented? If not, why not?

SQ17-000480	Written		Collins, Jacinta	Inbuilt review	On 2 December 2013 " Former Minister for Education, the Hon Christopher Pyne, said "œin the model there is an inbuilt review of course in 2015 to make sure that that model is operating effectively and we will adopt that." Was this review conducted? • What elements of the SRS were reviewed? • What were the findings of the review?
SQ17-000481	Written		Collins, Jacinta	Teach for Australia	How many students in each cohort have completed the TFA program so far and how many from each cohort are still teaching in schools? How many are teaching in the school they started in?
SQ17-000482	Written		Collins, Jacinta	Teach for Australia	How much Commonwealth funding has been provided in total for the TFA program?
SQ17-000483	Written		Collins, Jacinta	Quality outcomes	What is the \$138 million allocated to Quality Outcomes in your PBS being spent on over the next four years? • What was the \$41 million from 2015-15 spent on? • How are you measuring the effectiveness and return from this spending? • Please provide a copy of outcomes and evaluations from this spending.
SQ17-000484	Written		Collins, Jacinta	Parent Engagement media campaign	What was the proposed Parent Engagement media campaign (referenced on p. 104 of the Department's 2015-16 annual report)? • Who were you targeting as part of this campaign? • What was being promoted? • What was the research underpinning the need for such a campaign? • Were the appropriate campaign protocols and approvals sought? When and from whom? • What type of media was being utilised? • Please break down the \$3.8m by print, digital, social media and any other type of media booked? • What was the source or line item where the \$3.8 million was funded from? • As this was for a `media booking', was any of the media booked eventually used? If so, when? • Did any of the media booking spots lapse, and as such was any of the \$3.8 million not actually used for media time?

SQ17-000485	Written		Collins, Jacinta	Campaign advertising development and design	What was the use of the \$1.2m for 'campaign advertising development and design' referenced on p. 104 of your annual report? • What campaign was developed? • What was being researched and designed? • What line item was the \$1.2 million sourced from?
SQ17-000486	Written		Collins, Jacinta	Survey of Australian School Principals	What did the survey of Australian school principals referenced on p. 104 of your annual report involve? Please provide a copy or summary of the survey results.
SQ17-000487	Written		Collins, Jacinta	ACARA - NAPLAN results	Can you please provide a table, using the NAPLAN results, of how many students in year five would be in the bottom 25% of year threes, how many students in year seven would be in the bottom 25% of year fives, and how many year nine students would be in the bottom 25% of year sevens? Can you provide the overall numbers and then break them down by metropolitan, provincial, remote and very remote schools? Can this also be provided with socioeconomic data? Please use 2015 and 2016 data
SQ17-000488	Written		Collins, Jacinta	ACARA - Students meeting the national minimum standard	Provide the most up to date possible list of schools in which 100% of students are meeting the national minimum standard for their year levels.
SQ17-000489	Written		Collins, Jacinta	ACARA - List of schools with 95 per cent students meet the national minimum standard for their year levels.	Provide a list of schools in which 95% of students are meeting the national minimum standard for their year levels.
SQ17-000490	Written		Collins, Jacinta	ACARA - List of schools with 90 per cent students meet the national minimum standard for their year levels.	Provide a list of schools in which 90% of students are meeting the national minimum standard for their year levels.
SQ17-000491	Written		Collins, Jacinta	ACARA - List of schools with 85 per cent students meet the national minimum standard for their year levels.	Provide a list of schools in which 85% of students are meeting the national minimum standard for their year levels.

SQ17-000492	Written		Collins, Jacinta	ACARA - List of schools with 80 per cent students meet the national minimum standard for their year levels.	Can you also provide a list of schools in which 80% of students are meeting the national minimum standard for their year levels.
SQ17-000493	Written		Collins, Jacinta	ACARA - List of schools with 75per cent students meet the national minimum standard for their year levels.	Provide a list of schools in which 75% of students are meeting the national minimum standard for their year levels.
SQ17-000494	Written		Collins, Jacinta	ACARA - List of schools with 70 per cent students meet the national minimum standard for their year levels.	Provide a list of schools in which 70% of students are meeting the national minimum standard for their year levels.
SQ17-000495	Written		Collins, Jacinta	ACARA - Proportion of students meeting the NAPLAN minimum standard for each SEA quartile and for each SEA quartile by year level	Provide the proportion of students meeting the NAPLAN minimum standard for each SEA quartile and for each SEA quartile by year level.
SQ17-000496	Written		Collins, Jacinta	Ministers meetings to discuss school funding for 2018 and 2019	Please detail all meetings the Minister has had with non-government school authorities and representative bodies in the last six months to discuss school funding for 2018 and 2019? (Please note we are not interested in meetings the Minister's Office has had, only the Minister)
SQ17-000497	Written		Collins, Jacinta	Ministers meetings with external school funding experts and academics	Please detail all meetings Minister has had with external school funding experts and academics in the last six months to discuss school funding for 2018 and 2019? (Please note we are not interested in meetings the Minister's Office has had, only the Minister)
SQ17-000498	Written		Collins, Jacinta	Finalisation of internal position on school funding	Has the Government finalised their internal position on schools funding? • When will your internal position on schools funding be decided?
SQ17-000499	Written		Collins, Jacinta	Funding offered to each state and territory and approved authority in 2018 and 2019	Has the Government decided what dollars will be offered to each state and territory and approved authority in 2018 and 2019?

SQ17-000500	Written		Collins, Jacinta	Information supplied to State and Territory Education Departments	Have State and Territory Education Departments received the following information: • What funding in dollars the Commonwealth will provide in 2018 and 2019? • What changes to the Commonwealth model and the overall SRS model will be made to distribute funding in 2018 and 2019?
SQ17-000501	Written		Collins, Jacinta	Information supplied to Catholic education approved authorities	Have Catholic education approved authorities received the following information: • What funding in dollars the Commonwealth will provide in 2018 and 2019? • What changes to the Commonwealth model and the overall SRS model will be made to distribute funding in 2018 and 2019?
SQ17-000502	Written		Collins, Jacinta	Information supplied to the independent sector approved authorities	Have the independent sector approved authorities received the following information: • What funding in dollars the Commonwealth will provide in 2018 and 2019? • What changes to the Commonwealth model and the overall SRS model will be made to distribute funding in 2018 and 2019?
SQ17-000503	Written		Collins, Jacinta	Finalisation of school funding for 2018 and 2019 negotiations	When are you aiming to finalise school funding for 2018 and 2019 negotiations by?
SQ17-000504	Written		Collins, Jacinta	Funding package for 2018 and 2019	When will a firm school funding package (including the quantum of funds available the distribution model) for 2018 and 2019 be taken to Education Council for consideration? When will a firm school funding package (including the quantum of funds available the distribution model) for 2018 and 2019 be taken to COAG for consideration?
SQ17-000505	Written		Collins, Jacinta	Funding offer for independent and catholic sector for 2018 and 2019	When will the independent and catholic sector be provided with a firm funding offer for the school years 2018 and 2019?
SQ17-000506	Written		Collins, Jacinta	finalisation of school funding arrangements for 2018 and 2019	What forward process will occur to finalise school funding arrangements for 2018 and 2019? • Please list each step in the consultation and discussion process. • Please list when funding will be considered by Education Council and COAG. • Please list when legislative changes will have to be considered by.

SQ17-000507	Written		Collins, Jacinta	Comparing of funding for a disadvantaged student	When the Minister states that a disadvantaged student in one state gets \$1,500 less than a disadvantaged student in another state (as he noted in press release 'Focusing on School Funding Facts'dated 28 September 2016) is he comparing funding for a student in NT to funding of a student in WA?
SQ17-000508	Written		Collins, Jacinta	The proportion of metropolitan Australian schools that have a level of low-SES disadvantage (SQ16-000940)	What proportion of metropolitan Australian schools have the level of low-SES disadvantage as the school underlying the example submitted to Education Council, and referred to in SQ16-000940? (85% Q1 and 10% Q2). • Please provide the proportion of metropolitan schools in each state and territory that have this level of disadvantage. • Please provide names of schools that actually match or closely match this type of school, in each state and territory.
SQ17-000509	Written		Collins, Jacinta	Different profiles of disadvantage	Has the Minister shared any other examples of schools with his state colleagues with different profiles of disadvantage? • If yes, please share the details of these schools (number of students, and proportion of students in each disadvantage category) • If yes, please provide the dollar differences across states that result from different profiles of disadvantage.
SQ17-000510	Written		Collins, Jacinta	Cost of Commonwealth funding assistance per disadvantaged student	What would be the dollar value of assistance per student (in Commonwealth funding) in each state and territory for a school with an average level of disadvantage? (25% of students in each quartile of socioeconomic advantage)
SQ17-000511	Written		Collins, Jacinta	Proportion of SRS paid to states and territories	For funding in 2018 and 2019, is the Commonwealth intending to pay all states and territories the same proportion of SRS? • If yes, what proportion would that be? • Is the Department intending to move funding towards a set proportion of SRS as described above over time?
SQ17-000512	Written		Collins, Jacinta	Changes being considered for the funding model to make it fair	If current funding arrangements are inequitable (as suggested in the Minister's media release 'Focusing on School Funding Facts'dated 28 September 2016) - what specific changes are being considered for the funding model to make it fair?

SQ17-000513	Written		Collins, Jacinta	Estimated funding that each approved authority will receive in 2017, 2018, 2019 and 2020	How much funding is the department currently estimating that each approved authority will receive in 2017, 2018, 2019 and 2020?
SQ17-000514	Written		Collins, Jacinta	Actual and projected percentage funding increase for each approved authority year by year over the period 2014 to 2020	What is the actual and projected percentage funding increase for each approved authority year by year over the period 2014 to 2020?
SQ17-000515	Written		Collins, Jacinta	Schooling Resource Standard	What percentage of the fully loaded SRS does Commonwealth funding for each approved authority represent in 2018, 2019 and 2020? What proportion of the SRS is each approved authority expected to reach in those years when state or territory funding is also taken into account?
SQ17-000516	Written		Collins, Jacinta	Schooling Resource Standard - unchanged indexation rates	For each school authority that is projected to receive more than 100% of its SRS in Commonwealth funding in 2018 list how many years it is projected to take for it to reach 100% if the indexation rates remains unchanged?
SQ17-000517	Written		Collins, Jacinta	Additional funding to reach SRS in 2018	How much additional funding would each state and territory government require in 2018 to reach its SRS in that year?
SQ17-000518	Written		Collins, Jacinta	Base SRS amount for primary and secondary schools for each year (including projections) from 2014 to 2020	What is the base SRS amount for primary and secondary schools for each year (including projections) from 2014 to 2020?
SQ17-000519	Written		Collins, Jacinta	Estimated additional funding in 2018, 2019 and 2020	Overall, how much additional funding is estimated that the Commonwealth will provide to the Government, Catholic and Independent sectors in 2018, 2019 and 2020 and what percentage increase for each sector is that from 2017 figures?
SQ17-000520	Written		Collins, Jacinta	Total share of Commonwealth funding provided to Government, Catholic and Independent schools	What is the total share of Commonwealth funding provided to Government, Catholic and Independent schools in each year between 2014 and 2017? What is the share for each sector projected to be provided in 2018, 2019 and 2020?

SQ17-000521	Written		Collins, Jacinta	Different Commonwealth funding arrangements	How many different Commonwealth funding arrangements are expected to be in place in 2018 covering the public and non-government sectors? • Will the school funding arrangements for each state and territory government exactly the same? • Will the funding arrangements for each Catholic school authority the same? • Will the funding arrangements be the same for each Independent approved authority, Independent school system and single Independent school?
SQ17-000522	Written		Collins, Jacinta	State and territory governments maintain funding from 2018 onwards	How will the Commonwealth Government ensure that state and territory governments maintain their own funding effort from 2018 onwards? What action will be taken if state and territory governments fail to maintain their own effort?
SQ17-000523	Written		Collins, Jacinta	Australian schools currently funded below their SRS entitlement	Is it the Government's intention that all Australian schools currently funded below their SRS entitlement complete their transition to 95% of their SRS allocation? • If yes, over what period of time? • If no, what will occur instead?
SQ17-000524	Written		Collins, Jacinta	Schooling Resource Standard model	Is the Government committed to retaining a Schooling Resource Standard model?
SQ17-000525	Written		Collins, Jacinta	Indexation rate	After the current forward estimates period - where schools indexation is 3.56%, does the indexation rate revert to CPI, in current estimates? What is the indexation rate from 2020-21 in current budget models? What is the cost of increasing indexation post 2019-2020 to 3.56%? At the moment, the Government's school funding policy has a flat rate of indexation of 3.56%. Are you intending applying that to all schools and systems, regardless of whether they are over, under or at the SRS?
SQ17-000526	Written		Collins, Jacinta	Difference between the funding currently legislated through the Australian Education Act 2013 and the current forward estimates	What is the difference, in dollars, between the funding currently legislated through the Australian Education Act 2013, and the current forward estimates?

SQ17-000527	Written		Collins, Jacinta	Weighted or deemed SES averages	How are the weighted or deemed SES averages for approved authorities calculated, as per the Australian Education (SES scores) Determination 2013, that was tabled during the hearing on 1 March 2017.
SQ17-000528	Written		Collins, Jacinta	List of systemic schools in all sectors	Please provide a list of systemic schools in all sectors showing their current entitlement under the SRS funding arrangements, in dollars and as a proportion of total SRS.
SQ17-000529	Written		Collins, Jacinta	Commonwealth school funding increases	Please detail what proportion of Commonwealth school funding increases each year from 2016 to 2020 are due to indexation, what proportion of the increase is due to additional funding to help schools and systems reach the SRS, and what proportion is due to enrolment growth. a. From 2016 to 2017 please provide in dollar terms what amount of the funding increase is due to indexation, how much of the increase is due to additional funding to help schools reach SRS (in dollar terms) and how much (in dollar terms) is due to enrolment growth. b. From 2017 to 2018 please provide in dollar terms what amount of the funding increase is due to indexation, how much of the increase is due to additional funding to help schools reach SRS (in dollar terms) and how much (in dollar terms) is due to enrolment growth. c. From 2018 to 2019 please provide in dollar terms what amount of the funding increase is due to indexation, how much of the increase is due to additional funding to help schools reach SRS (in dollar terms) and how much (in dollar terms) is due to enrolment growth. d. From 2019 to 2020 please provide in dollar terms what amount of the funding increase is due to indexation, how much of the increase is due to additional funding to help schools reach SRS (in dollar terms) and how much (in dollar terms) is due to enrolment growth.
SQ17-000530	Written		Collins, Jacinta	Overfunded schools	How is the Government planning to address the issue of overfunded schools? • Will their indexation be reduced? • Will their funding be frozen at 2017 levels? • Will their

					funding be reduced?
SQ17-000531	Written		Collins, Jacinta	Number of overfunded schools under the SES model that existed prior to 2014	How many of the current overfunded schools were funding maintained schools under the SES model that existed prior to 2014?
SQ17-000532	Written		Collins, Jacinta	Proportion of schools that are funding maintained	What proportion of schools that currently receive (a) over 120% SRS and (b) over 150% SRS were funding maintained?
SQ17-000533	Written		Collins, Jacinta	Proportion of all Australian schools currently receive more than 100% of their SRS entitlement	What proportion of all Australian schools currently receive more than 100% of their SRS entitlement? • What proportion of all Australian schools currently receive more than 150% of their entitlement? • What proportion of all Australian schools currently receive more than 120% of their SRS entitlement?
SQ17-000534	Written		Collins, Jacinta	Schooling Resource Standard	Please provide a list of schools that currently receive (a) less than 60% of SRS, (b) less than 70% of SRS, (c) less than 80% of SRS. What proportion of schools, by sector and by state receive (a) less than 60% of SRS, (b) less than 70% of SRS, (c) less than 80% of SRS.
SQ17-000535	Written		Collins, Jacinta	Number of formal agreements	How many formal agreements are there currently underpinning the Australian Education Act -not funding models but actual agreements?
SQ17-000536	Written		Collins, Jacinta	Number of funding models were in place across the country before the Australian Education Act 2013 was put in place	How many funding models were in place across the country before the Australian Education Act 2013 was put in place?

SQ17-000538	Spoken	128	O'Neill, Deborah	Research and analysis on the impact a loan fee would have on the Higher Education Loan Program (HELP)	Senator O'NEILL: If we refer back to question on notice 888, that might make things a little clearer. The answer says: Yes, the Department of Education and Training has undertaken research and analysis on the impact a loan fee would have on the Higher Education Loan Program (HELP). That is what I am referring to. My question is: can we have a copy of it? Mr Learmonth: I think, consistent with the advice or the answer that was provided, that work is fundamentally in the public domain already, the work done by Professor Chapman and Dr Higgins and the Grattan Institute. CHAIR: There we go. Thank you for the citation. Mr Learmonth: It is in the public domain. Senator O'NEILL: And it is under the Grattan Institute. Mr Learmonth: I think there are more than that. Bruce Chapman, I think, is ANU. There are some from the ANU and some from the Grattan Institute. The most recent one I am aware of is Andrew Norton from the Grattan institute. Senator JACINTA COLLINS: When you say it is in the public realm— Mr Learmonth: It will have been published—from memory, there have been media articles, certainly, about the last one from Grattan. We can find you some references if that will help.
SQ17-000539	Written		Paterson, James	Funding arrangements	In what ways do current school funding arrangements deviate from the 2011 Review of School Funding recommendations? Do any of these current funding arrangements undermine needs-based funding and equitable funding arrangements?
SQ17-000540	Written		Paterson, James	Breakdown by year and jurisdiction of the 2017 Report on Government Services data on schools funding since 2010-11 to 2014-15	Please provide a breakdown by year and jurisdiction of the 2017 Report on Government Services data on schools funding since 2010-11 to 2014-15?
SQ17-000541	Written		Paterson, James	Growth in Commonwealth funding to public schools compared States, by jurisdiction since 2004-5 to 2014-15	Please provide a table showing the growth in Commonwealth funding to public schools compared States, by jurisdiction since 2004-5 to 2014-15

SQ17-000542	Written		Paterson, James	Current arrangements produce inequitable results for 'like'students and schools between jurisdictions	The Department referred to how current arrangements produce inequitable results for 'like'students and schools between jurisdictions - can the Department provide these examples, and any others?
SQ17-000543	Written		Paterson, James	TIMSS and PISA results	What do the most recent TIMSS and PISA results show about Australian student education outcomes - in absolute and relative terms? What has been the increase in schools funding (total Commonwealth and State and by the Commonwealth, in real dollars and per cent) over the same period?
SQ17-000544	Written		Paterson, James	Child care portion of the Omnibus Bill 2017	How many times has the child care portion of the Omnibus Bill 2017 already been reviewed and consulted on?
SQ17-000545	Written		Paterson, James	VET FEE-HELP	The ANAO has also made some criticisms of VET FEE-HELP, including that: "The design of the expanded VFH scheme in 2012 was weighted heavily towards supporting growth in the VET sector, but an appropriate quality and accountability framework addressing identified risks was not put in place". What did the focus on enrolment do to training provider behaviour? What impact did this have on vulnerable students and taxpayers?
SQ17-000547	Written		Paterson, James	Difference between VET Student Loans VET FEE-HELP	The ANAO also said: "The VFH scheme was not effectively designed or administered. Poor design and a lack of monitoring and control led to costs blowing out even though participation forecasts were not achieved and insufficient protection was provided to vulnerable students from some unscrupulous private training organisations." How does the design of VET Student Loans differ from VET FEE-HELP? How does this better protect students and taxpayers?
SQ17-000548	Written		Paterson, James	Compliance action being taken against unscrupulous providers	Can the Department update the Committee on compliance action being taken against unscrupulous providers to cancel student debts and recoup costs for taxpayers?
SQ17-000549	Written		Paterson, James	VET FEE-HELP loans scheme	Michael Lavarch (ASQA) restated his view at Education Estimates on 1 March that Labor's VET FEE-HELP loans scheme was the worst piece of public policy design he had seen.

					Would you agree with that?
SQ17-000550	Spoken	31	O'Neill, Deborah	ACARA - staff satisfaction survey	Mr Randall: We have formed a staff representative group. I am happy to read out some of the findings—strengths and weaknesses—or give you a more complete answer on notice. What would you prefer? Senator O'NEILL: Perhaps both.
SQ17-000551	Spoken	25	Collins, Jacinta	AITSL - teacher performance assessment	Senator JACINTA COLLINS: But why are negotiations taking such time that you will be in this situation? Ms Rodgers: They are not taking time. Actually we are acting with incredible speed and urgency. I can provide the schedule and the time line on notice. There are issues that we need to deal with around intellectual property, and those negotiations are progressing well.
SQ17-000552	Spoken	80	Collins, Jacinta	Behavioural changes in modelling patterns of usage	Dr Bruniges: I can talk to the general model and then refer to Ms Wilson to give her a bit of a break there. The new model takes in the key changes. The first of those changes is what we call a responsive growth estimate, which means that the new model responds to recent growth trends, such as either sharp growth or, in fact, a decline due to the successful compliance that the minister mentioned, for example, in family day care. They do that by usage. The other thing that that model does is it replaces a single 10-year rolling average methodology with a statistical projection by each service type. So, you are getting a finer discrimination between the service type rather than one, which gives us a better modelling capacity. The second thing, as I said, are the patterns of usage, the childcare-type differences, looking at different growth rates, patterns of usage and payment entitlements across the service types. And better data reliability. Senator JACINTA COLLINS: Patterns of usage? Dr Bruniges: Yes. Senator JACINTA COLLINS: Are there any behavioural change elements in that? Dr Bruniges: I would have to take that on notice, but I do not think so. It is more around patterns of usage of family day care versus

					different services.
SQ17-000553	Spoken	88	Hanson-Young, Sarah	Amount of savings from Family Tax Benefit changes	Senator HANSON-YOUNG: How much are the family tax benefit changes saving? Senator Birmingham: I do not have that figure in front of me. I could get it for you, but it is a question really in the social services portfolio. Senator HANSON-YOUNG: I understand that, except you are putting to us that it is still very much the view of the government that that is hypothecated in some manner to pay for this \$1.6 billion. If you can get some clarification of exactly what that figure is, because we have seen savings found through the changes to the model. We are still being told we need to have cuts to family tax benefits to pay for it, yet it is not actually hypothecated.
SQ17-000555	Spoken	19	Cameron, Doug	Refunding the loans of MHM students	Senator CAMERON: Were any of the student loans refunded, to your knowledge? Dr Banerjee: I would have to take that on notice, Senator.
SQ17-000556	Spoken	116	Hanson-Young, Sarah	Difference between the funding currently legislated through the Australian Education Act 2013 and the current forward	Senator HANSON-YOUNG: Do you dispute that South Australia would get \$335 million less under your policy versus what had previously been promised? Senator Birmingham: In terms of what the Labor Party's promises were, I think, we have agreed

				estimates - South Australia	to take on notice to see how those comparisons stack up.
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