

PDR No	QoN No	Senator	Hansard Date	Hansard Sequence No	Outcome	Subject	Question Text	Date received
SQ14-001831	ED0001_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC special research initiative	How many special research initiatives have been undertaken since the inception of the Australian Research Council? Please list every special research initiative, amount of funding, source of funding and duration of the initiative How many eligible organisations have there, or are there, for each special research initiative undertaken by the Australian Research Council since its inception?	
SQ14-001833	ED0002_15	Carr, Kim	Written	Written	Cross Portfolio	YouTube video - changes to higher education	In reference to a video published on YouTube communicating the government's announced changes to higher education: (a) Did the Department produce this video, or let a contract for its production? (b) Who produced the video? (c) What did it cost? (d) From which part of the Departmental administered budget were the funds for this video taken?	
SQ14-001834	ED0003_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC Linkages program	What is the amount available for the ARC Linkages program over the forward estimates - 2014-15, 2015-16, 2016-17, 2017-18?	
SQ14-001835	ED0004_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC Discovery program	What is the amount available for the ARC Discovery program over the forward estimates - 2014-15, 2015-16, 2016-17, 2017-18?	
SQ14-001836	ED0005_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC gender equity	What activities does the ARC undertake in measuring gender equity in the awarding of grants? Are there any schemes or activities aimed at boosting gender equity in the ARC College of Experts? What is the gender breakdown of: (a) ARC College of Experts panels across the individual disciplines (b) Assessors across individual disciplines	
SQ14-001837	ED0006_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC Special Research Initiative for Tropical Health and Medicine	What are the types of activities eligible for funding under the Special Research Initiative for Tropical Health and Medicine?	
SQ14-001838	ED0007_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Commonwealth Scholarships	In regards to the Government's announcements about Commonwealth Scholarships: (a) How much funding has been allocated over the forward estimates from the Commonwealth towards these scholarships? (b) Will universities be required to call scholarships paid for by fee revenue ""Commonwealth Scholarships""? (c) What activities will 'Commonwealth Scholarships' be able to cover? (d) How much revenue from a institutions Commonwealth Scholarship fund will an institution be able to allocate towards the administration of 'Commonwealth scholarships' at an institution? (e) Why was the threshold of 500 students chosen for an institution to be required to set up a Commonwealth Scholarship Fund? (f) What obligations will institutions of less that 500 EFTSL have towards providing scholarship or other equity activities? Does the Department have concerns that such institutions might have a competitive advantage over institutions with over 500 EFTSL?	
SQ14-001839	ED0008_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC Special Research Initiatives	Have previous Special Research Initiatives included significant allocations for bricks and mortar rather than research or research equipment?	
SQ14-001840	ED0009_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC funding under the Special Research Initiative for Type 1 Juvenile Diabetes	What are the types of activities eligible for funding under the Special Research Initiative for Type 1 Juvenile Diabetes?	
SQ14-001841	ED0010_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Australian Postgraduate Awards	1. How many Australian Postgraduate Awards will be awarded in 2014-15? Why does the portfolio budget statement say that up to 3,500 APA's will be awarded in the out years of the forward estimates period? 2.What is the basis, or formula, for the awarding of Australian Postgraduate Awards to universities? What data are universities obliged to report to the Department on the provision and progress of APA's to students? 3.Are there any diversity or equity requirements, policies or reporting obligations on universities in relation to the APA program?	
SQ14-001842	ED0011_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC funding under the proposed Special Research Initiative for Antarctic Gateway Partnership	What are the types of activities eligible for funding under the proposed Special Research Initiative for Antarctic Gateway Partnership?	

SQ14-001843	ED0012_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC Antarctic Gateway partnership	Where within the ARC will funding for the Antarctic Gateway partnership be redirected from? Please list every program from which funding will be reduced.
SQ14-001845	ED0013_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	Funding for the Special Research Initiative for Type 1 Juvenile Diabetes	Where within the ARC will funding for the Special Research Initiative for Type 1 Juvenile Diabetes be redirected from? Please list every program from which funding will be reduced.
SQ14-001846	ED0014_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Paramount College of Natural Medicine	Can you confirm that Paramount College of Natural Medicine is on the TEQSA register? Can you confirm that it teaches Bachelor's courses in Homeopathy and Mind Body Medicine, among other courses? The college's website says the following of its Mind Body Medicine course: Study Mind Body Medicine and delve into the world of Quantum Consciousness, NLP, Vibrational Medicine, Neuroplasticity and Food Revolution. You will gain practical skills in a range of natural therapy treatments including Nutrition and Flower essences and attain a diverse range of knowledge based on a solid foundation of Biological Sciences. Will the courses containing the units mentioned here be eligible for CSP funding? Do any Australian universities teach courses in Vibrational Medicine, Food Revolution or Flower Essences?
SQ14-001847	ED0015_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	Funding on Special Research Initiative on Dementia	Where within the ARC will funding for the proposed Special Research Initiative on Dementia be redirected from? Please list every program from which funding will be reduced.
SQ14-001848	ED0016_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Higher Education Reform and Support Group	In relation to Higher Education Reform and Support, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section
SQ14-001850	ED0017_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Nature Care College	Is the Nature Care College on your register? Can you confirm that this provider runs an Advanced Diploma in homeopathy, that articulates into a Bachelor program? In principle, would this college be eligible to apply for CSP funding - Commonwealth subsidies - for its homeopathy degree? Under what circumstances would this course not be eligible? Would there be any room for consideration, under the new deregulated funding arrangements, of the fact that the NHMRC has recently released a report that says that there is no evidence that any homeopathic treatments are efficacious?
SQ14-001851	ED0018_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Australian Postgraduate Awards - Stipend Rates	What will the Australian Postgraduate Award stipend rates be for 2015, 2016, 2017, 2018?
SQ14-001852	ED0019_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Higher Education Budget announcements - correspondence from universities	How many Vice-Chancellors or other senior university figures have written to the Minister's office expressing concerns about one or more aspects of the Government's Budget higher education announcements? What concerns have they raised? How many have indicated that they think the package as a whole is (a) unworkable; or (b) unfair and inequitable? Aside from Universities Australia, which university groupings have expressed similar concerns to the Minister? Which Vice-Chancellors (or their representatives) and which university groupings were consulted in the development of the package? Which higher education stakeholders, such as NUS, CAPA and the NTEU, have raised their concerns with the Minister?
SQ14-001853	ED0020_15	Carr, Kim	Written	Written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA rate of approval of new higher education courses	Can TEQSA confirm a report in New Matilda (Friday 6 June 2014) which says that, prior to the 2013 federal election, TEQSA approved new higher education courses at an average rate of 7.3 a month; and that, since the election, applications have been approved at a rate of 38.8 a month? If those figures are inaccurate, can TEQSA provide accurate monthly approval figures? Can TEQSA confirm that the number of applications that have been refused is 3.3 per cent? If not, what percentage has been refused? What is the reason for this increase in the approval rate? Does TEQSA expect to be able to maintain the higher approval rate after the funding cuts for the Agency announced in the 2014 Budget? How will this be achieved?
SQ14-001854	ED0021_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	deregulation of higher education - US trends	Has the Department examined trends in the United States following deregulation of state-based public higher education systems? Can you confirm that research indicates that, following fee deregulation in many states, there have been no improvements in participation? Can you explain the Department's thinking, in the light of the US experience?

SQ14-001855	ED0022_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	University fee deregulation - UK trends	Is the Department aware of a broadcast on ABC News Radio of an interview with Prof Peter Davies, from the Centre for Higher Education Equity and Access at the University of Birmingham? He said that, far from increasing competition, university fee deregulation has simply led to all universities steeply increasing their fees; and that, where prices differ, students tend to disregard this fact and make their study choices based on other factors. Can you explain the Department's thinking, in the light of trends in the UK?
SQ14-001856	ED0023_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	University fee deregulation - low SES participation	Is it the Department's view that deregulation of university fees will encourage low-SES students' participation by introducing price competition?
SQ14-001857	ED0024_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Average graduate earnings	Please provide the Department's sources and calculations for the Government's claims that: - A graduate will earn (on average) \$1 million more than a non-graduate over a working lifetime - A graduate will earn (on average) 75 per cent more than a non-graduate over a working lifetime - A graduate has, on average, a one per cent unemployment rate.
SQ14-001849	ED0025_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Tuition Protection Service advisory board	Who are the current members of the Tuition Protection Service advisory board? Please list their date of appointment and length of term
SQ14-001858	ED0026_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Number of Higher Education Providers	Can the Department clarify the number of higher education providers in Australia at the current time? Please provide details by category as follows: - Public universities - Private universities - TAFE-sector providers - Private for-profit providers - Private non-profit providers. Please provide details of current higher education enrolments in each category, broken down by level of course.
SQ14-001859	ED0027_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	1999 Kemp proposal	The leaked Cabinet Submission by then Minister David Kemp propose in 1999: - "A universal tuition subsidy which follows the student to accredited higher education courses offered by quality-assured public and private providers". - "Student fees for tuition set by providers" - Institutions would be "obliged to reserve a fixed proportion of premium fee income for equity purposes", including scholarships. - "A universal loans scheme with a real rate of interest and repayable through the tax system on an income-contingent basis." - "A total Commonwealth funding envelope which achieves a fair-sharing of the costs, reflecting both public and private benefits from higher education." - "Revised quality assurance arrangements which facilitate the entry of new players" How does that outline compare with the essential points of the current Government's Budget package?
SQ14-001860	ED0028_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	University fee increase	Has the Government said, or has it not said, that universities will not be permitted to increase their fees for domestic students above the fee they charge international students in the same course?
SQ14-001861	ED0029_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	University fees - domestic students	The NSW Auditor General reports that international student fees in that State rose by 32 per cent in the four years to 2012 - is this the kind of increase the Department is expecting in fees for domestic students, under the new arrangements announced in the Budget?
SQ14-001862	ED0030_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Fee deregulation - modelling	1. In its modelling for projected tuition fee levels in a deregulated system, what annual levels of increase were estimated? 2. Was the Department informed or guided by trends in increases in fees for international students? To what extent?

SQ14-001863	ED0031_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Higher education loan interest rate	<p>Can you confirm that, on The Insiders on 1 June 2014, when asked by Fran Kelly whether new students enrolling now or next year would be subject to the new higher interest rate, Minister Pyne said:  "PYNE: Anybody who was enrolled before May 14, nothing will change in terms of their arrangements.  [KELLY: The HECS debt will always stay at CPI into the future until it is paid off.]  PYNE: They are grandfathered until they finish their courses which is by 2020 in most cases. Anybody who enrolls from January 1, 2016 will face the new arrangements from the time they enrol. Anybody who enrolls between the Budget and December 31 next year will face the new arrangements from January 1 and the current arrangements until that time."  (a) Is it in fact the case that students enrolling in second semester this year or in 2015 will pay their HECS off at the CPI interest rate?  (b) Is it the case that students enrolling in 2014 or 2015 will not have to pay the new deregulated fee levels?  (c) What changes, for whom, come into effect in 2020? Is that the date when fee arrangements change, for any student enrolled before May 14, 2014?  (d) Isn't that 2020 date irrelevant to current students' HECS interest?  (e) Has the Minister repeated this incorrect comment on other occasions since the release of the Budget? Has the Prime Minister made similar incorrect comments?  (f) Since Budget night, has the Department made changes to the information on the Budget's impact presented on its website? How many times? On what dates? What were the changes?  (g) Is the Minister informing Australian students clearly and thoroughly about the impact of the proposed student financing package?</p>
SQ14-001864	ED0032_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Tuition Protection Service (TPS)	<p>In regards to the Tuition Protection Service (TPS) and in relation to 2013/14:  (a) How many provider closures have there been?  (b) How many students have been affected?  (c) How many of these closures required TPS action?  (d) How many students were affected by provider closures?  (e) How many students were affected by course closures?  (f) How many students were placed by the TPS?  (g) How many students paid a refund by the TPS  Please also provide the figures above for 2012/13</p>
SQ14-001865	ED0033_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	UK policy changes to student loans and fees	<p>1. The writer of an article in The Guardian (27 May 2014) makes the point that the UK policy changes in relation to student loans and fees included crucial differences from the Australian Government's package, namely, in the UK:  - Outstanding debt is written off after 30 years  - No real interest rate applies until the graduate is earning an income  - Fees are not deregulated, but capped at £9,000.  These facts, according to The Guardian, are key to understanding why the new UK student financing system seems not to have deterred low-SES students. Can you confirm that?   Did the Australian Government - and the department - consider adopting the measures adopted in the UK, outlined above? Why did it reject these measures?   2. The article referred to also says that the British Government has done a good job in informing the public clearly about the new system and its financial safeguards.  How does that compare, to date, with the performance of the Australian Government?</p>
SQ14-001866	ED0034_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Tuition Protection Service - TPS	<p>How many payments have been made by the TPS in 2012/13, and 2013/14 (to the extent possible to calculate this figure)?  Has the board recommended adjustments to the TPS Levy for 2014? Have these recommendations been accepted?  In regards to the TPS, what is the risk rated premium component for 2014?  In regards to the TPS, is there a special tuition protection component levied in 2014?</p>
SQ14-001867	ED0035_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	higher education indexation arrangements	<p>The Government has decided to change higher education indexation arrangements - from the Higher Education Indexation Factor to CPI.  (a) Why is this change to be made? Is it simply a cost-cutting measure, or are there sound policy reasons for it? What are those reasons?  (b) What, for each year of the Forward Estimates, will be saved through this change?  (c) What will the effect be on appropriations, in dollars?  (d) What will be the broader impacts of this change?</p>
SQ14-001868	ED0036_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	cost of HECS-HELP	<p>The Department has defined the cost of HECS-HELP to the taxpayer as "the difference between the [10-year Government] bond rate and the CPI rate".  Does the Government actually borrow to pay students' university fees through the HECS-HELP scheme? Is that difference in rates (referred to by the Department) a real cost to Government and the taxpayer, or a notional cost?</p>

SQ14-001869	ED0037_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Overseas Students Tuition	What is the current reserve in the Overseas Students Tuition Fund?
SQ14-001870	ED0038_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Projected increase in expenses associated with the HELP scheme	1. The Department projects an increase in expenses associated with the HELP scheme over the Forward Estimates - from \$1.47 billion in the current year to \$2.33 billion in 2017-18. (a) First, your projections include a drop from this financial year to next - down to \$1.38 billion. Why a drop? (b) Secondly, why do you project an increase in HELP expenses of this magnitude? Can you quantify the components of this increase? (c) Thirdly, can you provide detail on the contributing factors behind the projected increase? (d) The PBS mentions "the cost of government borrowings to fund loans"". To what extent is that a notional cost? Does the Government actually borrow - explicitly - to fund HELP loans? Or is that figure included notionally to reflect the fact that the Government borrows for general purposes? 2. In regards to HELP, is it the Government's overall policy to include an item covering real or notional borrowing costs for all its expenditure, or just for expenditure in this area? If the latter, why include it in this area of expenditure if not in others?
SQ14-001871	ED0039_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Endeavour Scholarships 2014	What is the current status of the Endeavour Scholarships 2014 round? How many applications have been received? Has a country-specific cap been placed? If a cap has been placed what are the details?
SQ14-001872	ED0040_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	HELP programme expenses	What are the program expenses for the HELP scheme? Are they comprised as follows: - Debt not expected to be repaid (doubtful debt) - Deferral costs - Upfront and voluntary repayments? If not, what do they comprise?
SQ14-001873	ED0041_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Increasing the Profile of Australia's International Education Sector	Is the Department responsible for administered funding under Increasing the Profile of Australia's International Education Sector? If so what is the funding profile over forward estimates? And what activities have been funded in 2013 and 2014 under this program (include organisations through which funding is delivered and funding amounts)?
SQ14-001874	ED0042_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Higher education reforms - working parties	The Department has established a number of working parties to look at detailed implementation of the Government's higher education reforms. Can you provide me with details of those? What working parties have you established? What will each of them do? Who is on each of the working parties? What are their timelines to complete their work? Will they consult widely in the higher education sector? Who will they consult? By what means? Will they report publicly? If not, who will they report to?
SQ14-001875	ED0043_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Regional Links	Is the Department responsible for administered funding under Regional Links? If so what is the funding profile over forward estimates? And what activities have been funded in 2013 and 2014 under this program (include organisations through which funding is delivered and funding amounts)?
SQ14-001876	ED0044_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	key aspects of HECS-HELP	During the Senate Estimates hearing, Mr Griew said, "There are certain key aspects of HECS that will be maintained." Does this mean that some key aspects of HECS-HELP have been discarded? Which ones have been discarded?
SQ14-001877	ED0045_15	Carr, Kim	Written	Written	Agency - Australian Research Council (ARC)	ARC strategic research priorities	Is the ARC in a position to advise the committee on progress towards aligning funding outcomes against strategic research priorities?
SQ14-001878	ED0046_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	HECS - upfront payments	Does the Department believe - and did it reflect this in its modelling - that students will be more inclined to pay their fees upfront, and avoid incurring a debt, because they will lack certainty about what further increases the Government might impose on HECS debt in the future?
SQ14-001879	ED0047_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Endeavour Scholarships	How much has been spent on the Endeavour Scholarships in 2013-14 to date? How much is spent in terms of actual awards? What is the amount spent on service fees?
SQ14-001880	ED0048_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	proposed changes to the interest rate on HELP loans	1. In advising the Government about proposed changes to the interest rate on HELP loans, did the Department seek legal advice? What was the content of that advice, on the matter of the legality of summarily and unilaterally changing the terms of the loans of HELP debtors? 2. What does the Department say to the criticism that changing the terms of existing HECS loans is similar to unilaterally changing the terms of a contract?
SQ14-001881	ED0049_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	international student mobility programs	Please provide an overview of the international student mobility programs being undertaken in 2014-15. What programs support Australians to study overseas? What programs attract international students to study in Australia? What is the total funding profile over forward estimates for student mobility programs administered by the Department?

SQ14-001882	ED0050_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	number of full-time equivalent undergraduate students	The PBS shows how the Government expects the number of full-time equivalent undergraduate students to grow over the Forward Estimates. (a) It is projected that there will be more than 80,000 additional students by 2017-18? Is that right? (b) On what are those figures based? What assumptions and projections did the Department use to arrive at those figures? (c) Do you factor in a proliferation of providers offering sub-degree - or even undergraduate degree - courses? Can you provide details of your forecasts on this? (d) Do you envisage existing providers moving into, or expanding sub-degree provision? Which providers? To what extent? (e) Do you envisage new providers seeking to enter this market, or existing VET providers seeking to enter it? To what extent? (f) How firm are your forecasts? How difficult is it to guess correctly what students - and providers - will do in this regard?
SQ14-001883	ED0051_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	international scholarships falling	Why is the number of international scholarships falling from 6,128 in 13-14 to 5,500 in 14-15 as outlined in the portfolio budget statements on page 85?
SQ14-001884	ED0052_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	regional links	Why is there a decline in regional links activities from 26 to 12 as outlined in the portfolio budget statements on page 85?
SQ14-001885	ED0053_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Asiabound program	In relation to the Asiabound program: (a) What is the status of the Asiabound program? (b) Has the program been reviewed or are there any plans for a review? (c) How many Australians have been placed since the programs inception? (d) How many short term subsidies have been provided? How many semester long subsidies have been provided? (e) How many VET subsidies have been provided? (f) How many language subsidies have been provided? (g) And how many project facilitation subsidies have been provided? (h) Have the subsidy amounts changed?
SQ14-001886	ED0054_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Government's changes to indexation for research programs	Have you analysed, modelled, or considered, the impact of the Government's changes to indexation for research programs on research intensive institutions as compared to more teaching intensive institutions? Please provide a list of impacts on the research programs per institution for 2014-15 and 2015-16 and 2016-17 as compared to the 2013-14 budget.
SQ14-001887	ED0055_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	advice to the Government	Have you provided any advice to the Government on assessing the impact of changes to the indexation rate on research? When was this advice presented to the Minister?
SQ14-001888	ED0056_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Research Training Scheme - impact of the Government's budget measure	Have you analysed, modelled or considered the impact of the Government's budget measure - Research Training Scheme - student contributions - on individual institutions? Please provide a list of impacts per institution for 2014-15 and 2015-16 and 2016-17 as compared to the 2013-14 budget.
SQ14-001889	ED0057_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	National Collaborative Infrastructure Scheme	"In regards to the mooted review of the National Collaborative Infrastructure Scheme: (a) Who will conduct a review of the program? (b) When will the review begin? (c) When will the review conclude and when will it report? (d) Will the review invite submissions from stakeholders and the public? (e) Will these submissions be made public?"
SQ14-001890	ED0058_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Collaborative Research Network programme	Are there any plans, or has any consideration been given to, reviewing the Collaborative Research Network programme before its ceases at the end of 2015-16?
SQ14-001891	ED0059_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Higher Education Support Act 2003	For the Higher Education Support Act 2003 - Higher Education Research Promotion please provide the 2013-14 updated budget outcome for this program including activities funded and funding profiles for the individual activities over the forward estimates

SQ14-001892	ED0060_15	Carr, Kim	Written	Written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA	<p>The PBS reports that TEQSA in the past year has "significantly remodelled its approach to risk assessment of providers." Can you provide details here? For a start, you have reduced "overarching risks" that you recognise from three to two - which risk did you remove from the list?</p> <p>The PBS says you have also reduced provider information requirements. What information, that you previously collected, do you no longer collect - specifically in relation to non-university providers? Why did you decide no longer to collect that information?</p> <p>TEQSA is working with the Department to look at further rationalisation in this area. What is under consideration? Where are you looking to further reduce information-gathering and monitoring?</p>
SQ14-001893	ED0061_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Minister Pyne speech to the Business Higher Education Round Table	<p>In a speech to the Business Higher Education Round Table, Minister Pyne said the following: "For the first time in Australian history, students studying at any registered higher education provider will have their place directly supported by the Australian Government. This includes higher education students at public and private universities, TAFEs and private education colleges. It also includes all accredited higher education diplomas and advanced diplomas as well as associate degrees and degrees." Can the Department confirm that, as the Minister says, "students studying at any registered higher education provider will have their place directly supported by the Australian Government"? Does this mean that CSP funding will be available as the Minister describes? What is meant by the term "registered" as used by the Minister? Is he referring to the TEQSA register? If not, what is he referring to?</p>
SQ14-001894	ED0062_15	Carr, Kim	Written	Written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Macleay College	<p>Can you confirm that an entity trading as Macleay College is on the TEQSA register? How many conditions does this college have attached to its registration and course accreditation? What matters do these conditions go to?</p>
SQ14-001895	ED0063_15	Carr, Kim	Written	Written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA register - Sydney Institute of Traditional Chinese Medicine	<p>Can you confirm that an entity trading as Sydney Institute of Traditional Chinese Medicine is on the TEQSA register? Is that college in NSW? Can you confirm that the college offers an accredited course in Chinese Medicine? Can you confirm that Chinese medicine in NSW is an unregulated area of medical practice?</p>
SQ14-001896	ED0064_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Quality Initiatives	<p>You have announced that funding for Quality Initiatives will be drastically cut by 2017-18 down to \$503,000 from \$28,668,000 in 2013-14. Why has this cut been made? What is the policy justification for it? What will replace this funding? Where will the funds come from?</p>
SQ14-001897	ED0065_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Promotion of Excellence in Learning and Teaching in Higher Education	<p>You have also announced that funding for Promotion of Excellence in Learning and Teaching in Higher Education will, essentially, disappear from next year. What is the policy justification for this cut? What will replace this funding?</p>
SQ14-001898	ED0066_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Commonwealth Subsidised Place funding	<p>Can you confirm that students at an entity trading as Macleay College will have access to public subsidies through Commonwealth Subsidised Place funding under the government's proposals for higher education?</p>
SQ14-001899	ED0067_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Sydney Institute of Traditional Chinese Medicine	<p>Can you confirm that those studying at an entity trading as Sydney Institute of Traditional Chinese Medicine will have access to public subsidies through Commonwealth Subsidised Place funding under the government's proposals for higher education?</p>
SQ14-001900	ED0068_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Harvest Bible College	<p>Can the Department confirm that an entity trading as Harvest Bible College is on the TEQSA register? Can the Department confirm that, according to the college's website, the college's entry requirements include the stipulations that an applicant must:  "Currently be a committed Christian. - Have the pastor to whom they relate in their local church complete a Pastor's Character Reference Form."? Can you confirm that those studying this college's TEQSA-accredited courses will have access to public subsidies through Commonwealth Subsidised Place funding? Does the Department consider that the entry criteria listed above constitutes discrimination on the basis of religion?</p>
SQ14-001901	ED0069_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Alphacrucis College	<p>Can the Department confirm that an entity trading as Alphacrucis College is on the TEQSA register? Is this college run by the religious organisation known as the Assemblies of God? Does this college's TEQSA-accredited course Bachelor of Applied Theology (Korean) include the following units: Foundation of Mission, Preaching, Church Planting and Christian Worldview? Can you confirm that those studying this college's TEQSA-accredited courses will have access to public subsidies through Commonwealth Subsidised Place funding?</p>

SQ14-001902	ED0070_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Quality and Student Support Group	In relation to Quality and Student Support, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001903	ED0071_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	HE Funding and Implementation Group	In relation to HE Funding and Implementation please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001904	ED0072_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	HE Reform Taskforce	"In relation to HE Reform Taskforce, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section"	
SQ14-001905	ED0073_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Student Support Group	In relation to Student Support, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001906	ED0074_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Quality and Deregulation Group	In relation to Quality and Deregulation, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001907	ED0075_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Office for Learning and Teaching	"In relation to Office for Learning and Teaching, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section"	
SQ14-001908	ED0076_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Data and Analysis Group	"In relation to Data and Analysis, please: (a) List the staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section"	
SQ14-001909	ED0077_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Finance and Implementation Group	In relation to Finance and Implementation, please: (a) List the staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001910	ED0078_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Stakeholder Engagement Group	"In relation to Stakeholder Engagement, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section"	
SQ14-001911	ED0079_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Research and Strategy Group	"In relation to Research and Strategy, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section"	
SQ14-001912	ED0080_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	International Group	In relation to International, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	



SQ14-001913	ED0081_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Research and Higher Education Infrastructure Group	In relation to Research and Higher Education Infrastructure, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001914	ED0082_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Research Funding and Policy Group	"In relation to Research Funding and Policy, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section"	
SQ14-001915	ED0083_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Access and Participation Group	In relation to Access and Participation, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001917	ED0084_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Strategy and Economic Group	In relation to Strategy and Economic, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001918	ED0085_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	ESOS and South Asia	In relation to ESOS and South Asia, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001919	ED0086_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	International Strategy and North Asia	In relation to International Strategy and North Asia, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001920	ED0087_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Mobility, South and East Asia	In relation to Mobility, South and East Asia, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001921	ED0088_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Europe, Americas and Multilateral	In relation to Europe, Americas and Multilateral, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section"	
SQ14-001922	ED0089_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Tuition Protection Service	In relation to the Tuition Protection Service, please: (a) List the number of staff in both head count and FTE in this section (b) Outline the activities and program this section is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this section (d) Provide an updated organisation structure for this section	
SQ14-001923	ED0090_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Paramount College of Natural Medicine	Can the Department confirm that an entity trading as Paramount College of Natural Medicine is on the TEQSA register? Can the Department confirm that the accredited courses offered at Paramount College include Homeopathy and Mind Body Medicine? Can the Department confirm that the College's website says, of its accredited Mind Body Medicine course: "Study Mind Body Medicine and delve into the world of Quantum Consciousness, NLP, Vibrational Medicine, Neuroplasticity and Food Revolution. You will gain practical skills in a range of natural therapy treatments including Nutrition and Flower essences and attain a diverse range of knowledge based on a solid foundation of Biological Sciences." ? Can you confirm that those studying this course will have access to public subsidies through Commonwealth Subsidised Place funding?	

SQ14-001924	ED0091_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Australasian College of Health and Wellness	Can the Department confirm that an entity trading as Australasian College of Health and Wellness is on the TEQSA register? Can the Department confirm that this college offers a course - accredited by TEQSA - named "Bachelor of Applied Health Science (Clinical Aesthetics)"? Is this course related to beauty therapy and cosmetic surgery? Can you confirm that those studying this course will have access to public subsidies through Commonwealth Subsidised Place funding?
SQ14-001925	ED0092_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	modelling of projected HELP debt and repayment periods for graduates with disabilities	Has the Government done any modelling of projected HELP debt and repayment periods for graduates with disabilities?
SQ14-001926	ED0093_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Graduates with disabilities	Graduates with disabilities would be likely to enjoy lower than average graduate incomes, wouldn't they? If that is so, wouldn't the average graduate with disabilities end up incurring debts significantly higher than those without disabilities? Many people with disabilities study part-time. With a real interest rate, their HELP debts would be growing significantly while they were still studying, wouldn't they? Has your modelling looked at this? Do you have any proposals to avoid discriminating against graduates with disabilities in applying a real interest rate to HELP debt?
SQ14-001927	ED0094_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	impact of the 2014-15 budget efficiency dividend	What will be the impact of the 2014-15 budget efficiency dividend for higher education programs? What will be the impact of the 2013-14 budget efficiency dividend on higher education programs? What will be the effect on CGS funding in total and per student place? When will the efficiency dividend cuts flow to universities? At what point, is the cut to be applied? Will it be applied at the point where it makes maximum impact? How do the efficiency dividend and the average 20% cut to CSP funding interact and accumulate? What is the total average cut to a CSP place - if you add the efficiency dividend to the 30% cut? What will be the effect on other programs?
SQ14-002014	ED0095_15	Carr, Kim	Written	Written	Outcome 3 - Higher Education, Research & International	Commonwealth research infrastructure funding	In relation to Commonwealth research infrastructure funding provided to Australian universities and research agencies, which is allocated in proportion to an institution's share of funding from Commonwealth competitive grants such as from the NHMRC and the ARC: a. Has the Department made any recommendations to Government on expanding eligibility for Commonwealth research infrastructure funding to overseas grants (such as grants for large-scale clinical trials) from international research institutes? b. Is the Department aware of concerns that the lack of available Commonwealth research infrastructure funding for overseas grants creates a disincentive for Australian clinical researchers to apply for such grants? And if so, how are these concerns being addressed? c. What is the policy rationale for excluding grants from highly prestigious international funding agencies from the Commonwealth scientific research infrastructure funding pool?
SQ14-001286	ED0096_15	Hanson-Young, Sarah	Written	Written	Outcome 1 - Early Childhood Education and Care	Family Day Care and the Community Support Program	1. Family Day care is set to lose \$157 million, how many family day care services will be affected by the changes to Community Support Programme eligibility criteria? 2. What is the percentage of total services affected? 3. How many children and families will be affected by these changes? 4. What modelling has been done by the department on the cost to families? 5. In dollar terms what impact will the impact be on a family with 2 children attending family day care full time? 6. Have these price increases been budgeted for in Child Care Rebate outlays in the forward years?
SQ14-001293	ED0097_15	Hanson-Young, Sarah	Written	Written	Outcome 1 - Early Childhood Education and Care	Jobs Education Training (JET) Child Care Fee Assistance	1. How many families are estimated to be impacted by this measure over the forward estimates? 2. Isn't it true that many parents on income support would be working a casual job while studying for more than three days a week? How have these changes been justified in light of this? 3. What impact will these changes have on parents working and studying? What impacts will these changes have on children?
SQ14-001297	ED0098_15	Hanson-Young, Sarah	Written	Written	Outcome 1 - Early Childhood Education and Care	CCB and CCR	1. How much does the Government expect child care prices to rise each year over the forward estimates? Please provide a break down per financial year. 2. How many families will be affected by the CCB threshold freeze? 3. How many families will be affected by the CCR freeze at \$7,500? 4. What modelling has been done on the impact of these changes will have on the out-of-pocket expenses for families accessing approved care?

SQ14-001299	ED0099_15	Hanson-Young, Sarah	Written	Written	Outcome 1 - Early Childhood Education and Care	Universal Access to Preschool Education	<p>1. Will the Government be extending or negotiating a new National Partnership on Universal Access to Early Childhood Education?</p> <p>2. Budget paper 3 states that a Provision has been made in the Contingency Reserve for additional funding in 2014-15 and 2015-16, subject to negotiations with the States. How much money is in the contingency? How many years funding will this amount of money provide for?</p> <p>3. What will be the impact of not funding the National Partnership Agreement on UAECE on access to preschool will be on families?</p> <p>4. The review of the National Partnership is currently scheduled. When will it be finalised?</p> <p>5. Do you agree that this places parents in a very difficult position given they are currently enrolling and that it has been suggested that if the agreement does not continue, hours will be reduced -from 15 to 10 hours in some states, and parents will then need to make child care arrangements at short notice.</p> <p>6. What are the educational impacts of dropping the hours children have access to preschool and kindy?</p>
SQ14-001302	ED0100_15	Hanson-Young, Sarah	Written	Written	Outcome 1 - Early Childhood Education and Care	Occasional Care	<p>New expense measures include an extra \$12 million for occasional care.</p> <p>1. How will this funding be provided to occasional care services?</p> <p>2. Will these occasional care services be expected to meet basic quality standards expected of all other early childhood education and care services under the National Quality Framework?</p> <p>3. Has the Government consulted with the states on implementing a new occasional care funding model?</p> <p>4. Will the Government be asking the states to contribute funding for occasional care, similar to the old Neighbourhood Model Occasional Care model?</p>
SQ14-001329	ED0101_15	Hanson-Young, Sarah	Written	Written	Outcome 1 - Early Childhood Education and Care	National Quality Agenda	<p>Budget Paper 3 states that a review of the National Quality Agenda agreement is scheduled for 2014. Provision has been made in the Contingency Reserve for funding from 2015-16, subject to negotiations with the States. Will the Government be negotiating an extension or a new National Partnership on the National Quality Agenda?</p>
SQ14-001218	ED0102_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Program 1.1 Budget	<p>Program 1.1 administered expenses are budgeted to decrease significantly over the forward estimates, compared to the estimates from the 2013-14 Budget, with \$298.325 million budgeted for 2015-16 (compared to \$361,513 budgeted for 2015-16 in last year's budget) and \$294.251 million budgeted for 2016-17 (compared to \$369.345 million budgeted for 2015-16 last year's budget). Please provide a list of:</p> <p>a) all programs that are being cut or reduced and why;</p> <p>b) names of organisations that are having funding cut or reduced and why;</p> <p>c) when these organisations and services were informed of their funding cuts or reductions;</p> <p>d) what types of services will be reduced;</p> <p>e) how many children and families will be impacted by these cuts or reductions.</p>
SQ14-001236	ED0103_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	JETCCFA program	<p>1 The Budget changes the Jobs, Education and Training Child Care Fee Assistance (JETCCFA) program.</p> <p>a. Has the department done any regulatory impact assessment or any modelling on how these changes to JETCCFA will affect families?</p> <p>b. How many families currently receive assistance above the new maximum?</p> <p>c. On current usage, how many families will be worse off under this change?</p> <p>d. Where are these families? Can you provide these figures by state?</p> <p>2. While a JETCCFA recipient must be on income assistance they can do some amount of work without losing benefits. This is likely to mean they need more than 36 hours care - especially for single mothers. How many current JETCCFA recipients are training or studying and undertaking casual work or part-time work? Has this been taken into account when assessing the impact of the changes on families?</p> <p>3. Has the department or the government modelled the impact on workforce participation as a result of the JETCCFA changes? What information did the Minister have on the workforce participation impact to make this decision?</p>
SQ14-001240	ED0104_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	CCB approved services	<p>1. How many new services have applied to be approved for the purposes of CCB in the last financial year? How does this compare to the year before?</p> <p>2. How many extra places would this provide? Can you provide these numbers of services and places for each state and what type of service they are?</p> <p>3. What modelling has the department undertaken to determine the impact on families of the changes to the Child Care Benefit income thresholds? Was this information provided to government prior to the decision being made?</p>
SQ14-001243	ED0105_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Child Care Rebate	<p>1. What modelling has the department undertaken to determine the impact on families of the freezing of the Child Care Rebate cap? How many families and how many children will be impacted by the freezing of the cap? Was this information provided to government prior to the decision being made?</p> <p>2. How many families choose to get their Child Care Rebate paid fortnightly, monthly &amp; yearly and how does this compare to previous years?</p> <p>3. How many families choose to have their Child Care Rebate paid directly to their service provider? How does this compare to previous years?</p>

SQ14-001245	ED0106_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Impact on freeze of indexation on families - CCB	The Hansard record of the Department's answer to recent questions about freezing income indexation for Child Care Benefit shows the department expected 500,000 families would be impacted in 2014-15 by the freeze of indexation of payment income thresholds for CCB. Can you provide the estimated number of families impacted for 2015-16 and 2016-17, as well as the numbers of children impacted for the three years of the freeze? Where are these families? Can you provide these numbers by state?
SQ14-001249	ED0107_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Childcare payments	1. Can the department provide how many CCB and CCR recipients there are currently in each of the income brackets? 2. What is the maximum amount a family would be worse off under the changes? 3. Can the department provide all of the information on how much families on different income levels will be worse off? Can you provide these forecasts for each of the income brackets over the three years? How many families would be in each of the income bracket categories?
SQ14-001252	ED0108_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Legislative Outyears Customisable Model of Child Care (LOCMOCC)	In an answer to questions on notice on 9 December 2013 the Department provided information about the modelling used to estimate the impact on families including the Legislative Outyears Customisable Model of Child Care (LOCMOCC) (see <a href="http://www.aph.gov.au/parliamentary_business/committees/senate/education_and_employment/provisions_of_schedules_6_and_9_of_the_social_services_and_other_legislation_amendment_bill_2013/report/c02">http://www.aph.gov.au/parliamentary_business/committees/senate/education_and_employment/provisions_of_schedules_6_and_9_of_the_social_services_and_other_legislation_amendment_bill_2013/report/c02</a> )  1. Could the Department please provide the forecast for fee growth used in the 2014-15 Budget for 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18, for: (a) all approved child care services (b) Long day care services (c) Family day care services (excluding in home care) (d) Outside school hours care services?  2. Could the Department also provide the forecast growth in the number of children in approved care for this year and each year of the forward estimates: (a) For all child care services (b) Long day care services (c) Family day care services (excluding in home care) (d) Outside school hours care services?
SQ14-001262	ED0109_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Family day care services seeking funding through the Community Support Program	In the PBS, page 29, states that from 1 July 2015 all family day care services seeking funding through the Community Support Program will be subject to eligibility criteria that target funding to services providing care in regional, remote and disadvantaged communities. a) What was the rationale for targeting only family day care instead of just changing the program guidelines? b) Will the department be asking non-family day care services to re-apply for their funding? c) What criteria will the department use to determine the service is provided in regional, remote and disadvantaged communities? d) How will the new criteria take into account the unique nature of family day care services that have a head office in a particular location but have branches and educators within various regions?
SQ14-001274	ED0110_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	expected from changes to the Community Support Program (Family Day Care)	Page 81 of Budget Paper 2 shows the savings expected from changes to the Community Support Program (Family Day Care), including notes that state "The Government will also achieve savings of \$157.1 million over three years from 2015-16 from tightened eligibility criteria." a) What modelling has the department undertaken to determine the impact on families of the changes to the Community Support Program? Was this information provided to government prior to the decision being made? b) How was the savings figure of \$157 million determined? Does the department have a target of number of family day care services that need to close to achieve the \$157 million saving? c) How many services will the \$157 million saving affect? How many families and how many children will be impacted? d) What assistance will the department be providing to families whose family day service closes because of the changes to the program? How will families be consulted?
SQ14-001276	ED0111_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	National Partnership on the national quality agenda	Page 39 of Budget paper 3 shows that funding for the National Partnership on the national quality agenda for early childhood education and care finishes in 2014-15 . a) Is there sufficient funding in the contingency to fund the continuation of the partnership for another full year at the current level? b) The review is underway, consultation has commenced and a very simple discussion paper has been released. Who was chosen to conduct the review? How was this consultancy chosen? c) How much is being paid to the consultancy to conduct the review? When is it due to be publicly released?

SQ14-001278	ED0112_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	National Partnership Agreement on Technical and Further Education (TAFE) fee waivers	<p>Page 46 of Budget paper 3 shows funding for the National Partnership Agreement on Technical and Further Education (TAFE) fee waivers for Child Care Qualifications will be cut from the end of 2014.</p> <p>a) Was there any discussion with the States about the continuation of the NP on TAFE Fee waivers prior to budget? Did the states express a desire for the NP to continue?</p> <p>b) Can you confirm when the HECS HELP benefit for early childhood teachers ceases?</p> <p>c) Does the government believe there is no need to continue to support staff to obtain qualifications necessary under the NQF?</p> <p>d) Doesn't the abolition of the TAFE fee waiver program and the HECS HELP benefit program and the National Agreement for Skills and Workforce Development diminish the value of the new professional development fund?</p> <p>e) Has the department discussed with the sector how to address skilled workforce shortages?</p>
SQ14-001279	ED0113_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Reinstatement of the Neighbourhood Model Occasional Care	<p>Page 82 of Budget paper 2 lists the reinstatement of the Neighbourhood Model Occasional Care and page 40 of the PBS explains that the programme will commence from 1 July 2014 with states and territories being asked to commit 45 per cent of total cost.</p> <p>a) When did the government consult the states and territories about a new partnership?</p> <p>b) Are all jurisdictions ready to re-commence the program on 1 July?</p> <p>c) Have all states and territories agreed to a co-contribution?</p> <p>d) What is the rationale for states being asked to contribute 45% of funding when it was only 30% contribution from states under the previous agreement?</p> <p>e) Will the federal funds be directed to state and territory governments to distribute?</p> <p>f) How will the \$3million per year be distributed amongst the states? How much will each state and territory get? Will it be evenly split?</p> <p>g) Will there be an application process? If so, what will that look like and can that happen in a few short weeks?</p> <p>h) Can services that provide occasional care receive government funding under other programs?</p> <p>i) What is the rationale for providing taxpayer funds to non-regulated services? How will the department ensure quality and safety of children under the program?</p>
SQ14-001282	ED0114_15	Lines, Sue	Written	Written	Outcome 1 - Early Childhood Education and Care	Students First trial	<p>The Students First trial is listed in PBS on page 41 and Budget paper 2.</p> <p>a) Can the department explain how an online trial involving only 40 preschools can cost \$9.8 million?</p> <p>b) Will this go out to tender? If not, who is running the trial and how were they identified as the appropriate organisation to trial this?</p> <p>c) How will the 40 preschools be selected?</p> <p>d) How many children will be assisted through this trial (ie estimate of how many children in each preschool)?</p> <p>e) How was this program identified as a priority area given the cuts to other child care programs?</p>
SQ14-001806	ED0115_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Boards (for Departments or agencies with boards)	<p>1. Since September Additional Estimates in February, 2014;</p> <p>a. how often has each board met, break down by board name;</p> <p>b. what travel expenses are provided;</p> <p>c. what is the average attendance at board meetings;</p> <p>d. how does the board deal with conflict of interest;</p> <p>e. what conflicts of interest have been registered;</p> <p>f. what remuneration is provided to board members;</p> <p>g. how does the board dismiss board members who do not meet attendance standards?</p> <p>h. Have any requests been made to ministers to dismiss board members since Additional Estimates in February, 2014?</p> <p>i. Please list board members who have attended less than 51% of meetings</p> <p>j. what have catering costs been for the board meetings held this year; is alcohol served;</p>
SQ14-001807	ED0116_15	Ludwig, Joe	Written	Written	Cross Portfolio	Shared resources following MOG changes	<p>1. Following the Machinery of Government changes does the department share any goods/services/accommodation with other departments?</p> <p>2. What resources/services does the department share with other departments; are there plans to cease sharing the sharing of these resources/services?</p> <p>3. What were the costs to the department prior to the Machinery of Government changes for these shared resources? What are the estimated costs after the ceasing of shared resource arrangements?</p>

SQ14-001808	ED0117_15	Ludwig, Joe	Written	Written	Cross Portfolio	Departmental Rebranding	<p>Has the department/Agency undergone a name change or any other form of rebranding since Additional Estimates in February, 2014? If so:</p> <p>a) Please detail why this name change / rebrand were considered necessary and a justified use of departmental funds? .</p> <p>b) Please provide a copy of any reports that were commissioned to study the benefits and costs associated with the rebranding.</p> <p>i. Please provide the total cost associated with this rebrand and then break down by amount spent replacing:</p> <p>ii. Signage.</p> <p>iii. Stationery (please include details of existing stationery and how it was disposed of).</p> <p>iv. Logos</p> <p>v. Consultancy</p> <p>vi. Any relevant IT changes.</p> <p>vii. Office reconfiguration.</p> <p>viii. How was the decision reached to rename and/or rebrand the department?</p> <p>ix. Who was involved in reaching this decision? ii. Please provide a copy of any communication (including but not limited to emails, letters, memos, notes etc) from within the department, or between the department and the government regarding the rename/rebranding.</p>
SQ14-001809	ED0118_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Contracts under \$10,000	Please provide a detailed list of all contracts entered into worth between \$4,000 and \$10,000 since September 7th, 2013.
SQ14-001810	ED0119_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Contracts for Temporary Staff	<ol style="list-style-type: none"> <li>How much did the department/agency spend on temporary or contract staff since September 7th 2013?</li> <li>How many temporary or contract staff were employed since September 7th 2013?</li> <li>How many temporary or contract staff are currently employed?</li> <li>How much was paid for agencies/companies to find temporary/contract staff?</li> <li>How much is budgeted in the 2014/15 year for contract staff?</li> <li>What policies/criteria govern the appointment of Contract staff?</li> <li>How is the use of contract staff consistent with a professional, independent public service?</li> </ol>
SQ14-001811	ED0120_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Prequalified, Multi-use list tenders	<ol style="list-style-type: none"> <li>Does the Department/Agency have existing Prequalified or Multi-use list panels for tenders?</li> <li>Please list all Prequalified or Multi-use list panels, and the firms on them, compiled or used by the department/agency?</li> <li>Do any of your EL or higher staff have interest- financial or otherwise - in any of the firms on your panels?</li> <li>Do any Ministerial staff have directorships in any of the firms on your panels?</li> <li>Do any Ministerial staff have interest- financial or otherwise- in any of the firms on your panel</li> <li>Have the minister or ministerial staff made representations concerning the panels</li> <li>Is Australian Public Affairs on any of your panels?</li> </ol>
SQ14-001812	ED0121_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Unallocated Equipment	<p>Please detail how much electrical equipment, phones and computers the department/agency has in storage or unallocated to staff</p> <ol style="list-style-type: none"> <li>Please detail the purchase, storage and ongoing costs associated with equipment, phones and computers in storage or unallocated.</li> </ol>
SQ14-001813	ED0122_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Official residences functions	<ol style="list-style-type: none"> <li>Provide a list of all formal functions conducted at any of the Official Residences, or for the Prime Minister's office or Prime Minister's Dining Room where it has been used in place of the official residences since Additional Estimates in February, 2014. Include: <ol style="list-style-type: none"> <li>The guest list of each function, including if any ministerial staff attended</li> <li>The party or individual who initiated the request for the function</li> <li>The menu, program or list of proceedings of the function</li> <li>A list of drinks consumed at the function</li> </ol> </li> <li>Provide a list of the current wine, beer or other alcoholic beverages in stock or on order at any of the official residences, or venues or offices acting as official residences.</li> </ol>

SQ14-001814	ED0123_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Hospitality and entertainment	<p>1)What is the Department/Agency's hospitality spend from Additional Estimates in February, 2014 to date including any catering and drinks costs.</p> <p>2)For each Minister and Parliamentary Secretary office, please detail total hospitality spend from Supplementary Budget Estimates in November 2013 to date. Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>3)What is the Department/Agency's entertainment spend from Additional Estimates in February, 2014 to date? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>4)For each Minister and Parliamentary Secretary office, please detail total entertainment spend from Additional Estimates in February, 2014 to date. Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>5)What hospitality spend is the Department/Agency's planning on spending? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>6)For each Minister and Parliamentary Secretary office, what hospitality spend is currently being planned for? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>7)What entertainment spend is the Department/Agency's planning on spending? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>8)For each Minister and Parliamentary Secretary office, what entertainment spend is currently being planned for? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>9) Is the Department/Agency planning on reducing any of its spending on these items? If so, how will reductions be achieved?</p>
SQ14-001815	ED0124_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Computers	<p>1.List the current inventory of computers owned, leased, stored, or able to be accessed by the Ministers office as provided by the department, listing the equipment cost and location and employment classification of the staff member that is allocated the equipment, or if the equipment is currently not being used</p> <p>2.List the current inventory of computers owned, leased, stored, or able to be accessed by the department, listing the equipment cost and location</p> <p>3. Please detail the operating systems used by the departments computers, the contractual arrangements for operating software and the on-going costs</p>
SQ14-001816	ED0125_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Travel costs - Department	<p>A) Since Additional Estimates in February, 2014, detail all travel for Departmental officers that accompanied the Minister and/or Parliamentary Secretary on their travel. Please include a total cost plus a breakdown that include airfares (and type of airfare), accommodation, meals and other travel expenses (such as incidentals).</p> <p>b) Since Additional Estimates in February, 2014, detail all travel for Departmental officers. Please include a total cost plus a breakdown that include airfares (and type of airfare), accommodation, meals and other travel expenses (such as incidentals). Also provide a reason and brief explanation for the travel.</p> <p>d) What travel is planned for the rest of this calendar year? Also provide a reason and brief explanation for the travel.</p>
SQ14-001817	ED0126_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Travel costs - ministerial	<p>1. From Additional Estimates in February, 2014, detail all travel conducted by the Minister/parliamentary secretary</p> <p>2. List each location, method of travel, itinerary and purpose of trip;</p> <p>3. List the total cost plus a breakdown that include airfares (and type of airfare), accommodation, meals and other travel expenses (such as incidentals), and;</p> <p>4. List the number of staff that accompanied the Minister/parliamentary secretary, listing the total costs per staff member, the class of airplane travelled, the classification of staff accompanying the Minister/parliamentary secretary.</p> <p>5. What travel is planned for the rest of this calendar year? Also provide a reason and brief explanation for the travel.</p>
SQ14-001818	ED0127_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Grants	<p>a) Provide a list of all grants, including ad hoc and one-off grants from the Supplementary Budget Estimates in Additional Estimates in February, 2014 to date. Provide the recipients, amount, intended use of the grants, what locations have benefited from the grants and the electorate and state of those locations.</p> <p>b) Update the status of each grant that was approved prior to Additional Estimates in February, 2014, but did not have financial contracts in place at that time. Provide details of the recipients, the amount, the intended use of the grants, what locations have benefited from the grants and the electorate and state of those grants.</p>

SQ14-001819	ED0128_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Government payments of accounts	<p>1) From Additional Estimates in February, 2014 to date, what has been the average time period for the department/agency paid its accounts to contractors, consultants or others?</p> <p>2) How many payments owed (as a number and as a percentage of the total) have been paid in under 30 days?</p> <p>3) How many payments owed (as a number and as a percentage of the total) have been paid in between 30 and 60 days?</p> <p>4) How many payments owed (as a number and as a percentage of the total) have been paid in between 60 and 90 days?</p> <p>5) How many payments owed (as a number and as a percentage of the total) have been paid in between 90 and 120 days? f) How many payments owed (as a number and as a percentage of the total) have been paid in over 120 days?</p> <p>6) For accounts not paid within 30 days, is interest being paid on overdue amounts and if so how much has been paid by the portfolio/department agency since Additional Estimates in February, 2014?</p> <p>7) Where interest is being paid, what rate of interest is being paid and how is this rate determined?</p>
SQ14-001820	ED0129_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Credit cards	<p>Provide a breakdown for each employment classification that has a corporate credit card.</p> <p>2. Please update details of the following?</p> <p>a) What action is taken if the corporate credit card is misused?</p> <p>b) How is corporate credit card use monitored?</p> <p>c) What happens if misuse of a corporate credit card is discovered?</p> <p>d) Have any instances of corporate credit card misuse have been discovered since Additional Estimates in February, 2014? List staff classification and what the misuse was, and the action taken.</p> <p>e) What action is taken to prevent corporate credit card misuse?</p>
SQ14-001821	ED0130_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Meeting costs	<p>1) What is the Department/Agency's meeting spend from Additional Estimates in February, 2014 to date? Detail date, location, purpose and cost of all events, including any catering and drinks costs.</p> <p>2) For each Minister and Parliamentary Secretary office, please detail total meeting spend from Additional Estimates in February, 2014 to date. Detail date, location, purpose and cost of each event including any catering and drinks costs.</p> <p>3) What meeting spend is the Department/Agency's planning on spending? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>4) For each Minister and Parliamentary Secretary office, what meeting spend is currently being planned for? Detail date, location, purpose and cost of each event including any catering and drinks costs.</p>
SQ14-001822	ED0131_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Advertising	<p>1. How much has the Department/Agency spent on Advertising since Additional Estimates in February, 2014? Including through the use of agencies.</p> <p>2. Please detail each advertising campaign including it's cost, where the advertising appeared, production costs, who approved, ministerial or ministerial staff involvement in commissioning</p>
SQ14-001823	ED0132_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Executive coaching and leadership training	<p>In relation to executive coaching and/or other leadership training services purchased by each department/agency, please provide the following information from Additional Estimates in February, 2014 to date:</p> <p>1. Total spending on these services</p> <p>2. The number of employees offered these services and their employment classification</p> <p>3. The number of employees who have utilised these services, their employment classification and how much study leave each employee was granted (provide a breakdown for each employment classification)</p> <p>4. The names of all service providers engaged For each service purchased form a provider listed under (4), please provide: a) The name and nature of the service purchased</p> <p>b) Whether the service is one-on-one or group based</p> <p>c) The number of employees who received the service and their employment classification</p> <p>d) The total number of hours involved for all employees (provide a breakdown for each employment classification)</p> <p>e) The total amount spent on the service</p> <p>f) A description of the fees charged (i.e. per hour, complete package)</p> <p>5. Where a service was provided at any location other than the department or agency's own premises, please provide:</p> <p>a) The location used</p> <p>b) The number of employees who took part on each occasion (provide a breakdown for each employment classification)</p> <p>c) The total number of hours involved for all employees who took part (provide a breakdown for each employment classification)</p> <p>d) Any costs the department or agency's incurred to use the location</p> <p>6. In relation to education/executive coaching and/or other leadership training services paid for by the department what agreements are made with employees in regards to continuing employment after training has been completed?</p> <p>7. For graduate or post graduate study, please breakdown each approved study leave by staffing allocation and degree or program title.</p>



SQ14-001824	ED0133_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Staffing profile	1. What is the current staffing profile of the department/agency? 2. Provide a list of staffing numbers, broken down by classification level, division, home base location (including town/city and state)	
SQ14-001825	ED0134_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Staffing reductions	1) How many staff reductions/voluntary redundancies have occurred from Additional Estimates in February, 2014 to date? What was the reason for these reductions? 2) Were any of these reductions involuntary redundancies? If yes, provide details. 3) Are there any plans for further staff reductions/voluntary redundancies? If so, please advise details including if there is a reduction target, how this will be achieved, and if any services/programs will be cut. 4) If there are plans for staff reductions, please give the reason why these are happening. 5) Are there any plans for involuntary redundancies? If yes, provide details. 6) How many ongoing staff left the department/agency from Additional Estimates in February, 2014 to date? What classification were these staff? 7) How many non-ongoing staff left department/agency from Additional Estimates in February, 2014 to date? What classification were these staff? 8) What are the voluntary redundancy packages offered? Please detail for each staff level and position 9) How do the packages differ from the default public service package? 10) How is the department/agency funding the packages?	
SQ14-001826	ED0135_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Staffing recruitment	1) How many ongoing staff were recruited from Additional Estimates in February, 2014 to date? What classification are these staff? 2) How many non-ongoing positions exist or have been created from Additional Estimates in February, 2014 to date? What classification are these staff? 3) From Additional Estimates in February, 2014 to date, how many employees have been employed on contract and what is the average length of their employment period?	
SQ14-001827	ED0136_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Coffee machines	1. Has the department/agency purchased coffee machines for staff useage since Additional Estimates in February, 2014? a) If yes, provide a list that includes the type of coffee machine, the cost, the amount, and any ongoing costs such as purchase of coffee or coffee pods and when the machine was purchased? b) Why were coffee machines purchased? c) Has there been a noticeable difference in staff productivity since coffee machines were purchased? Are staff leaving the office premises less during business hours as a result? d) Where did the funding for the coffee machines come from? e) Who has access? f) Who is responsible for the maintenance of the coffee machines? How much was spent on maintenance from Additional Estimates in February, 2014 to date, include a list of what maintenance has been undertaken. Where does the funding for maintenance come from? g) What are the ongoing costs of the coffee machine, such as the cost of coffee? 2. Since Additional Estimates in February, 2014, has the department/agency rented or leased any coffee machines for staff useage? a) If yes, provide a list that includes the type of coffee machine, the cost, the amount, and any ongoing costs such as purchase of coffee or coffee pods and when the machine was purchased. b) Why are coffee machines rented? c) Has there been a noticeable difference in staff productivity since coffee machines were rented? Are staff leaving the office premises less during business hours as a result? d) Where does the funding for the coffee machines come from? e) Who has access? f) Who is responsible for the maintenance of the coffee machines? How much was spent on maintenance from Additional Estimates in February, 2014 to date, include a list of what maintenance has been undertaken. Where does the funding for maintenance come from? g) What are the ongoing costs of the coffee machine, such as the cost of coffee?	
SQ14-001828	ED0137_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Printing	1) How many documents (include the amount of copies) have been printed from Supplementary Budget Estimates in November 2013 to date? a) How many of these printed documents were also published online? 2. Did the Department/agency use external printing services for any print jobs since 7 September 2013? a. If so, what companies were used? b. How were they selected? c. What was the total cost of this printing?	

SQ14-001829	ED0138_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Corporate cars	<p>a) How many cars are owned by each department/agency?</p> <p>b) Where is the car/s located? c) What is the car/s used for?</p> <p>d) What is the cost of each car from Additional Estimates in February, 2014 to date?</p> <p>e) How far did each car travel from Additional Estimates in February, 2014 to date?</p> <p>f) How many cars are leased by each department/agency?</p> <p>g) Where are the cars located?</p> <p>h) What are the cars used for?</p> <p>i) What is the cost of each car from Additional Estimates in February, 2014 to date?</p> <p>j) How far did each car travel from Additional Estimates in February, 2014 to date?</p>
SQ14-001830	ED0139_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Consultancies	<p>1) How many consultancies have been undertaken from Additional Estimates in February, 2014 to date? Identify the name of the consultant, the subject matter of the consultancy, the duration and cost of the arrangement, and the method of procurement (ie. open tender, direct source, etc). Also include total value for all consultancies.</p> <p>2) How many consultancies are planned for this calendar year? Have these been published in your Annual Procurement Plan (APP) on the AusTender website and if not why not? In each case please identify the subject matter, duration, cost and method of procurement as above, and the name of the consultant if known.</p> <p>3) Have any consultancies not gone out for tender?</p> <p>a. If so, which ones and why?</p>
SQ14-001803	ED0140_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Land costs	<p>1. How much land (if any) does the Department or agencies or authorities or Government corporation within each portfolio own or lease?</p> <p>2. Please list by each individual land holding, the size of the piece of land, the location of that piece of land and the latest valuation of that piece of land, where that land is owned or leased by the Department, or agency or authority or Government Corporation within that portfolio? (In regards to this question please ignore land upon which Australian Defence force bases are located. Non Defence Force base land is to be included)</p> <p>3. List the current assets, items or purse (buildings, facilities or other) on the land identified above.</p> <p>a. What is the current occupancy level and occupant of the items identified in (3)?</p> <p>b. What is the value of the items identified in (3)?</p> <p>c. What contractual or other arrangements are in place for the items identified in (3)?</p> <p>4. How many buildings (if any) does the Department or agencies or authorities or Government Corporation within each portfolio own or lease?</p> <p>5. Please list by each building owned, its name, the size of the building in terms of square metres, the location of that of that building and the latest valuation of that building, where that building is owned by the Department, or agency or authority or Government corporation within that portfolio? (In regards to this question please ignore buildings that are situated on Australian Defence force bases. Non Defence Force base buildings are to be included).</p> <p>6. In regards to any building identified in Q4, please also detail, the occupancy rate as expressed as a percentage of the building size. If occupancy is identified as less than 100%, for what is the remaining space used?</p>
SQ14-001804	ED0141_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Taxi costs	<p>a) How much did each department/agency spend on taxis from Additional Estimates in February, 2014 to date? Provide a breakdown for each business group in each department/agency.</p> <p>b) What are the reasons for taxi costs?</p>
SQ14-001660	ED0142_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Briefings for other parties	<p>1. Since Additional Estimates in February, 2014 have any briefings and/or provision of information been provided to Non-Government parties other than the Australian Labor Party? If yes, please include:</p> <p>a) How are briefings requests commissioned?</p> <p>b) What briefings have been undertaken? Provide details and a copy of each briefing.</p> <p>c) Provide details of what information has been provided and a copy of the information.</p> <p>d) Have any briefings request been unable to proceed? If yes, provide details of what the requests were and why it could not proceed.</p> <p>e) How long is spent preparing and undertaking briefings/information requests for the Independents? How many staff are involved and how many hours? Provide a breakdown for each employment classification.</p> <p>f) Which Non-Government Parties or Independents, excluding the Australian Labor Party have requested briefings and/or information?</p>
SQ14-001664	ED0143_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Provision of equipment - ministerial	<p>1. For departments/agencies that provide mobile phones to Ministers and/or Parliamentary Secretaries and/or their offices, what type of mobile phone is provided and the costs?</p> <p>a. Itemise equipment and cost broken down by staff or minister classification</p> <p>2. Is electronic equipment (such as ipad, laptop, wireless card, vasco token, blackberry, mobile phone (list type if relevant), thumb drive, video cameras) provided to department/agency staff? If yes provide a list of what is provided across the department of agency, the purchase cost, the ongoing cost and a breakdown of what staff and staff classification receives each item.</p>

SQ14-001670	ED0144_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Lobbyist Register Meetings	<p>1. List all interactions between the department/agency with any representative listed on the lobbyist register since Additional Estimates in February, 2014. List the participants in the meeting, the topic of the discussion, who arranged or requested the meeting, the location of the meeting</p> <p>2. List all interactions between the Minister/parliamentary Secretary and/or their offices with any representative listed on the lobbyist register since Additional Estimates in February, 2014. List the participants in the meeting, the topic of the discussion, who arranged or requested the meeting, the location of the meeting</p>
SQ14-001675	ED0145_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Enterprise Bargaining Agreements (EBAs)	<p>1. Please list all related EBAs with coverage of the department.</p> <p>2. Please list their starting and expiration dates.</p> <p>3. What is the current status of negotiations for the next agreement/s? Please detail.</p>
SQ14-001681	ED0146_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Staff Transfers	<p>1. How many people does your department employ?</p> <p>2. What is the number of staff employed in each state and Territory as at 30 June 2013, and what is their age, gender and classification level?</p> <p>3. What is the number of staff currently employed in each state and territory, and what is their age, gender and classification level?</p> <p>4. What functions have been transferred between transferred from one state or territory to another since the federal election in 2013?</p> <p>5. Can you please provide details by function of the, number of staff employed, the age, gender and classification of staff employed in the function that was transferred, where it was based prior to the transfer and where it was transferred to?</p> <p>6. With co</p> <p>7. How many of these people are employed in Canberra?</p> <p>8. How many people did your department employ in Canberra immediately prior to the 2013 federal election?</p> <p>9. How many employees have been transferred out of Canberra since the 2013</p> <p>10. How many of your employees have been transferred to Canberra since the 2013 federal election?</p> <p>11. For all employees transferred to or from Canberra since the 2013 federal election, please provide their age.</p> <p>12. For all employees transferred to or from Canberra since the 2013 federal election, please provide their wage. Please provide the figure for before their transfer and after their transfer.</p> <p>13. For all employees transferred to or from Canberra since the 2013 federal election, please provide their gender.</p> <p>14. For all employees transferred to or from Canberra since the 2013 federal election, please provide the area of the department they worked in. Please provide this detail for before their transfer and after their transfer.</p> <p>15. For all employees transferred to or from Canberra since the 2013 federal election, please provide a description of their position. Please provide this detail for before their transfer and after their transfer.</p> <p>16. For every transferred employee please provide an explanation for their transfer?</p> <p>17. For every transferred employee please provide any other cost incurred by the department because of that transfer?</p> <p>18. Please provide all relevant dates.</p>

SQ14-001689	ED0147_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Redundancies	<p>2. How many of these positions were ongoing?</p> <p>3. How many of these positions were non-ongoing?</p> <p>4. How many of these positions were situated in the Australian Capital Territory?</p> <p>5. How many of the employees filling these redundant positions were redeployed since the 2013 federal election?</p> <p>6. How many of these employees were ongoing?</p> <p>7. How many of these employees were non-ongoing?</p> <p>8. How many of these employees were situated in the Australian Capital Territory?</p> <p>9. How many of these employees were offered voluntary redundancies since the 2013 federal election?</p> <p>10. How many of these employees were ongoing?</p> <p>11. How many of these employees were non-ongoing?</p> <p>12. How many of these employees were situated in the Australian Capital Territory?</p> <p>13. How many accepted voluntary redundancies since the 2013 federal election?</p> <p>14. How many of these employees were ongoing?</p> <p>15. How many of these employees were non-ongoing?</p> <p>16. How many of these employees were situated in the Australian Capital Territory?</p> <p>17. How many employees were offered the choice between a voluntary redundancy and redeployment since the 2013 federal election?</p> <p>18. How many of these employees were ongoing?</p> <p>19. How many of these employees were non-ongoing?</p> <p>20. How many of these employees were situated in the Australian Capital Territory?</p> <p>21. For all employees who accepted voluntary redundancies since the 2013 federal election please:</p> <p>22. Provide a dollar figure of their pay out, their age, gender and a description of their position including APS level, contract type (non-ongoing versus ongoing), responsibilities and where they were located.</p> <p>23. Please specify what component of that figure was paid out entitlements (annual leave etc).</p> <p>24. Please specify any other costs incurred by the department because of this redundancy.</p> <p>25. Please provide the reason a voluntary redundancy was offered for their position.</p> <p>26. Please provide all relevant dates.</p> <p>27. For all employees who were redeployed please provide:</p>
SQ14-001699	ED0148_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Hiring	<p>Hiring</p> <p>1. How many people are employed in your department on non-ongoing contracts?</p> <p>2. How many people are employed in your department on ongoing contracts?</p> <p>3. How many non-ongoing contracts has your department extended since the 2013 federal election?</p> <p>4. How many non-ongoing contract extensions did your department submit the Public Service Commission for approval?</p> <p>5. How many of these extensions were approved by the Public Service Commission?</p> <p>6. For every approved extension please provide the following details: the employee's age, gender, wage, APS level, a description of their job, their length of continuous employment by the APS, the length of approved extension, the reasons why the extensions was submitted and the reasons why the extension was approved by the Public Service Commission, as well as all relevant dates.</p> <p>7. How many of these extensions were rejected by the Public Service Commission?</p> <p>8. For every rejected extension please provide the following details: the employee's age, gender, wage, APS level, a description of their job, their length of continuous employment by the APS, the length of extension sought by the department, the reasons why the extensions was submitted and the reasons why the extension was rejected by the Public Service Commission, as well as all relevant dates.</p>

SQ14-001713	ED0149_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: non-ongoing contracts	<p>1. How many non-ongoing contracts have expired without extension since the 2013 federal election?</p> <p>2. For every expired non-ongoing contract please provide the following details: the employee's age, gender, wage, APS level, a description of their job, their length of continuous employment by the APS, the reason why an extension was not sought, as well as all relevant dates.</p> <p>3. How many new employees have been engaged by your department on non-ongoing contracts since the 2013 federal election?</p> <p>4. How many new non-ongoing engagements were submitted to the Public Service Commission for approval since the 2014 federal election?</p> <p>5. How many of these new non-ongoing engagements were approved by the Public Service Commission?</p> <p>6. For every approved new engagement of a non-ongoing employee please provide the following details: the employee's age, gender, wage, APS level, a description of their job, the length of their non-ongoing contract, whether this position was advertised externally, the reason for engaging this new employee and the reason given by the Public Service Commission for approving this engagement, as well as all relevant dates relating to this application.</p> <p>7. How many of these new non-ongoing employee applications were rejected by the Public Service Commission?</p> <p>8. For every new non-ongoing engagement rejected by the Public Service Commission please provide the following details: APS level, a description of their job, the length of their non-ongoing contract, the reason for engaging the new employee and the reason given by the Public Service Commission for rejecting this engagement, as well as all relevant dates relating to this application.</p> <p>9. How many new employees have been engaged on non-ongoing contracts without the approval of the Public Service Commission?</p> <p>10. For every non-ongoing employee engaged without the Public Service Commission's approval please provide the following details: the employee's age, gender, wage, APS level, a description of their job, the length of their non-ongoing contract, whether this position was advertised externally, the reason for engaging this new employee and the reason for engaging this employee without the Public Service Commission's approval, as well as all relevant dates.</p>
SQ14-001717	ED0150_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: ongoing contracts	<p>1. How many new employees have been engaged by your department on ongoing contracts since the 2013 federal election?</p> <p>2. How many new ongoing engagements were submitted to the Public Service Commission for approval since the 2013 federal election?</p> <p>3. How many of these new ongoing engagements were approved by the Public Service Commission?</p> <p>4. For every approved new engagement of a ongoing employee please provide the following details: the employee's age, gender, wage, APS level, a description of their job, the length of their ongoing contract, whether this position was advertised externally, the reason for engaging this new employee and the reason given by the Public Service Commission for approving this engagement, as well as all relevant dates relating to this application.</p> <p>5. How many of these new ongoing employee applications were rejected by the Public Service Commission?</p> <p>6. For every new ongoing engagement rejected by the Public Service Commission please provide the following details: APS level, a description of their job, the length of their ongoing contract, the reason for engaging the new employee and the reason given by the Public Service Commission for rejecting this engagement, as well as all relevant dates relating to this application.</p> <p>7. How many new employees have been engaged on ongoing contracts without the approval of the Public Service Commission?</p> <p>8. For every ongoing employee engaged without the Public Service Commission's approval please provide the following details: the employee's age, gender, wage, APS level, a description of their job, the length of their ongoing contract, whether this position was advertised externally, the reason for engaging this new employee and the reason for engaging this employee without the Public Service Commission's approval, as well as all relevant dates.</p>
SQ14-001719	ED0151_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Existing Resources Program	<p>1. Since 7 September how many major projects, work, programs or other tasks has the department started as a consequence of government policies or priorities that are required to be funded 'within existing resources'?</p> <p>2. List each project or piece of work</p> <p>3. List the staffing assigned to each task</p> <p>4. What is the nominal total salary cost of the officers assigned to the project?</p> <p>5. What resources or equipment has been assigned to the project?</p>

SQ14-001720	ED0152_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Conditions of Government Contracts and Agreements	<p>Since 7 September 2013;</p> <ol style="list-style-type: none"> <li>1. Do any contracts managed by the Department/Agency contain any limitations or restrictions on advocacy or criticising Government policy? If so, please name each contact. When was it formed or created?</li> <li>2. What are the specific clauses and/or sections which state this, or in effect, create a limitation or restriction?</li> <li>3. Do any agreements managed by the Department/Agency contain any limitations on restrictions on advocacy or criticisms of Government policy? If so, please name each agreement. When was it formed or created?</li> <li>4. What are the specific clauses and/or sections which state this, or in effect, create a limitation or restriction?</li> <li>5. For each of the contracts and agreements, are there any particular reason, such as genuine commercial in confidence information, for this restriction?</li> <li>6. Have any changes to financial or resource support to services which advocate on behalf of groups or individuals in Australian society been made? If so, which groups? What was the change?</li> <li>7. Has any consultation occurred between the Department/Agency and any individuals and/or community groups about these changes? If so, what consultation process was used? Was it public? If not, why not? Are public submissions available on a website? If no consultation has occurred, why not?</li> <li>8. Did the Minister/Parliamentary Secretary meet with any stakeholders about changes to advocacy in their contracts and/or agreements? If so, when? Who did he/she meet with?</li> </ol>
SQ14-001721	ED0153_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: vending machine/s	<p>Since Additional Estimates in February, 2014 has the department/agency purchased or leased or taken under contract any vending machine facilities?</p> <ol style="list-style-type: none"> <li>a) If so, list these</li> <li>b) If so, list the total cost for these items</li> <li>c) If so, list the itemised cost for each item of expenditure</li> <li>d) If so, where were these purchased</li> <li>e) If so, list the process for identifying how they would be purchased</li> <li>f) If so, what is the current location for these items?</li> <li>g) If so, what is the current usage for each of these items?</li> </ol>
SQ14-001724	ED0154_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Commissioned reports	<ol style="list-style-type: none"> <li>1. Since Additional Estimates in February, 2014, how many Reports (including paid external advice) have been commissioned by the Minister, department or agency? Please provide details of each report including date commissioned, date report handed to Government, date of public release, Terms of Reference and Committee members.</li> <li>2. How much did each report cost/or is estimated to cost? How many departmental or external staff were involved in each report and at what level?</li> <li>3. What is the current status of each report? When is the Government intending to respond to these reports?</li> </ol>
SQ14-001728	ED0155_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: office recreation facilities	<p>Since Additional Estimates in February, 2014 has the department/agency purchased or leased or constructed any office recreation facilities, activities or games (including but not limited to pool tables, table tennis tables or others)?</p> <ol style="list-style-type: none"> <li>a) If so, list these</li> <li>b) If so, list the total cost for these items</li> <li>c) If so, list the itemised cost for each item of expenditure</li> <li>d) If so, where were these purchased</li> <li>e) If so, list the process for identifying how they would be purchased</li> <li>f) If so, what is the current location for these items?</li> <li>g) If so, what is the current usage for each of these items?</li> </ol>
SQ14-001732	ED0156_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Board appointments	<ol style="list-style-type: none"> <li>1. Please detail any board appointments made from Additional Estimates in February, 2014 to date.</li> <li>2. What is the gender ratio on each board and across the portfolio?</li> <li>3. Does the department have a gender ratio target and/or any other policy intended to increase the participation rate of women on boards? If yes, please specify what the target and policy is for each board.</li> <li>4. Please specify when these gender ratio or participation policies were put in place.</li> <li>5. Has there been any change to this ratio or policy since September 7, 2013? If yes, please detail.</li> </ol>
SQ14-001735	ED0157_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Stationery requirements	<p>How much was spent by each department and agency on the government (Ministers / Parliamentary Secretaries) stationery requirements in your portfolio from Additional Estimates in February, 2014 to date?</p> <ol style="list-style-type: none"> <li>a. Detail the items provided to the minister's office</li> <li>2. How much was spent on departmental stationary requirements from the Supplementary Budget Estimates in November 2013 to date.</li> </ol>

SQ14-001739	ED0158_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Electronic equipment	Other than phones, ipads or computers - please list the electronic equipment provided to the Minister's office since Additional Estimates in February, 2014. a. List the items b. List the items location or normal location c. List if the item is in the possession of the office or an individual staff member of minister, if with an individual list their employment classification level d. List the total cost of the items e. List an itemised cost breakdown of these items f. List the date they were provided to the office g. Note if the items were requested by the office or proactively provided by the department
SQ14-001744	ED0159_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Media subscriptions	1. What pay TV subscriptions does your department/agency have? a) Please provide a list of what channels and the reason for each channel. b) What is the cost from Additional Estimates in February, 2014 to date? c) What is provided to the Minister or their office? d) What is the cost for this from Additional Estimates in February, 2014 to date?  2. What newspaper subscriptions does your department/agency have? a) Please provide a list of newspaper subscriptions and the reason for each. b) What is the cost from Additional Estimates in February, 2014 to date? c) What is provided to the Minister or their office? d) What is the cost for this from Additional Estimates in February, 2014 to date?  3. What magazine subscriptions does your department/agency have? a) Please provide a list of magazine subscriptions and the reason for each. b) What is the cost from Additional Estimates in February, 2014 to date? c) What is provided to the Minister or their office? d) What is the cost for this from Additional Estimates in February, 2014 to date?  4. What publications does your department/agency purchase? a) Please provide a list of publications purchased by the department and the reason for each. b) What is the cost from Additional Estimates in February, 2014 to date? c) What is provided to the Minister or their office? d) What is the cost for this from Additional Estimates in February, 2014 to date?
SQ14-001752	ED0160_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Media monitoring	1. What is the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the Minister's office from Additional Estimates in February, 2014 to date? a) Which agency or agencies provided these services? b) What has been spent providing these services from Additional Estimates in February, 2014 to date? c) Itemise these expenses. 2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency from Additional Estimates in February, 2014 to date? a) Which agency or agencies provided these services? b) What has been spent providing these services from Additional Estimates in February, 2014 to date? c) Itemise these expenses

SQ14-001753	ED0161_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Media training	<p>1. In relation to media training services purchased by each department/agency, please provide the following information from Additional Estimates in February, 2014 to date:</p> <p>a) Total spending on these services  b) an itemised cost breakdown of these services  c) The number of employees offered these services and their employment classification  d) The number of employees who have utilised these services and their employment classification  e) The names of all service providers engaged  f) the location that this training was provided</p> <p>2. For each service purchased from a provider listed under (1), please provide:</p> <p>a) The name and nature of the service purchased  b) Whether the service is one-on-one or group based  c) The number of employees who received the service and their employment classification (provide a breakdown for each employment classification)  d) The total number of hours involved for all employees (provide a breakdown for each employment classification)  e) The total amount spent on the service  f) A description of the fees charged (i.e. per hour, complete package)</p> <p>3. Where a service was provided at any location other than the department or agency's own premises, please provide:</p> <p>a) The location used  b) The number of employees who took part on each occasion  c) The total number of hours involved for all employees who took part (provide a breakdown for each employment classification)  d) Any costs the department or agency's incurred to use the location</p>
SQ14-001754	ED0162_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Reviews	<p>review or similar activity) have been commenced? Please list them including:</p> <p>a. the date they were ordered  b. the date they commenced  c. the minister responsible  d. the department responsible  e. the nature of the review  f. their terms of reference  g. the scope of the review  h. Whom is conducting the review  i. the number of officers, and their classification level, involved in conducting the review  j. the expected report date  k. the budgeted, projected or expected costs  l. If the report will be tabled in parliament or made public</p> <p>2. For any review commenced or ordered since Additional Estimates in February, 2014, have any external people, companies or contractors being engaged to assist or conduct the review?</p> <p>a. If so, please list them, including their name and/or trading name/s and any known alias or other trading names  b. If so, please list their managing director and the board of directors or equivalent  c. If yes, for each is the cost associated with their involvement, including a break down for each cost item  d. If yes, for each, what is the nature of their involvement  e. If yes, for each, are they on the lobbyist register, provide details.  f. If yes, for each, what contact has the Minister or their office had with them  g. If yes, for each, who selected them  h. If yes, for each, did the minister or their office have any involvement in selecting them,  i. If yes, please detail what involvement it was  j. If yes, did they see or provided input to a short list  k. If yes, on what dates did this involvement occur  l. If yes, did this involve any verbal discussions with the department</p>
SQ14-001755	ED0163_15	Ludwig, Joe	Written	Written	Cross Portfolio	Ministerial Website	<p>1. How much has been spent on the Minister's website since Additional Estimates in February, 2014? List each item of expenditure and cost  2. Who is responsible for uploading information to the Minister's website?  3. Are any departmental staff required to work outside regular hours to maintain the Minister's website?</p>
SQ14-001756	ED0164_15	Ludwig, Joe	Written	Written	Cross Portfolio	Report Printing	<p>Have any reports, budget papers, statements, white papers or report-like documents printed for or by the department been pulped, put in storage, shredded or disposed of? A. If so please give details; name of report, number of copies, cost of printing, who order the disposal, reason for disposal</p>



SQ14-001757	ED0165_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: FOI Requests	<p>Since September 7, 2013:</p> <ol style="list-style-type: none"> <li>How many requests for documents under the FOI Act have been received?</li> <li>Of these, how many documents have been determined to be deliberative documents?</li> <li>Of those assessed as deliberative documents: <ol style="list-style-type: none"> <li>For how many has access to the document been refused on the basis that it would be contrary to the public interest?</li> <li>For how many has a redacted document been provided?</li> </ol> </li> </ol>
SQ14-001758	ED0166_15	Ludwig, Joe	Written	Written	Cross Portfolio	Ministerial Motor vehicle	<ol style="list-style-type: none"> <li>Has the minister been provided with a motor vehicle since Additional Estimates in February, 2014? If so: <ol style="list-style-type: none"> <li>What is the make and model?</li> <li>How much did it cost?</li> <li>When was it provided?</li> <li>Was the entire cost met by the department? If not, how was the cost met?</li> <li>What, if any, have been the ongoing costs associated with this motor vehicle? Please include costs such as maintenance and fuel.</li> <li>Are these costs met by the department? If not, how are these costs met?</li> </ol> </li> <li>Please provide a copy of the guidelines that determine if a minister is entitled to a motor vehicle. <ol style="list-style-type: none"> <li>Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail.</li> </ol> </li> <li>Please provide a copy of the guidelines that determine how a minister is to use a motor vehicle they have been provided with. Please include details such as whether the motor vehicle can be used for personal uses. <ol style="list-style-type: none"> <li>Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail.</li> </ol> </li> </ol>
SQ14-001759	ED0167_15	Ludwig, Joe	Written	Written	Cross Portfolio	Ministerial Staff vehicles (non-MoPS)	<p>Outside of MoPS Act entitlements, have any of the Minister's staff been provided with a motor vehicle since Additional Estimates in February, 2014? If so:</p> <ol style="list-style-type: none"> <li>What is the make and model?</li> <li>How much did it cost?</li> <li>When was it provided?</li> <li>Was the entire cost met by the department? If not, how was the cost met?</li> <li>What, if any, have been the ongoing costs associated with this motor vehicle? Please include costs such as maintenance and fuel.</li> <li>Are these costs met by the department? If not, how are these costs met?</li> </ol> <ol style="list-style-type: none"> <li>Please provide a copy of the guidelines that determine this entitlement to a motor vehicle. Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail.</li> <li>Please provide a copy of the guidelines that determine how a motor vehicle is to be used that they have been provided with. Please include details such as whether the motor vehicle can be used for personal uses. Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail.</li> </ol>
SQ14-001760	ED0168_15	Ludwig, Joe	Written	Written	Cross Portfolio	Ministerial Staff vehicles	<ol style="list-style-type: none"> <li>Have any of the Minister's staff been provided with a motor vehicle under the MoPS Act entitlements since Additional Estimates in February, 2014? If so: <ol style="list-style-type: none"> <li>What is the make and model?</li> <li>How much did it cost?</li> <li>When was it provided?</li> <li>Was the entire cost met by the department? If not, how was the cost met?</li> <li>What, if any, have been the ongoing costs associated with this motor vehicle? Please include costs such as maintenance and fuel.</li> <li>Are these costs met by the department? If not, how are these costs met?</li> </ol> </li> <li>Please provide a copy of the guidelines that determine this entitlement to a motor vehicle.</li> <li>Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail.</li> <li>Please provide a copy of the guidelines that determine how a motor vehicle is to be used that they have been provided with. Please include details such as whether the motor vehicle can be used for personal uses.</li> <li>Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail.</li> </ol>

SQ14-001761	ED0169_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: building leases	<p>What has been the total cost of building leases for the agency / department since Additional Estimates in February, 2014?</p> <p>1 Please provide a detailed list of each building that is currently leased. Please detail by:</p> <p>a) Date the lease agreement is active from.</p> <p>b) Date the lease agreement ends.</p> <p>c) Is the lease expected to be renewed? If not, why not?</p> <p>d) Location of the building (City and state).</p> <p>e) Cost of the lease.</p> <p>f) Why the building is necessary for the operations of the agency / department.</p> <p>2 Please provide a detailed list of each building that had a lease that was not renewed since Additional Estimates in February, 2014. Please detail by:</p> <p>a) Date from which the lease agreement was active.</p> <p>b) Date the lease agreement ended.</p> <p>c) Why was the lease not renewed?</p> <p>d) Location of the building (City and state).</p> <p>e) Cost of the lease.</p> <p>f) Why the building was necessary for the operations of the agency / department.</p> <p>3 Please provide a detailed list of each building that is expected to be leased in the next 12 months. Please detail by:</p> <p>a) Date the lease agreement is expected to become active.</p> <p>b) Date the lease agreement is expected to end.</p> <p>c) Expected location of the building (City and state).</p> <p>d) Expected cost of the lease.</p> <p>e) Has this cost been allocated into the budget?</p> <p>f) Why the building is necessary for the operations of the agency / department.</p> <p>4 For each building owned or leased by the department:</p> <p>a) What is the current occupancy rate for the building?</p> <p>b) If the rate is less than 100%, detail what the remaining being used for.</p>
SQ14-001764	ED0170_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Legal Costs	<p>1. List all legal costs incurred by the department or agency since Additional Estimates in February, 2014</p> <p>2. List the total cost for these items, broken down by source of legal advice, hours retained or taken to prepare the advice and the level of counsel used in preparing the advice, whether the advice was internal or external</p> <p>3. List cost spend briefing Counsel, broken down by hours spend briefing, whether it was direct or indirect briefing, the gender ratio of Counsel, how each Counsel was engaged (departmental, ministerial)</p> <p>4. How was each piece of advice procured? Detail the method of identifying legal advice</p>
SQ14-001767	ED0171_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Workplace assessments	<p>1. How much has been spent on workplace ergonomic assessments since 7 September 2013? List each item of expenditure and cost</p> <p>2. Have any assessments, not related to an existing disability, resulted in changes to workplace equipment or set up? If so, list each item of expenditure and cost related to those changes</p>
SQ14-001771	ED0172_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Provision of equipment - departmental	<p>1. Other than desktop computers, list all electronic equipment provided to department/agency staff since Additional Estimates in February, 2014.</p> <p>2. List the items</p> <p>3. List the purchase cost</p> <p>4. List the ongoing cost</p> <p>5. List the staff and staff classification that receive the equipment.</p>
SQ14-001773	ED0173_15	Ludwig, Joe	Written	Written	Cross Portfolio	Staffing allocation for each Minister and Parliamentary Secretary	<p>1. List the current staffing allocation for each Minister and Parliamentary Secretary</p> <p>2. For each Minister or Parliamentary Secretary list the number of staff recruited, broken down by their staffing classification</p> <p>3. For each Minister or Parliamentary Secretary list the number of staff that have resigned, broken down by their staffing classification</p> <p>4. For each Minister or Parliamentary Secretary list the number of staff that have been terminated, broken down by their staffing classification</p> <p>5. For each Ministerial staff position, please provide a table of how many individual people have been engaged against each position since the swearing in of the Abbott Government, broken down by employing member and the dates of their employment</p>
SQ14-001775	ED0174_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Multiple tenders	<p>1. List any tenders that were re-issued or issued multiple times since Additional Estimates in February, 2014:</p> <p>a. Why were they re-issued or issued multiple times?</p> <p>2. Were any applicants received for the tenders before they were re-issued or repeatedly issued?</p> <p>3. Were those applicants asked to resubmit their tender proposal?</p>

SQ14-001779	ED0175_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Market Research	List any market research conducted by the department/agency since Additional Estimates in February, 2014: a) List the total cost of this research b) List each item of expenditure and cost, broken down by division and program c) Who conducted the research? d) How were they identified? e) Where was the research conducted? f) In what way was the research conducted? g) Were focus groups, round tables or other forms of research tools used? h) How were participants for these focus groups et al selected?
SQ14-001783	ED0176_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Departmental Upgrades	Since Additional Estimates in February, 2014 has the department/agency engaged in any new refurbishments, upgrades or changes to their building or facilities? a) If so, list these b) If so, list the total cost for these changes c) If so, list the itemised cost for each item of expenditure d) If so, who conducted the works? e) If so, list the process for identifying who would conduct these works f) If so, when are the works expected to be completed?
SQ14-001787	ED0177_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Wine Coolers / Fridges	Since Additional Estimates in February, 2014 has the department/agency purchased or leased any new wine coolers, or wine fridges or other devices for the purpose of housing alcohol beverages, including Eskies? a) If so, list these b) If so, list the total cost for these items c) If so, list the itemised cost for each item of expenditure d) If so, where were these purchased e) If so, list the process for identifying how they would be purchased f) If so, what is the current location for these items? g) If so, what is the current stocking level for each of these items?
SQ14-001789	ED0178_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Office Plants	Since Additional Estimates in February, 2014 has the department/agency purchased or leased any new office plants? a) If so, list these b) If so, list the total cost for these items c) If so, list the itemised cost for each item of expenditure d) If so, where were these purchased e) If so, list the process for identifying how they would be purchased f) If so, what is the current location for these items?
SQ14-001791	ED0179_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Government advertising	1 How much has been spent on government advertising (including job ads) since Additional Estimates in February, 2014? a) List each item of expenditure and cost b) List the approving officer for each item c) Detail the outlets that were paid for the advertising  2 What government advertising is planned for the rest of the financial year? a) List the total expected cost b) List each item of expenditure and cost c) List the approving officer for each item d) Detail the outlets that have been or will be paid for the advertising

SQ14-001792	ED0180_15	Ludwig, Joe	Written	Written	Cross Portfolio	Ministerial staff code	<p>1. Have there been any identified breaches of the Ministerial Staff Code of Conduct by the Minister, their office or the department? * If so, list the breaches identified, broken by staffing classification level * If so, what remedy was put in place to manage the breach? If no remedy has been put in place, why not? * If so, when was the breach identified? By whom? When was the Minister made aware?</p> <p>2. Can the Minister confirm that all ministerial and electorate officers in their office comply fully with the ministerial staff code of conduct? * If not, how many staff don't comply, broken down by classification level? * How long have they worked for the Minister?</p> <p>3. Can you confirm they all complied with the code on the date of their employment? * If not, on what date did they comply?</p> <p>4. Can you confirm that all disclosures as required by the code were made to the government staffing committee? * If so, on what date were those disclosure made?</p> <p>5. By position title list the date each staff member was approved by government staff committee</p> <p>6. Can you confirm all staff have divested themselves of any and all relevant shares as of the date of their appointment</p> <p>7. Can you list by number if any staff have been granted exception by the SMOS to remain a director of a company as allowed by the Ministerial Staff Code of Conduct, break down by position level</p>
SQ14-001793	ED0181_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Communications staff	<p>. For all departments and agencies, please provide - in relation to all public relations, communications and media staff - the following:</p> <p>a) How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>b) How many non-ongoing staff, their classification, type of work they undertake and their location</p> <p>c) How many contractors, their classification, type of work they undertake and their location</p> <p>d) How many are graphic designers?</p> <p>e) How many are media managers?</p> <p>f) How many organise events?</p>
SQ14-001794	ED0182_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Senate estimates briefing	<p>1) How many officers were responsible for preparing the department, agency, Minister or representing Minister's briefing pack for the purposes of senate estimates?</p> <p>2) How many officer hours were spent on preparing that information? a. Please break down the hours by officer APS classification</p> <p>3) Were drafts shown to the Minister or their office before senate estimates? a. If so, when did this occur? b. How many versions of this information were shown to the minister or their office?</p> <p>4) Did the minister or their office make any contributions, edits or suggestions for departmental changes to this information? a. If so, when did this occur? b. What officer hours were spent on making these edits? Please break down the hours by officer APS classification. c. When were the changes made?</p> <p>5) Provide each of the contents page of the Department/Minister/representing Minister's Senate Estimates folder prepared by the department for the Additional Estimates hearings in February 2014.</p>
SQ14-001795	ED0183_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Question time	<p>1) How many officers are responsible for preparing the department, agency, Minister or representing Minister's briefing pack for the purposes of Question Time?</p> <p>2) How many officer hours are spent each sitting day on preparing that information? a. Please break down the hours by officer APS classification</p> <p>3) Are drafts shown to the Minister or their office before Question Time? a. If so, when does this occur? b. How many versions of this information are shown to the minister or their office?</p> <p>4) Does the minister or their office make any contributions, edits or suggestions for departmental changes to this information? a. If so, when does this occur? b. What officer hours were spent on making these edits? Please break down the hours by officer APS classification.</p> <p>5) Provide each of the contents page of the Minister and representing Minister's Question Time folder prepared by the department for the week of 11 February 2014.</p>

SQ14-001796	ED0184_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Freedom of Information Act (the Act): Consultations with other Departments, Agencies and the Minister	<p>The following questions relate to requests made pursuant to the Freedom of Information Act (the Act): Consultations with other Departments, Agencies and the Minister</p> <p>1. Other than for the purpose of discussing a transfer under section 16 of the Act, does the Department consult or inform other Departments or Agencies when it receives Freedom of Information requests? If so, for each instance provide a table setting out the following information: a) The Department or Agency which was consulted; b) The document; c) The purpose of the consultation; d) Whether an extension of time was sought from the applicant to allow time for the consultation, including whether it was granted and the length of the extension; e) Whether an extension of time was sought from the Information Commissioner to allow time for the consultation, including whether it was granted and the length of the extension</p> <p>2. Other than for the purposes of discussing a transfer under section 16 of the Act, has the Department consulted or informed the Minister's office about Freedom of Information requests it has received? If yes, provide a table setting out the following information: a) The requests with respect to which the Minister or Ministerial office was consulted; b) The Minister or Ministerial office which was consulted; c) The purpose of the consultation; d) Whether an extension of time was sought from the applicant to allow time for the consultation, including whether it was granted and the length of the extension; e) Whether an extension of time was sought from the Information Commissioner to allow time for the consultation, including whether it was granted and the length of the extension f) Whether any briefings (including formal briefs, email briefings and verbal briefings) were provided to the Minister's office</p>	
SQ14-001797	ED0185_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Freedom of Information Act	<p>Staffing resources</p> <p>The following questions relate to the period from 18 September 2013:</p> <p>1. For the period of time from 18 September 2013, what was the average FTE allocated to processing FOI requests?</p> <p>FOI Disclosure Log</p> <p>1. For the purposes of meeting its obligations under 11C of the Act, does the Department or Agency: a) Maintain a webpage allowing download of documents released under section 11A (direct download)? b) Require individuals to contact the Department or Agency to ask for the provision of those documents (request for provision)? c) Facilitate to those documents in a different manner (if so, specify).</p> <p>2. If the Department or Agency has moved from a system of meetings its 11C obligations by direct download, to a system of meeting those obligations by request for provision, provide the following information: a) The dates for which documents were made available for direct download, and the dates for which documents were made available through request for provision; b) The total number of direct downloads of documents released under 11A the Departmental or Agency website; c) The total number of requests for provision to documents that had been directly received, and how many had been processed by [date]? d) What was the average FTE allocated to monitoring incoming email, collating and forwarding documents providing under a request for provision? e) What was the approximate cost for salaries for the FTE staff allocated to this task?</p> <p>3. Has the Department or Agency charged any for access to a document under section 11C(4)?4. If so, please provide the following information in a table: a) On how many occasions charges have been imposed; b) The amount charged for each document c) The total amount charged;</p>	

SQ14-001798	ED0186_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: FOI requests	With respect to FOI requests: How many documents were assessed (at internal review or - if internal review was not requested - by the original decision maker) as conditionally exempt? Of those, how many were: a) Released in full b) Released in part c) Refused access on the grounds that release of the document would be contrary to the public interest d) Other (please specify)
SQ14-001799	ED0187_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Functions	1) Provide a list of all formal functions or forms of hospitality conducted for the Minister since Additional Estimates in February, 2014. Include: a) The guest list of each function b) The party or individual who initiated the request for the function c) The menu, program or list of proceedings of the function d) A list of drinks consumed at the function 2) Provide a list of the current wine, beer or other alcoholic beverages in stock or on order in the Minister's office
SQ14-001800	ED0188_15	Ludwig, Joe	Written	Written	Cross Portfolio	Red tape reduction	Please detail what structures, officials, offices, units, taskforce or other processes has the department dedicated to meeting the government's red tape reduction targets? a) What is the progress of that red tape reduction target b) How many officers have been placed in those units and at what level? c) How have they been recruited? d) What process was used for their appointment? e) What is the total cost of this unit? f) What is the estimated total salary cost of the officers assigned to the unit. g) Do members of the unit have access to cabinet documents? h) Please list the security classification and date the classification was issued for each officer, broken down by APS or SES level, in the red tape reduction unit or similar body. i) What is the formal name given to this unit/taskforce/team/workgroup or agency within the department?
SQ14-001801	ED0189_15	Ludwig, Joe	Written	Written	Cross Portfolio	Dept & all agencies: Hire cars	a) How much did each department/agency spend on hire cars from Additional Estimates in February, 2014 to date? Provide a breakdown of each business group in each department/agency. b) What are the reasons for hire car costs?
SQ14-000852	ED0190_15	Lundy, Kate	Written	Written	Cross Portfolio	Dept & all agencies: Staffing	1. How many people does your department currently employ? Please provide a breakdown of this figure based on the following: a. State and Territory. b. Age. c. APS level classification. d. Contract type (ongoing or non-ongoing). 2. How many people did your department employ as of 30 June 2013? Please provide a breakdown of this figure based on the following variables: a. State and Territory. b. Age. c. Gender. d. APS level classification. e. Contract type (ongoing or non-ongoing). 3. How many people did your department employ as of 18 September 2013? Please provide a breakdown of this figure based on the following: a. State and Territory. b. Age. c. Gender. d. APS level classification. e. Contract type (ongoing or non-ongoing).

SQ14-000860	ED0191_15	Lundy, Kate	Written	Written	Cross Portfolio	<p>Dept &amp; all agencies: Functions of Department - transfers</p> <p>1.Since 18 September 2013, what departmental functions have been transferred from one state or territory to another?  2.For all functions transferred, can you please provide figures for the following:  a.Number of staff employed before and after the transfer,  b.Where the function was based before and after the transfer.  3.For each employee transferred please provide the followings:  a.Their age.  b.Their gender.  c.Their APS classification.  d.The wage of the employee before and after the transfer.  e.The area of the department they worked in before and after their transfer.  f.A description of their position before and after the transfer.  g.The dates of their transfer.  h.An explanation for why the employee was transferred.  i.Whether they were transferred to or from Canberra.  j.Any costs incurred by the department due to this transfer.</p>
SQ14-000862	ED0192_15	Lundy, Kate	Written	Written	Cross Portfolio	<p>Dept &amp; all agencies: Redundant Positions</p> <p>a.How many of these positions were ongoing?  b.How many of these positions were non-ongoing?  c.How many of these positions were situated in the Australian Capital Territory?  2.How many of the employees filling these redundant positions were redeployed?  a.How many of these employees were ongoing?  b.How many of these employees were non-ongoing?  c.How many of these employees were situated in the Australian Capital Territory?  3.How many of these employees were offered voluntary redundancies?  a.How many of these employees were ongoing?  b.How many of these employees were non-ongoing?  c.How many of these employees were situated in the Australian Capital Territory?  4.How many accepted voluntary redundancies?  a.How many of these employees were ongoing?  b.How many of these employees were non-ongoing?  c.How many of these employees were situated in the Australian Capital Territory?  5.How many employees were offered the choice between a voluntary redundancy and redeployment?  a.How many of these employees were ongoing?  b.How many of these employees were non-ongoing?  c.How many of these employees were situated in the Australian Capital Territory?  6.For all employees who accepted voluntary redundancies please provide the following:  a.Their age.  b.Their gender.  c.A description of their position.  d.The APS classification level of their position.  e.Their wage.  f.Their contract type (non-ongoing versus ongoing).  g.Where they were located.</p>

SQ14-000863	ED0193_15	Lundy, Kate	Written	Written	Cross Portfolio	Dept & all agencies: Involuntary Redundancy	<p>1.Since the 18 September 2013, how many employees in your department have been made forcibly redundant?</p> <p>a.How many of these employees were ongoing?</p> <p>b.How many of these employees were non-ongoing?</p> <p>c.How many of these employees were situated in the Australian Capital Territory?</p> <p>2.How many of these employees were offered voluntary redundancies or redeployments prior to being made forcibly redundant?</p> <p>a.How many of these employees were ongoing?</p> <p>b.How many of these employees were non-ongoing?</p> <p>c.How many of these employees were situated in the Australian Capital Territory?</p> <p>3.For employees who were made forcibly redundant since the 18 September 2013 please provide:</p> <p>a.Their age.</p> <p>b.Their gender.</p> <p>c.A description of their position.</p> <p>d.The APS classification level of their position.</p> <p>e.Their wage at retrenchment.</p> <p>f.Their contract type (non-ongoing versus ongoing).</p> <p>g.Where they were located.</p> <p>h.A dollar figure of their pay out and what component of that figure was paid out as entitlements (annual leave etc.).</p> <p>i.The reason why the employee was made forcibly redundant.</p> <p>j.Details pertaining to any other costs incurred by the department because of this redundancy.</p> <p>k.Please provide all relevant dates.</p>	
SQ14-000866	ED0194_15	Lundy, Kate	Written	Written	Cross Portfolio	Dept & all agencies: Non-ongoing contracts extensions	<p>2.How many non-ongoing contract extensions did your department submit the Public Service Commission for approval?</p> <p>3.How many of these extensions were approved by the Australian Public Service Commission (APSC)?</p> <p>4.For every approved extension please provide the following details:</p> <p>a.The employees age.</p> <p>b.Their gender.</p> <p>c.A description of their position.</p> <p>d.Their APS classification level.</p> <p>e.Their wage.</p> <p>f.Where they are located.</p> <p>g.Their length of continuous employment at the APS.</p> <p>h.The length of the approved extension.</p> <p>i.The reason why the extension was submitted.</p> <p>j.The reason why the extension was approved by the APSC.</p> <p>k.Please provide all relevant dates.</p> <p>5.How many of these extensions were rejected by the APSC?</p> <p>6.For every rejected extension please provide the following details:</p> <p>a.The employee's age.</p> <p>b.Their gender.</p> <p>c.A description of their position.</p> <p>d.Their wage.</p> <p>e.Where they were located.</p> <p>f.Their length of continuous employment at the APS.</p> <p>g.The length of the extension sought by the department.</p> <p>h.The reason why the extension was submitted.</p> <p>i.The reason why the extension was rejected by the APSC.</p> <p>j.Please provide all relevant dates.</p> <p>7.Since 18 September 2013, how many non-ongoing contracts have been extended by your department without the APSC's approval?</p>	



							<p>Service Commission?</p> <p>2. For every unapproved new engagement of a non-ongoing employee please provide the following details:</p> <p>a. Their age.</p> <p>b. Their gender.</p> <p>c. A description of their position.</p> <p>d. Their wage.</p> <p>e. Where their position is located.</p> <p>f. Their position's APS level classification.</p> <p>g. The length of their non-ongoing contract.</p> <p>h. Whether their position was advertised externally.</p> <p>i. The reason for engaging this new employee.</p> <p>j. The reason for engaging this employee without the APSC's approval.</p> <p>k. Please provide all relevant dates</p> <p>3. Since the 18 September 2013 how many new employees have been engaged by your department on ongoing contracts?</p> <p>4. Since the 18 September 2013 how many new ongoing engagements were submitted to the Public Service Commission for approval?</p> <p>5. How many of these new ongoing engagements were approved by the Public Service Commission?</p> <p>6. For every approved new engagement of a ongoing employee please provide the following details:</p> <p>a. Their age.</p> <p>b. Their gender.</p> <p>c. A description of their position.</p> <p>d. Their wage.</p> <p>e. Where their position is located.</p> <p>f. Their position's APS level classification.</p> <p>g. The length of their ongoing contract.</p> <p>h. Whether their position was advertised externally.</p> <p>i. The reason for engaging this new employee.</p> <p>j. The reason provided by APSC for approving this engagement.</p>	
SQ14-000869	ED0195_15	Lundy, Kate	Written	Written	Cross Portfolio	Dept & all agencies: New engagement - non-ongoing contracts		
							<p>2. Since the 18 September 2013 how many new non-ongoing engagements were submitted to the APSC for approval?</p> <p>3. How many of these new non-ongoing engagements were approved by the APSC?</p> <p>4. For every approved new engagement of a non-ongoing employee please provide the following details:</p> <p>a. Their age.</p> <p>b. Their gender.</p> <p>c. A description of their position.</p> <p>d. Their wage.</p> <p>e. Where their position is located.</p> <p>f. Their position's APS level classification.</p> <p>g. The length of their non-ongoing contract.</p> <p>h. Whether their position was advertised externally.</p> <p>i. The reason for engaging this new employee.</p> <p>j. The reason given by the APSC for approving this engagement.</p> <p>k. Please provide all relevant dates</p> <p>5. How many of these new non-ongoing employee applications were rejected by the Public Service Commission?</p> <p>6. For every rejected new engagement of a non-ongoing employee please provide the following details:</p> <p>a. Their age.</p> <p>b. Their gender.</p> <p>c. A description of their position.</p> <p>d. Where their position is located.</p> <p>e. Their wage.</p> <p>f. Their position's APS level classification.</p> <p>g. The length of their non-ongoing contract.</p> <p>h. Whether their position was advertised externally.</p> <p>i. The reason for engaging this new employee.</p> <p>j. The reason given by the APSC for rejecting this engagement.</p>	
SQ14-000914	ED0196_15	Lundy, Kate	Written	Written	Cross Portfolio	Dept & all agencies: New engagements		
SQ14-001805	ED0197_15	McKenzie, Bridget	Written	Written	Agency - Australian Research Council (ARC)	ARC - Grant application process	<p>1. What has the ARC done to decrease the burden of the grant application process and other burdens on researchers and on universities and other research bodies?</p> <p>2. What has been done to provide for longer grant periods?</p> <p>3. What is the ARC doing to promote linkage between industry and universities in research?</p>	

SQ14-001942	ED0198_15	O'Neill, Deborah	Written	Written	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA - redundancies	1. Have there been any redundancies offered at ACARA? If so: a. When were they offered? b. How many were offered? And how many have been accepted? c. On what terms were they offered? d. What will the redundancies cost? e. Have the redundancies been voluntary?
SQ14-001943	ED0199_15	O'Neill, Deborah	Written	Written	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA - Australian Curriculum review	1. How is ACARA planning to respond to the Government's Review of the Australian Curriculum? 2. Is responding to the Australian Curriculum Review part of the work program approved by the Standing Council? 3. Have any changes to ACARA's work program been approved by the Standing Council since the election? If so, what are the changes? 4. How much has been spent on this review? In terms of Department staff cost - even if it is within the Department budget, are you able to provide the cost of the staff involved? How much is spent on travel? How many staff? What expenses? Can ACARA provide a breakdown?
SQ14-001944	ED0200_15	O'Neill, Deborah	Written	Written	Cross Portfolio	Savings; efficiency dividend; changes to employee benefits.	1. Page 92 of the PBS shows the Employee Benefits spend increasing sharply in 2014-15, to \$196 million, then decreasing over the forward estimates. Can you explain why this occurs? 2. Page 20 of the Portfolio Budget statement shows the additional 0.25 per cent efficiency dividend amounts to about \$6 million in savings over the forward estimates. 3. What is the total savings the department must make over the forward estimates to deliver on the 2.5 per cent efficiency dividend requirement? 4. as the department identified where the savings will come from? 5. How much in savings for 2013-14 did the department achieve, and did it meet the 2.25 per cent target in 2013-14?
SQ14-001947	ED0201_15	O'Neill, Deborah	Written	Written	Cross Portfolio	complete list of all programs, grants and functions	Can the Department provide a complete list of all programs, grants and functions - across Outcomes 1 and 2 - which were funded in the 2013-14 financial year, or 2014 calendar year, but which will not continue in the 14-15 financial year of the 2015 calendar year?
SQ14-001948	ED0202_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Government's Independent Public Schools program	In relation to the Government's Independent Public Schools program: a) How was the funding distribution between states/territories outlined in the Budget papers decided? b) Has there been correspondence on this program between the Minister and state/territory ministers, between departments or between other representatives of the states/territories and the Commonwealth? Can the Department provide copies? c) Can the department provide the date of any meetings either the Minister of the Department has conducted with state/territories on this issue? d) For each state/territory, what position on the program has been expressed to the Minister or Department? i.e. do individual jurisdictions support the program, or not? e) What Guidelines will be put in place for the program? How are they being developed? When will they be released? Will there be consultation on them? f) How will the success of the program be measured? g) What reporting requirements will be in place? h) What empirical, peer reviewed evidence is the Department aware of to link programs like the Government's particular Independent Public Schools policy with improved outcomes, higher productivity and better quality education for students? i) Will the program have any guidelines or requirements relating to how independent public schools should meet the needs of all students - including students with disability?
SQ14-001949	ED0203_15	O'Neill, Deborah	Written	Written	Cross Portfolio	Staffing and redundancies	1. How many redundancies were there in 2013-14 across the department? How many were voluntary? How many redundancies is the department forecasting in 2014-15, and over the forward estimates? 2. How much has the Department set aside to fund these redundancies? How much does the department anticipate these redundancies will cost in payouts? 3. How many temporary staff has the department engaged in 2013-14 to cover vacant positions, and what has been the total cost of those temporary staff engagements? 4. What has been the average contract period for those staff, and how many were engaged through a recruitment agency? 5. Do such contracts come out of the Employee Benefits funds outlined in the budget papers, or from another funding source? 6. How many permanent new staff did the department recruit in 2013-14? 7. How many of those required the approval of the Public Service Commissioner? How many applications has the Commissioner refused? What positions did the Commissioner refused to approve, and what was pay level each of those positions was?

SQ14-001950	ED0204_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	STEM Ministerial Advisory Board	In relation to the Government's election commitment to establish a STEM Ministerial Advisory Board: a) For what reason has the Government decided not to establish this Board? b) How is the Ministerial Advisory Group on teacher training "working with State governments to ensure more STEM subjects are given a greater focus with a view to increasing the extent to which they become compulsory in senior secondary years"?
SQ14-001951	ED0205_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	characteristics of a robust curriculum	What are the characteristics of a robust curriculum? Are there any elements of the current Australian Curriculum which are not robust? What are these elements?
SQ14-001952	ED0206_15	O'Neill, Deborah	Written	Written	Cross Portfolio	Advertising	1. Does the Department plan to undertake any advertising campaigns in relation to any of the measures in the budget? If so, which ones, what is the cost, have any contract been entered into? 2. How will the Higher Education changes be communicated to current and prospective students? Will there be any advertising associated with those changes? 3. Are there any communications plans being drawn up - or in existence - for any Budget measure. Can these be provided? What does each one relate to?
SQ14-001953	ED0207_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Schools: Students First	The Coalition's Policy for Schools: Students First commits the government to:refocus the Australian Curriculum, Assessment and Reporting Authority to ensure it is focused on developing the highest possible standard curriculum. We will transfer all data, reporting and compliance functions that are not curriculum related back to the Department of Education - this will free the Authority to direct its resources into developing rigorous benchmarking processes so we can compare our curriculum against the world's best curricula. It will also ensure that we are able to regularly make improvement to the curriculum over time so it remains competitive and a. Is the transfer to the Department proceeding? If not, why not?
SQ14-001954	ED0208_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Outcome 2 programme impact: Average staffing level	According to the PBS (p48) the Average staffing level grows from 624 in 2013-14 to 753 in 2014-15. What accounts for this growth?
SQ14-001955	ED0209_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Portfolio Budget Statement - distribution of funding under the Act	P45 says: The Government has committed to an approach which is based on the best evidence available and which acknowledges that states, territories and school systems are responsible for the operation and management of their schools, including determining the distribution of funding to their schools a. Did the Department provide that wording? If not, who did? b. What evidence did the Government rely on in making this statement? c. At what rate did Commonwealth funding for non-government and government schools (via the states) grow each year, from 2001-02 through to 2013-14. Please provide a separate annual breakdown for the non-government sector and the government sector.(alternatively: At what rate had Commonwealth funding to schools - both government and non-government schools - been growing prior to the Gonski reforms? d. What evidence does the Government have to support the funding model it has applied? A flat indexation rate of CPI - what expert evidence that supports the assertion that this will improve student outcomes? e. What analysis did the department do to satisfy itself and the Minister that this funding model will improve student outcomes?
SQ14-001956	ED0210_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Australian Education Act 2013	PBS pg 45 also says "Consultation will occur with school authorities during 2014 to amend the Australian Education Act 2013 (the Act) to reduce regulatory burden and ensure states and territories remain responsible for schools and non-government schools maintain their independence and autonomy." a. Why did that consultation not occur prior to deciding on a new funding model for schools? b. Why was a new funding model not discussed at COAG or at the most recent meeting of the Standing Council on School Education and Early Childhood? c. Has the Department commenced any work to amend the Education Act? d. When does the Government anticipate it will introduced legislative amendments to the Education Act in the Parliament? e. Will there be a public consultation process prior to legislative amendments being drafted? Will there be an exposure draft?
SQ14-001958	ED0211_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Australian Education Act (2013)	Section 3 of the Australian Education Act (2013) says: a. (2) The Commonwealth will work with the governments of the States and Territories, and non-government education authorities, to implement the National Plan for School Improvement set out in the National Education Reform Agreement to meet the objects of this Act by addressing the reform directions set out in subsections (3) to (8). b. Is the Government complying with this requirement of the Act?
SQ14-001959	ED0212_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Australian Education Act (2013) - Section 13	Section 31 of the Act outlines the recurrent funding arrangements for participating schools. The Budget does not make a provision for loadings for students with a disability beyond 2014. a. How will the Government comply with this section of the Act beyond 2014?  Does the Government guarantee that all participating schools will be funded to the resourcing standard as required by the Act?

SQ14-001960	ED0213_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Turnaround times for NAPLAN results	The PBS says the Government wants to improve turnaround times for NAPLAN results. Will the government provide the states and territories with any additional resources to support the faster delivery of NAPLAN results? a. Have the states and territories requested additional resources to deliver this outcome? Is that something that has been raised at the Standing Council of School Education and Early Childhood.
SQ14-001961	ED0214_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Portfolio Budget Statement Program 2.1	On page 50 there are projections for enrolments. How are these enrolment projections done, and by which department?
SQ14-001962	ED0215_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	School resourcing	PB 3 p45 also says: "From 1 January 2014, recurrent funding to all schools and systems in Australia is based on needs-based funding arrangements contained within the Act." a. How will the Department ensure that schools are being resourced to the required standard under the National Education Reform Agreement if there is no requirement for states and territories to commit the levels of funding required?
SQ14-001963	ED0216_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Students First program and CPI	Page 91 of BP2, for the Students First program, says: "From the 2018 school year onwards, total school funding will be indexed by the Consumer Price Index, with an allowance for changes in enrolments." a. What is the allowance that has been applied in 2017-18 for the projected change in enrolments? b. Is it the same for government schools and private schools?
SQ14-001964	ED0217_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	non-government schools resources	Program 2.2 on page 51 of PBS shows non-government schools will receive \$11.3 billion in 2017-18. a. How has that funding been calculated? What formula? Is it the same as the formula applied to government schools? b. For the 2017-18 year, how is the enrolment growth factored into the funding for the 2017-18 year? c. For 2017-18 onwards, how will enrolment increases be incorporated into the funding formula for schools?
SQ14-001965	ED0218_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Analysis on reducing the growth to CPI	Has the Department done any analysis of how reducing that growth to CPI - which Treasury forecasts to be 2.5 per cent in 2017-18 and which is currently less than 3 per cent - affect the capacity of schools to operate?
SQ14-001966	ED0219_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	School Chaplains and Welfare Officers program	In relation to the School Chaplains and Welfare Officers program, does the Department record complaints from schools or individuals about persons who have been engaged under the chaplains and welfare officers program? a. Does the department report these complaints to the Minister? b. How many complaints have there been in 2013-14? And for every year prior since 2007-08? How many related to chaplains as opposed to welfare officers? c. How does the department respond to these complaints? d. Has the department withdrawn, or been asked by a school to cease, funding for a chaplain/welfare officer program at a school as a result of complaints? e. If so, can the department advise of each such occasion, including date the complaint was made, date the Department ceased funding the program, whether it was a government or non government school, whether the program was a chaplain or welfare officer program, and what state or territory the school was in.
SQ14-001967	ED0220_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	youth programs	The following questions relate to youth programs: a. How many young people were helped by Youth Connections to engage in employment or study? b. What support is there in the Budget to support these young people beyond 2014? c. If the JSA system is to have more of a youth focus, what will happen between the end of 2014 and mid-2015 when the new JSA contracts start? d. How many Partnerships have been brokered by partnership Brokers? Can we have a list? Broken down by state and electorate? Including the partners included and contact details if possible? e. Has any assessment of the impacts of not continuing these services been undertaken? Can the Department confirm if each of these will continue, or will cease? i. Young Australian of the Year Award ii. Youth category of the National Awards for Local Government iii. The National Clearinghouse Services iv. National Youth week celebrations v. National Youth Affairs Research Scheme f. If there are no alternative pathways to complete year 12 - such as Youth Connections - does the Department have any concerns about reaching the 90 per cent year 12 retention target by 2015.
SQ14-001968	ED0221_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	the Child Care Benefit income	Budget Papers show that by freezing the Child Care Benefit income thresholds the government will save \$230.4 million over 4 years. Yet government members have been stating that these changes are not a cut to child care benefit. How will the government save \$230.4 million without families receiving less money than they would have before the change?
SQ14-001969	ED0222_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Child Care Benefit income indexation	The department has estimated that over 500,000 families will be impacted by the proposed budget changes to Child Care Benefit income indexation. Can the department provide the breakdown of how this figure was calculated? What are the estimates for the number of families impact and the amount per annum in reduction of child care benefits for each year of the forward budget estimates for families on different incomes (say \$41,902 to \$55,000; \$55,000 - \$75,000; \$75,000 - \$95,000; \$95,000 - \$115,000 with one and two children in care for 50 hours per week) as a result of the freeze on CCB indexation?

							and hospitals.  It was also confirmed that close to \$30 billion of these cuts would come from schools: Senator WONG: Can you confirm that, with that figure, broadly you are looking at around 30 for schools and 50 for hospitals? Mr Ray: It is a little bit under 30 for schools and a bit over 50 for hospitals. (Economics Committee Estimates, 4 June 2014)  In the light of the confirmation that school funding has been cut by around \$30 billion: a) When was the Department first advised of the \$30 billion in cuts to school funding? b) Who advised the department? And how was the Department advised? c) Of the \$30 billion in cuts, how much will come from each State and Territory? Overall and in each year across the 10 year projection represented in a graph on page seven of the Budget Overview? d) How much of the \$30 billion cut will come from independent, catholic and government schools? Over the period to 2024-25 and in each year? e) How much of the \$30 billion cut will come from independent, catholic and government schools in each State and Territory? Over the total period to 2024-25 and in each year between now and 2024-25? f) Is it possible the \$30 billion in cuts to schools outlined in the Budget could lead to: 1. Increases in class sizes? 2. School closures? 3. The cancellation or reduction in size and scope of literacy and numeracy programs? 4. Fewer subject choices? 5. Less individual support for students? g) As a result of the \$30 billion in cuts to schools outlined in the Budget, can the Government or the Department guarantee there will not be: 1. Increases in class sizes? 2. School closures? 3. The cancellation or reduction in size and scope of literacy and numeracy programs?	
SQ14-001970	ED0223_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	School funding cuts		
SQ14-001971	ED0224_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Calculations of freeze in CCB income indexation	How did the department calculate the savings anticipated by the freeze in CCB income indexation over the forward estimates? Can the department provide the breakdown of this analysis for each year of the forward estimates	
SQ14-001972	ED0225_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Programme of Early Childhood Education (Program 1.4)	Under the Programme of Early Childhood Education (Program 1.4) the government has allocated \$9 million for early learning languages in Australia: a) While early language education is important, what is the government's justification for \$9 million for an online program that will only reach 40 services? b) How is this priority more important than funding family day care or child care benefit or preschool? c) Who is undertaking the trial and how were they chosen? d) What reporting, assessment and evaluation standards will be in place for this program? e) Will this program meet the goal outlined in The Coalition's Policy for Schools: Students First that "400,000 pre-school children would benefit as part of the online language learning trial for one year"? f) Can the Department provide a list of all those preschools that will participate in the program? g) Was there - or will there be - a competitive purchasing process for this program? If not, what are the reasons competitive purchasing was not pursued?	
SQ14-001973	ED0226_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Program 1.1	Please list all of the individual programs funding under Child Care Services Support in Program 1.1. Which of these have had a change in funding allocation, compared to last year's budget? Which have different appropriations due to changes in eligibility and what are these changes?	
SQ14-001974	ED0227_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Government decision to index school funding at CPI from 2018	The Following questions are in relation to the Government's decision to index school funding at CPI from 2018: a. When was the Department advised of the Government's decision to set indexation of school funding at CPI from 2018? b. How was the Department advised of the decision? Who advised the Department? c. Is the cost of schools currently increasing at CPI? If not, how does the increase in school cost differ from CPI? What are the historic trends of CPI and school cost increase, across at least the last decade? NOTE - please provide figures on a yearly basis, and also represent the trends graphically. d. What evidence about educational outcomes supports the linking school funding to CPI? e. Will the implementation of CPI indexation from 2018 increase or decrease relative levels of funding between schools and school system over time? (all else being equal) i.e. what variations in funding will be amplified by a flat level of indexation?	

SQ14-001975	ED0228_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Community Support Program	Program 1.1 includes the Community Support Program. Please provide a list of the family day care services that currently receive CSP funding. Please also provide the current numbers by state and by electorate of family day care services and family day care educators. Please provide the number of families in each state and territory and in each electorate that currently claim CCB and/or CCR for the children in a family day care service. If possible, please provide these figures as family day care only (without in-home care numbers added in). if not possible to separate, the total numbers are fine.
SQ14-001976	ED0229_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Commonwealth Role in School funding	With respect to the Commonwealth's role in school funding: a. For how long has the Commonwealth been either directly or indirectly involved in school funding? b. In what years were major Commonwealth school funding policies implemented, and what were those policies?
SQ14-001977	ED0230_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Education and Training Child Care Fee Assistance	Program 1.1 lists numbers of parents assisted and number of children in child care for the deliverable of Jobs Education and Training Child Care Fee Assistance. Please provide a breakdown of the 2013-14 revised budget numbers by state and by electorate and the 2014-15 and forward estimates numbers by state and by electorate.
SQ14-001978	ED0231_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Class size	1. What is the average class size in an Australian school? What is the average class size in each state and territory? And what is the average class size in government, catholic and independent schools in each state and territory? What have been the trends in class sizes over the last 10 years?
SQ14-001979	ED0232_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	CCB and CCR data	1. Program 1.2 deliverables in the PBS lists the numbers of families receiving both CCB and CCR. Please provide a breakdown of the 2013-14 revised budget numbers by state and by electorate and the 2014-15 and forward estimates numbers by state and by electorate. 2. Program 1.2 deliverables in the PBS lists the numbers of families receiving CCB only. Please provide a breakdown of the 2013-14 revised budget numbers by state and by electorate and the 2014-15 and forward estimates numbers by state and by electorate. 3. Program 1.3 deliverables in the PBS lists the numbers of families receiving CCR only. Please provide a breakdown of the 2013-14 revised budget numbers by state and by electorate and the 2014-15 and forward estimates numbers by state and by electorate.
SQ14-001980	ED0233_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Schools funding ministerial correspondence	In relation to Ministerial correspondence (including electronic correspondence): a. Since the 2014 Budget, how much correspondence has the Minister received in relation to schools funding? b. How many items of correspondence have been responded to? c. What is the average time taken to respond? d. How many items of correspondence has the Minister signed? How many by his office? How many have been managed by the Department? e. How many items related to school funding and cuts announced in the Budget? What proportion has supported the cuts? What proportion has opposed?
SQ14-001981	ED0234_15	O'Neill, Deborah	Written	Written	Cross Portfolio	Average Staff Level for Outcome 1	Why does the Average Staff Level for this Outcome increase from 367 in 2013-14 to 453 in 2014-15?
SQ14-001982	ED0235_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	NERA Heads of Agreement	Does the decision by the Government, not to fund years 5 and 6 of the NERA Heads of Agreement in the Budget nullify those Heads of Agreement, or the associated Bilateral Agreements with any state or territory? Particularly given the Budget has confirmed the Commonwealths intention not to meet its funding commitments, outlined in those agreements?
SQ14-001983	ED0236_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Early years quality fund	Regarding the early years quality fund, the department previously advised that around \$66 million had been committed to under the Labor government's scheme. The fund was for \$300 million. The professional development fund recently announced by the government is for \$200 million. What happened to the rest of the money? a. With regards to the new fund, how will the department ensure that the money is spent on its intended purpose?
SQ14-001984	ED0237_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Chaplains	Can the Department provide a list of all schools that currently have a Chaplain or Student Welfare Officer under the National School Chaplaincy and Student Welfare Program? a. Can the list be provided electronically in a spreadsheet? b. Can the information be broken down by state? And electorate? And whether schools are independent, catholic or government? c. Can the Department identify those schools that have a chaplain and those schools that have a welfare officer? d. Can the department provide information about the financial assistance provided to each school with a chaplain or welfare officer, since the start of the National School Chaplaincy and Student Welfare Program? e. Does the Department have information about the qualifications of those employed as welfare officers under the National Schools Chaplaincy and Student Welfare Program? How many are qualified as social workers? psychologists? Or in other fields?
SQ14-001985	ED0238_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	universal access	Why has the review into universal access been delayed until September? (Contract on aus tender shows it has been extended by 3 months). Does this give sufficient time to finalise agreements with the states for the NP for 2015.

SQ14-001986	ED0239_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	The National Partnership on the National Quality Agenda	<p>The National Partnership on the National Quality Agenda ends at the end of this year (the budget didn't commit to continue this NP, but had the same "contingency funding" line as it did for universal access).</p> <p>a. Is there sufficient funding in the contingency to fund the continuation of the partnership for another full year at the current level. Who is doing the review, and when is it due to be published?</p> <p>b. Is the Department aware of how the states are using this funding from the Commonwealth to support their transition to the NQF? How will the states and territories' capacity to implement the NQF be affected if this NP isn't continued?</p> <p>c. Have the states expressed a desire for this NP to continue? Have the states advised the Department of the impact that not extending this NP will have on their assessment and accreditation operations?</p>
SQ14-001987	ED0240_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Universal Access	<p>1 The Budget Papers show that the Government has allocated an undisclosed sum of funding in a contingency fund for 2015-16 for Universal Access, pending the outcome of the review. Has the Department set aside enough to cover the continuation of its contribution for a full year at the current level?</p> <p>2 Can the department guarantee that the Universal Access Partnership will continue in 2015?</p>
SQ14-001988	ED0241_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	increase in the uptake of the CCB and CCR	<p>The budget papers forecast a significant increase in the uptake of the CCB and CCR over the forward estimates compared with last year's budget and on the additional budget estimates update published in February. What has the department based these increases on?</p> <p>a. Why does projected cost of the CCB almost double over the forward estimates (PBS p 36) - increasing from \$2.36 billion in 2014-15 to \$3.72 in 2017-18 - an increase of 37 per cent - when the number of recipients does not increase at the same rate?</p> <p>b. Why does projected cost of the CCR almost double over the forward estimates (PBS p 36) - increasing from \$2.2 billion in 2014-15 to \$4.3 billion in 2017-18 - an increase of 49 per cent - when the number of recipients does not increase at the same rate?</p> <p>c. Do the projections take into account the possibility of the CCR and CCB being extended to nannies and au pairs? If so, by how much is that forecast to increase demand? If not, has the department done any modelling on what impact that would have on demand for CCR &amp; CCB</p>
SQ14-001989	ED0242_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Commission of Audit recommendation	<p>1 Why didn't the budget adopt the commission of audits recommendation to combine the CCR and CCB? Is that something that is under consideration?</p> <p>2 The commission of audit recommended that the Paid Parental Leave threshold be reduced and that the savings be invested into childcare. Has the department provided any advice to the minister or to the PM on this recommendation? Has the department done any modelling on this proposal? What were the results of the modelling?</p>
SQ14-001990	ED0243_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	Information of schools and early education and care providers nationally	<p>Does the Department/ACARA/AITSL hold information which records schools and early education and care providers nationally? Or, has the Department/ACARA/AITSL purchased access to a database or list of this information?</p> <p>a. Can the Department/ACARA/AITSL provide this list in electronic form?</p> <p>b. Noting this information - in a certain format - is available on the ACARA website, can the Department/ACARA/AITSL provide a list of all schools electronically? Including federal electorate and contact details for each school?</p>
SQ14-001991	ED0244_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	CCB and CCR	How many CCB and CCR recipients are there? Broken down into income brackets?
SQ14-001992	ED0245_15	O'Neill, Deborah	Written	Written	Outcome 2 - Schools and Youth	National Plan for School Improvement	<p>Is the National Plan for School Improvement being implemented?</p> <p>a. What funding has been withdrawn from the plan since the election? Specifically, what funding has been withdrawn from individual programs and line items?</p> <p>b. How will this reduction in funding impact the implementation of the National Plan for School Improvement?</p> <p>c. Will any element of the plan be implemented?</p>
SQ14-001993	ED0246_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	NP on TAFE Fee waivers	<p>Was there any discussion with States about the continuation of the NP on TAFE Fee waivers prior to Budget?</p> <p>a. Did the states express a desire for the NP to continue?</p>
SQ14-001994	ED0247_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	HECS-HELP Benefit program	Why did the Government scrap the HECS-HELP Benefit program?
SQ14-001995	ED0248_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	NQF	Does the government believe there is no need to continue to support staff to obtain qualifications necessary under the NQF?

SQ14-001996	ED0249_15	O'Neill, Deborah	Written	Written	Cross Portfolio	Change in spelling of the word 'program' to 'programme'	<p>The following questions relate to the Department's action to change the spelling of 'program' to 'programme' in Department publications and materials</p> <p>a. On what date, or approximate date, did the Department start making changes to the spelling of 'program'? Was this after the election?</p> <p>b. What was the total cost, expressed in dollars (including the cost of time spent by Department employees and contractors) of making this change to spelling in Department publications?</p> <p>c. What was the total time, expressed in hours, spent by Department officers, contractors or others on this task?</p> <p>d. Has there been a change in the recognised spelling of this word in Australia?</p>
SQ14-001997	ED0250_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	TAFE Fee waiver program	Doesn't the axing of the TAFE Fee waiver program and the HECS-HELP Benefit program diminish the value of the new fund announced by Minister Sussan Ley?
SQ14-001998	ED0251_15	O'Neill, Deborah	Written	Written	Cross Portfolio	Questions on Notice asked at Additional Estimates	<p>In relation to each answer to education portfolio Questions on Notice asked at Additional Estimates:</p> <p>a. On what date was each answers prepared by the Department first submitted to the Minister's office?</p> <p>b. On what date did each answer prepared by ACARA and AITSL first submitted to the Department or the Minister's office in relation to their responsibilities?</p> <p>c. Can the Department provide an explanation for why all answers were received on 26 May 2014, when they were due on 24 April 2014?</p> <p>d. For each question where the answer - or part of the answer - was not provided on the basis of the public interest:</p> <p>i. Was an assessment of the public interest undertaken? How?</p> <p>ii. Who made the final decision?</p>
SQ14-001999	ED0252_15	O'Neill, Deborah	Written	Written	Outcome 1 - Early Childhood Education and Care	Jobs, Education and Training Child Care Fee Assistance (JETCCFA)	<p>The Budget changes the Jobs, Education and Training Child Care Fee Assistance (JETCCFA). The PBS (page 34) shows an increase of about 10,000 children assisted by the program. Why does the Government project this to grow?</p> <p>Has the department done any regulatory impact assessment or any modelling on how these changes to JETCCFA will affect families? How many families currently receive assistance above the new maximum? That is, on current usage, how many families will be worse off under this change?</p> <p>How does this change support women into education opportunities under the Government's "earn or learn" slogan?</p>
SQ14-001340	ED0253_15	Rhiannon, Lee	Written	Written	Agency - Australian Research Council (ARC)	ARC - Funding, research & staffing	<p>1. Will the allocation of funds for the "Government research priorities" be subject to peer-review processes at the ARC?</p> <p>2. How are applications for the ARC Special Research Initiative for Tropical Health and Medicine 2014 being assessed?</p> <p>3. What processes are followed for the allocation of these funds?</p> <p>4. Where is the money for these new initiatives coming from?</p> <p>5. Where will it be re-allocated from?</p> <p>6. How will this effect success rates for researchers applying to the Discovery programmes?</p> <p>7. What is the current success rates and what are they predicted to be?</p> <p>8. If they are constant, will this affect the average allocation of grant funding (ie, same number of grants, but for less and less money)?</p> <p>9. Will this affect jobs for the research community?</p> <p>10. What will the impacts be? Has any modelling been don to predict these impacts? If so can it be provided?</p> <p>11. Has there been any modelling on how these cuts to the Discovery programme and the Linkage programme will affect the research workforce?</p> <p>12. What is the effect on research productivity?</p> <p>13. Will money be taken from the DECRA program, a program that supports early-and-mid-career researchers? What are the implications for our future science leaders?</p> <p>14. With decreases to the Linkage program how many rounds of funding will commence?</p> <p>15. Has the department done any work on how this effects the attractiveness and the likelihood of researchers being able to attract Partner Organisations for the Linkage grants will only one funding round offered per year?</p> <p>16. Linkage grants are obviously vital in getting new products and advances from the lab flow into benefits for Australian people, something the Abbott govt has said is a priority "open to Business". So is it the case that reduction of funding to these grants and a reduced number of rounds could harm this priority?</p>



SQ14-001354	ED0254_15	Rhiannon, Lee	Written	Written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Accreditation, Swinburne & Data collection	<p>1. Will all education providers and courses currently approved by TEQSA automatically qualify for commonwealth support as a result of the government's reforms to higher education funding or will they be required to go through a re-accreditation process?</p> <p>2. Has the Minister's office ever communicated with TEQSA officials or staff about the status of an application from any education provider? If so which providers were involved in the applications that the Minister's office communicated with the department about?</p> <p>3. As a percentage, what proportion of education providers or courses have conditions applied to their approvals?</p> <p>4. On average, how many conditions are generally applied to providers or courses? What is the largest number of conditions applied to a provider and applied to a course? Please provide some examples of the conditions applied a private provider and to specific courses?</p> <p>5. Is TEQSA aware that according to Swinburne Online's Submission to the Review of the Demand Driven System (16 December 2013) that enrolments (on an EFTSL basis) increased from 824 in 2012 to 2,854 in 2013 (an increase of 2030 EFTSL or almost 250%)?</p> <p>6. Does TEQSA have any concern about the rapid expansion of enrolments upon the SOL's capacity to deliver quality education and support to all students enrolled in its courses?</p> <p>7. Noting that Swinburne University itself does not itself offer an education degree, does the TEQSA have any concerns about the learning equivalence or quality assurance delivered through SOL? If you have concerns could you please outline what those concerns are?</p> <p>8. Considering public universities are required to collect and report considerable data on students, staff, finance, research and space, and this data is publicly available. Also public institutions are required to comply with various public accountability requirements: freedom of information, ombudsman review, equal opportunity, etc. which of each of these requirements are currently imposed on private institutions? If not why not?</p>
SQ14-001369	ED0255_15	Rhiannon, Lee	Written	Written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Rejections and conditional approvals	<p>1. In terms of the 12 provider applications received by TEQSA by 31 May 2014: over the course of what time were they received? That is, were those 12 applications received over the preceding 12 months or 6 months, for example?</p> <p>2. In terms of the 4 applications that were rejected what were the reasons for those rejections?</p> <p>3. How many providers and courses offered by providers have conditional approvals and what is the total number of conditions for each provider and course?</p>
SQ14-001376	ED0256_15	Rhiannon, Lee	Written	Written	Outcome 3 - Higher Education, Research & International	Commonwealth Scholarships	<p>1. Can you confirm that no government money will go into Commonwealth Scholarships and in fact the money will come from student fees?</p> <p>2. Who decided on the name Commonwealth Scholarships, was it the Minister's office, or the Department of the Prime Minister &amp; Cabinet?</p> <p>3. Was it chosen to trade off the good name of the previous Commonwealth Scholarship scheme?</p> <p>4. Was the name chosen to give the impression that the government is providing assistance to disadvantaged students at a time when a university education is out of reach for many?</p> <p>5. How much money will be available through this scholarship scheme?</p> <p>6. Have you done any analysis on the quantity and number of so called "Commonwealth Scholarships" that could be offered?</p> <p>7. Is it correct that the \$1 out of every \$5 that universities charge for student tuition that will be diverted to the Commonwealth Scholarship will only apply to student fees once they exceed the current cap is based on the 2013-14 funding clusters?</p> <p>8. Is it correct that if a university increases student fees to make up for the loss in Commonwealth funding in a particular discipline, none of that increase will be diverted into Commonwealth Scholarships?</p> <p>9. Is it correct that universities will have to increase student fees over and above their current 2013-14 levels in order to even begin funding Commonwealth Scholarships?</p> <p>10. How much has the department estimated fees will increase in order to fund these Commonwealth Scholarships?</p> <p>11. Is it correct that if a university charges a lower amount of student fees they will thus have a lower amount of Commonwealth Scholarships to offer?</p>
SQ14-001386	ED0257_15	Rhiannon, Lee	Written	Written	Outcome 3 - Higher Education, Research & International	HELP program expenses	<p>With regard to the expense associated with the Commonwealth funding/payments to universities that students pay back to the government through the HELP scheme - and specifically excluding expenses relating to the spread of interest rates between CPI and the 10-year bond rate: Where is this figure in the budget papers?</p>
SQ14-001075	ED0258_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	Online Diagnostic Tools programme	<p>A total of \$38.4 million will be saved by the cessation of the Online Diagnostic Tools Programme. What effect will this have on the ability to deliver online NAPLAN testing by 2016?</p> <p>How many staff have been dedicated to this programme? Are those staff being made redundant or will they be redirected within the organisation.</p>

SQ14-001079	ED0259_15	Wright, Penny	Written	Written	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA Budget cuts	ACARA communications director Robyn Ziino was reported in the Adelaide Advertiser on June 11 ( <a href="http://www.adelaidenow.com.au/news/south-australia/online-naplan-tests-adapt-to-students-abilities-reducing-stress/story-fni6uo1m-1226949886450">http://www.adelaidenow.com.au/news/south-australia/online-naplan-tests-adapt-to-students-abilities-reducing-stress/story-fni6uo1m-1226949886450</a> ) budget cuts to ACARA could delay the transition to adaptive NAPLAN testing. How will budget cuts to ACARA effect the transition to adaptive testing? What was the timeline for adaptive testing to be introduced? Is a delay likely, and if so, how long is that likely to be? What other programs or operations of ACARA will be effected by reduced funding?
SQ14-001081	ED0260_15	Wright, Penny	Written	Written	Cross Portfolio	School visits	Since becoming Education Minister, how many schools has Minister Pyne visited? How many of these have been Government schools and how many have been non-government schools. On notice, can you please provide a full list of the school visits and whether a press conference was held in conjunction with these visits or not? Similarly, how many schools has the Minister visited in South Australia in the same time period? How many were government and non-government and how many were held in conjunction with press conferences or media activity?
SQ14-001086	ED0261_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	Schools funding per student	What is the total budgeted amount of schools funding per student that is being provided to each state and territory government for public schools in 2014, 2015, 2016 and 2017. What is the total budgeted amount of schools funding per student that is being provided to Catholic school authorities in each state and territory in 2014, 2015, 2016 and 2017. What is the average budgeted amount of schools funding per student that is being provided to Independent schools in each state and territory in 2014, 2015, 2016 and 2017.
SQ14-001096	ED0262_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	Schooling Resource Standard	Can you provide information on what each individual state and territory schooling resource standard per student is estimated to be in each of the following years: 2015, 2016 and 2017.
SQ14-001099	ED0263_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	National School Chaplaincy Programme - administrative requirements	The budget paper says the chaplains program will have simpler reporting conditions and less administrative requirements. The department has flagged that this may include streamlining of complaints handling procedures. Can the Department provide as much information as possible on what requirements that are currently part of the program will not be included in the revised program?
SQ14-001103	ED0264_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	National Schools Chaplaincy Programme - application process and focus on disadvantaged schools	It was also flagged that there will be a new application process and the new program would focus on disadvantaged schools. Can the Department please provide more information about this new focus and how the new applications process will work?
SQ14-001107	ED0265_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	National School Chaplaincy Programme - consultation	Before the budget was announced - who did the Minister consult with about the chaplaincy program? Did the Department consult with anyone separately? What correspondence and meetings has the Minister had with stakeholders about removing the option of secular welfare workers since coming to Government? Did the Minister write, speak or meet the Australian Christian Lobby about the national chaplains program between September 7, 2013, and the budget?
SQ14-001110	ED0266_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	National School Chaplaincy Programme - research and evaluation	Please provide a list of any research, auditing or evaluation been done on the efficacy of the National School Chaplaincy Program, and summarise the findings where the report is not publically available.
SQ14-001116	ED0267_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	Curriculum review - submissions	On the public submissions page regarding the review of the Australian Curriculum, submitters were given two options - to have their submissions published online with their name, or to have their submissions published online anonymously. When will these submissions be published and why have they not been to date?
SQ14-001119	ED0268_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	Curriculum review - panel	At the previous estimates Senator Carr and myself both asked questions about the appointment of Mr Wiltshire and Mr Donnelly to the Curriculum review panel, which were taken on notice (ED0446_14, ED0447_14). Can the Department provide a simple yes or no - were both Mr Donnelly and Mr Wiltshire's names on that list of candidates recommended to the minister?
SQ14-001122	ED0269_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	Direct instruction in remote schools	I understand the Federal Government is in the process of advertising for organisations to roll out 'direct instruction' in remote schools. Can you explain what direct instruction or explicit instruction means in a pedagogical sense? Why have schools that are mostly indigenous been targeted for this program? What evidence is there for this method - in general and with indigenous students in particular? Is this policy consistent with the Coalition's other stated intentions end running schools from Canberra and give schools more autonomy?

SQ14-001125	ED0270_15	Wright, Penny	Written	Written	Outcome 2 - Schools and Youth	P-TECH Schools	<p>As reported by the Sydney Morning Herald ('Tony Abbott considers importing US-style school program with private industry involvement', 12/6/14, <a href="http://www.smh.com.au/federal-politics/political-news/tony-abbott-considers-importing-usstyle-school-program-with-private-industry-involvement-20140612-39y5y.html">http://www.smh.com.au/federal-politics/political-news/tony-abbott-considers-importing-usstyle-school-program-with-private-industry-involvement-20140612-39y5y.html</a>) - the Government is considering schooling models similar to the P-TECH school in Brooklyn visited by the Prime Minister.</p> <ol style="list-style-type: none"> <li>1. When was the Department made aware of the Prime Minister's interest in transposing the P-TECH model to Australian schools?</li> <li>2. The article says the policy will be 'clarified within months'. Is the Department able to provide a more detailed timeline for when this policy might be formally announced?</li> <li>3. Please provide any information on what work has been done on this model so far by the department, including details of any consultation with either industry or business stakeholders.</li> <li>4. Does the Department have in mind any corporations or industry sectors which would be particularly suited to partner with Australian schools?</li> <li>5. Has the Department done any modelling on the cost of transitioning an individual school to school similar to the US P-TECH model?</li> <li>6. What funding is allocated in the budget to roll out this scheme?</li> </ol>
SQ14-001209	ED0271_15	Xenophon, Nick	Written	Written	Outcome 1 - Early Childhood Education and Care	Child Care for isolated families	<ol style="list-style-type: none"> <li>1. For approximately 280 families living in isolated locations, their only access to early childhood education for their four year olds is via state delivered distance education programs. These families are not able to receive the Assistance for Isolated Children's Distance Education allowance to assist with meeting the out of pocket and start-up costs of delivering and administering the program to their children, as the allowance only applies to the formal schooling years. <ol style="list-style-type: none"> <li>a. Is any assistance available to these families to assist in covering the cost of care?</li> <li>b. Are they eligible for the child care rebate or other assistance, even though they cannot enrol in a centre due to their isolated location?</li> <li>c. Has there been any discussion with state departments to ensure these families have access to the support they need?</li> </ol> </li> </ol>
SQ14-001212	ED0272_15	Xenophon, Nick	Written	Written	Outcome 2 - Schools and Youth	Partnership Brokers Program	<p>The department would be familiar with the Partnership Brokers program that supports young people into work. Funding for this program is not secured past December this year.</p> <ol style="list-style-type: none"> <li>1. Can the department provide information on what other programs are available to assist young people into work, particularly in rural or regional areas where the opportunity to 'earn or learn' is limited?</li> <li>2. Do any of these other programs address issues such as lack of transport, lack of accessible training organisations, and high unemployment in particular areas?</li> <li>3. Is there any assistance that focuses on the importance of engagement for young people in work or study, in the way that Partnership Brokers does?</li> <li>4. Has the department done any modelling on the impact of ending funding for this program?</li> </ol>
SQ14-002002	ED0273_15	Xenophon, Nick	Written	Written	Outcome 2 - Schools and Youth	Remote Distance Education	<p>For 1500 families living in remote locations throughout Australia, the only access to education for their children is through Schools of Distance Education. Distance education services are well structured and the centres are capably staffed but it is clear that distance education provision, and the policy surrounding it, is based on the assumption that all children have ready access to a person able to act as a tutor who oversees the day to day, on-site delivery of the distance education program.</p> <ol style="list-style-type: none"> <li>1. Who is responsible for supervising and teaching the programs in the home on a daily basis?</li> <li>2. If this responsibility lies with the family, why won't government recognise this vital role, which takes a family member out of the work force or necessitates the employment of additional staff?</li> <li>3. Why won't government provide a specific allowance to families in receipt of the Assistance for Isolated Children's Distance Education allowance to take this into account?</li> <li>4. Has the department done any modelling on the benefits of introducing such an allowance?</li> <li>5. What support does the government offer, other than financial, to parents who are acting as tutor?</li> </ol>

SQ14-000917	ED0274_15	Carr, Kim	4/6/14	1-5-02	Outcome 2 - Schools and Youth	Indexation at CPI	<p>Mr Cook: In some cases indexation around AGSRC was as low as two per cent, which is below CPI. But it was quite variable over the last 10 years.</p> <p>Senator KIM CARR: How often was in below CPI?</p> <p>Mr Cook: I said that in some cases it has been. I would have to take on notice how often that would be.</p> <p>Senator KIM CARR: Would you? I would be really interested to see how often it is below CPI.</p> <p>Ms Paul: Sure. We will do the run of years.</p> <p>Senator KIM CARR: And the higher education indexation rates, are they higher than CPI or lower than CPI?</p> <p>Ms Paul: Why don't we take that on notice and do you a run of years.</p> <p>Senator KIM CARR: And the preschool programs-higher or lower?</p> <p>Ms Paul: I don't know, so why don't we take it on notice and give you a run of years for each program.</p> <p>Senator KIM CARR: I would be interested to know what the effect is of the changes in indexation rate-upper or lower, in terms of program.</p> <p>Ms Paul: Okay.</p> <p>Senator KIM CARR: And the effect of those changes, just in those areas alone.</p> <p>Ms Paul: That is fine.</p>	2/7/2014
SQ14-000919	ED0275_15	Carr, Kim	4/6/14	1-5-02	Cross Portfolio	The employee benefits spend	<p>Can I turn to page 92 of the portfolio budget paper? I noticed there the employee benefits spend has increased sharply in 2014-15 to \$196 million. Then it decreases quite quickly over the forward estimates. Can you explain that to me?</p> <p>Ms Paul: Yes. The difference between the \$176 million for 2013-14 and the \$196 million for 2014-15 is simply the part-year effect of the same thing, because of the machinery of government changes. So it is a bit misleading, in a way. The 2013-14 figures represent 9½ months, which is from the creation of this department.</p> <p>Senator KIM CARR: With regard to the out years, I see that it goes up to \$195 million in 2017-18. If it is machinery-of-government changes that affect the \$196 million in 2014-15, why is it \$195 million in 2017-18?</p> <p>Ms Paul: I will actually check this for you, but my understanding is that we are still going through the historical effect of efficiency dividends et cetera, as I said before, and historical measures ceasing and so on. Particularly some of those temporary efficiency dividends cease. That is why it goes back up.</p>	
SQ14-000921	ED0276_15	Carr, Kim	4/6/14	1-6-02	Cross Portfolio	2.5 per cent efficiency dividend	<p>Senator KIM CARR: What is the total saving for the department in the forward estimates to deliver the 2.5 per cent efficiency dividend?</p> <p>..</p> <p>Ms Paul: As I said, I announced a voluntary redundancy round of 100 earlier this year, which we are currently going through. We are currently oversubscribed for that round of 100 on offer. We are going through the process now and we will offer voluntary redundancies in June and July.</p> <p>Senator KIM CARR: And that will be the total \$30 million?</p> <p>Ms Paul: Well, 100 wouldn't be. We have taken reductions year on year for about four years in a row now from the former department to this one, so I would have to take the breakdown on notice.</p> <p>Mr Griew: \$30 million is over four years. So this measure then re-bases us.</p>	
SQ14-000923	ED0277_15	Carr, Kim	4/6/14	1-7-02	Cross Portfolio	Temporary staff	<p>Senator KIM CARR: How many temporary staff has the department engaged over the last nine months?</p> <p>Ms Cornish: We currently have 1,918 employees and there are 20 non-ongoing employees as at 31 March.</p> <p>Senator KIM CARR: What is the average length of contract for those 20?</p> <p>Ms Cornish: We responded to an earlier question on notice from you that talked about an average time of 627 net working days. That was for to non-ongoing employees who were employed in educational appointments to overseas posts. Perhaps it might be better if I explain that. Last time I said that we had 28 non-ongoing staff as of 13 February. On 28 February we explained in the response to the question on notice that three had not had their contracts renewed and one resigned, so that took us down to 24. Between 28 February and 31 March we now have another four who have left. So we have 20.</p> <p>Senator KIM CARR: But the average length is over two years, is it?</p> <p>Ms Cornish: I think I would have to take that on notice.</p> <p>Senator KIM CARR: It is 600 days net-is that what you mean?</p> <p>Ms Cornish: That was for the two non-ongoing employees who were appointed to educational overseas posts.</p> <p>Ms Paul: That is not what you are after, though. You are after an average. The average will be lower than that.</p> <p>Ms Cornish: Yes, I do not have that for the 20.</p> <p>Ms Paul: We will take it on notice.</p>	

SQ14-000924	ED0278_15	Carr, Kim	4/6/14	1-7-02	Cross Portfolio	Public Service Commissioner	<p>Senator KIM CARR: Is there any role for the Public Service Commissioner in these redundancies?</p> <p>Ms Paul: Yes.</p> <p>Senator KIM CARR: What role is that?</p> <p>Ms Paul: After we have offered and so on, I write to the Public Service Commissioner seeking agreement to offer the voluntary redundancies.</p> <p>Senator KIM CARR: Have there been any applications refused by the Public Service Commissioner?</p> <p>Ms Paul: On this round we have not written yet. In the past, in my former department, I don't think so, although I would have to take that on notice.</p>
SQ14-000927	ED0279_15	Wright, Penny	4/6/14	1-11-02	Cross Portfolio	school visits	<p>Senator WRIGHT: Since becoming education minister, how many schools has Minister Pyne visited?</p> <p>Ms Paul: I don't know. We would have to take that on notice and ask him.</p> <p>Senator WRIGHT: Yes. If you would take that on notice, please. I am interested, then, to know, since becoming education minister, how many of those schools have been government schools and how many have been non-government schools?</p> <p>Ms Paul: Sure. Certainly I know that many of the events that we have briefed for have been held in schools. But we would have to take that on notice.</p> <p>Senator WRIGHT: I would also be interested to know whether you could provide a full list of the school visits of the education minister since he became education minister and whether a press conference was held in conjunction with those visits or not. So I am interested in knowing how many visits there have been that have not been in conjunction with some kind of media event.</p>
SQ14-000929	ED0280_15	Wright, Penny	4/6/14	1-11-03	Cross Portfolio	Minister for Education said the Abbott government has an emotional commitment to non-government schools	<p>Senator WRIGHT: He [Minister for Education] said that the government has an emotional commitment to non-government schools. I am interested in knowing what that might mean. I think a lot of the public would also be interested in knowing what that might mean and what the implications are.</p> <p>Senator Payne: It is a matter for the minister.</p> <p>Senator WRIGHT: Is it possible to take that on notice and explain what he means by an 'emotional commitment'?</p> <p>Senator Payne: I will take it on notice.</p> <p>Senator WRIGHT: Thank you for that. I am also interested in asking you if emotion is the best way to be making policy decisions in this very important and complex area of government policy?</p> <p>Senator Payne: I don't think my opinion on that matter will really shed any light for you, Senator Wright. If you want to pursue that further, then you might wish to take it up with the minister.</p> <p>Senator WRIGHT: Perhaps I could ask you to also put that question to the minister on notice. He is probably the person who is in the best position to comment.</p> <p>Senator Payne: I will.</p>
SQ14-000931	ED0281_15	Wright, Penny	4/6/14	1-12-02	Cross Portfolio	Dept & Agencies: Staffing reductions	<p>Senator WRIGHT: ... The other questions I have are in terms of total reductions in staff numbers across the department as a result of the federal budget. Have you conducted an analysis-</p> <p>Senator Payne: Asked and answered, I think.</p> <p>Senator McKENZIE: 1,000 under Labor.</p> <p>Senator WRIGHT: It has been asked?</p> <p>CHAIR: It has been asked.</p> <p>Senator WRIGHT: Is that information there for each departmental agency?</p> <p>Ms Paul: No, I would have to take that on notice.</p>

SQ14-000932	ED0282_15	Lines, Sue	4/6/14	1-12-03	Cross Portfolio	change of spelling to the word 'program'	<p>Senator LINES: I am seeking some guidance on where to ask this particular question. It has come up in childcare. The word 'program' has been changed from ending in just the letter 'm' to 'me'. Is that a question you can ask or should I ask when we get to childcare?</p> <p>Ms Paul: It is probably across-the-board, so I think it is okay to ask it here. I am not quite sure what the answer is, to be honest. We probably are just reflecting a form, which is a legitimate form. But if you like I will take it on notice and find out whether there was anything which we said internally about it. It would be simply internal. But I think it would be broader than early childhood.</p> <p>Senator LINES: Let me give you some background about it and make sure you are clear on the question. My understanding is that the governments style manual makes no explicit ruling on the spelling. In fact, it uses the single 'm'. I would be interested to know who asked for the change in the childcare documents. I can see the childcare people at the back looking with interest. So maybe they know. How many staff were involved in pursuing that change, because the change is in every single document where ever the word 'programme' occurs and the cost of that.</p> <p>Ms Paul: I think it is probably beyond early childhood. I think it is across portfolio, Senator. I will take it on here and I will take it on notice.</p> <p>CHAIR: Senator O'Neill.</p> <p>Senator O'NEILL: On the same topic, can you confirm that this happened after the election?</p> <p>Ms Paul: Sure. I am happy to take it on notice.</p> <p>Senator O'NEILL: Also when and why it happened. Have you been given this direction as a department and from who?</p> <p>Ms Paul: I don't think so. My recollection is not. It is an internal thing, but let me check it out for you. I am happy to do so.</p> <p>Senator O'NEILL: If we could get some details about how many entries were actually updated and the decision making around prioritising this spelling change, which seems quite remarkable to me.</p> <p>Ms Paul: These days these things are quite easy, of course. But I'm happy to take it on notice and tell the story as much as we can piece it together.</p>	
SQ14-000933	ED0283_15	Carr, Kim	4/6/14	1-13-2	Cross Portfolio	Higher education YouTube video	<p>Senator KIM CARR: You said that there was no advertising work being done to promote the budget measures. Is there a video being produced for higher education? There is a YouTube video.</p> <p>Mr Griew: There is a short YouTube explanation of the change.</p> <p>Senator KIM CARR: So there is some?</p> <p>Mr Griew: It does not constitute advertising in terms of government-</p> <p>Senator KIM CARR: Let us not play semantics about what it is. What did it cost to produce this video?</p> <p>Senator McKENZIE: We will worry about the spelling of 'program' and 'programme'.</p> <p>Senator KIM CARR: How much is the video?</p> <p>Mr Griew: I will have to take that on notice. I can give you that tomorrow.</p> <p>Senator KIM CARR: Was a contract issued for the production of the video?</p> <p>Mr Griew: There was a contract following a tender process.</p> <p>Senator KIM CARR: So there was a tender. Was it a limited tender?</p> <p>Mr Griew: I will have to take that on notice to get you the detail.</p> <p>Senator KIM CARR: Was the video produced at the request of the minister?</p> <p>Mr Griew: The video was produced as part of an overall explanation strategy for-</p> <p>Senator KIM CARR: So there is a communication strategy?</p> <p>Ms Paul: You said, 'Is there an advertising campaign being planned?' We have said 'No'. Of course we try to communicate the budget.</p> <p>Senator KIM CARR: Is there a communication strategy for these budget measures?</p> <p>Ms Paul: We have tried to communicate the budget measures.</p> <p>Senator KIM CARR: Doing a great job.</p> <p>Ms Paul: Thank you. As I said, we will continue to try to inform people as best we can. I doubt that it was an instruction. It was probably part of an overall thinking through what approach would get a message out in the easiest way that people relate to these days. That would have been part of it. But, anyway, we will take it on notice.</p>	

SQ14-000934	ED0284_15	Carr, Kim	4/6/14	1-14-2	Cross Portfolio	Establishment and running costs of shared services centre	<p>Ms Paul: Probably, yes.</p> <p>Senator KIM CARR: 650 public servants is quite a substantial number of people. It is quite a substantial budget to fund 650 people. What would the total cost of running this be?</p> <p>Ms Paul: They have a capital budget, too, for IT. I can take it on notice, if you like.</p> <p>Senator KIM CARR: So a substantial sum of money for 650?</p> <p>Ms Paul: Yes.</p> <p>Senator KIM CARR: We are talking multi millions of dollars to run this program. But there is no announcement and no budget line.</p> <p>Ms Paul: We could have, and perhaps we should have, because we are quite proud of it and it is certainly innovative. But in the technicals of the PBS it won't show because it is not a separate agency. I am very happy to spruik its wares.</p> <p>Senator KIM CARR: I am sure you are. If you could provide me with the annual cost to run the centre and the cost breakdown of-</p> <p>Ms Paul: Yes.</p> <p>Senator KIM CARR: which department is paying what and is there a formula? Are there savings to be found to fund this measure? Could you provide information on that?</p> <p>Ms Paul: We did not need to find savings for this measure, because it is an efficiency measure in itself, in a way, because we are keeping people and teams together that in the traditional machinery of government splits would have been split. Partly our desire to create this new shared services centre was simply to keep teams together that would otherwise have to be split.</p> <p>Senator KIM CARR: So there is a saving involved. What is the level of savings?</p> <p>Ms Paul: It is not a savings. The former department split five ways, basically. So this keeps teams together in a more efficient way.</p> <p>Senator KIM CARR: Is there going to be a CEO for the centre?</p> <p>Ms Paul: Yes.</p> <p>Senator KIM CARR: Will it be advertised?</p> <p>Ms Paul: It has been.</p> <p>Senator KIM CARR: Where is it being advertised?</p> <p>Ms Paul: I could get the details. It was advertised publicly. It was a public advertisement. We got the commissioner's agreement to advertise publicly.</p>
SQ14-000935	ED0285_15	O'Neill, Deborah	4/6/14	1-16-2	Cross Portfolio	process of QoNs from additional estimates hearing	<p>Senator O'NEILL: I want to return to the questions on notice, if this is an appropriate place to ask.</p> <p>Ms Paul: Yes.</p> <p>Senator O'NEILL: They were late in being returned. My question is about the process. You create the answers to the questions on notice. Do they then go to the minister's office?</p> <p>Ms Paul: Yes, they go through the minister's office, as they have always done.</p> <p>Senator O'NEILL: Right. What happens then?</p> <p>Ms Paul: Then they come back through us and they come to you.</p> <p>Senator O'NEILL: Is there an editing process that the minister can undertake for work provided by the department?</p> <p>Ms Paul: Ministers' offices or ministers have always had that capacity. That has always been the case. They are cleared, if you like, through ministers' offices. Nothing has changed with the change of government in terms of our process. Ultimately, of course, they are the department's answers.</p> <p>Senator O'NEILL: Do we know how long the questions were sitting with the minister from the time they were completed by the department and made available to us?</p> <p>Ms Paul: No, I don't.</p> <p>Senator O'NEILL: Would you be able to find that out?</p> <p>Ms Paul: Sure.</p>
SQ14-002004	ED0286_15	Xenophon, Nick	4/6/14	1-16-2	Outcome 2 - Schools and Youth	Allowances for home schooling	<p>Senator XENOPHON: I am happy for this to be taken on notice. It is about who is responsible for supervising and teaching programs in the home on a daily basis. If the responsibility lies with the family, does government recognise this role? Apparently it doesn't, in terms of support, which takes a member out of the workforce or necessitates the employment of additional staff, particularly if they are in a rural farming property. Why won't the government provide a specific allowance for families in receipt of Assistance for Isolated Children Scheme allowance to take this into account? Has the department done any modelling on the benefits of introducing such an allowance?</p> <p>All very simple questions.</p> <p>Ms Paul: So this is particularly about home schooling?</p>

SQ14-000938	ED0287_15	O'Neill, Deborah	4/6/14	1-18-2	Outcome 2 - Schools and Youth	Youth unemployment - follow up question from SQ14-000047	<p>Senator O'NEILL: during the program to attach them, because as you know I am fairly new to the Senate, but I want to get these questions answered throughout the day. I will just foreshadow-and I might have to give you this in writing-this on notice for answers today to some of these questions so you can do a bit before 11 o'clock tonight, if possible. I particularly want to herald right now question 460, when I asked for clarification of the minister's request to you to provide him with information about young Australians transitioning from school to work. When I asked for requests from the minister in relation to policy options for addressing youth unemployment-issues we know now are at the heart of these budget of broken promises-my question was answered with one sentence. This, again, reflects the concerns that I have articulated already. What was in the briefs that were provided? I want the details of the programs addressing youth unemployment that were offered up to the minister and the evidence base for any advice that was given to the minister.</p> <p>The decisions that we see arising in the budget were informed by this process and I want to know who got what, when it was informed by and its connection in consideration to other issues. For example, I asked a question in health the other day. The decision about unemployment benefits being unavailable for people for the first six months of unemployment under age 30, has that been considered? Was any consideration given to that in terms of its impact on that access to a doctor? Because my concern is what advice was proffered and the quality of that. So I want to know about answers to question 460 and other ones that came from me. I might indicate that I will be following this up.</p> <p>Ms Paul: ...We wouldn't normally come back with details of the content of our advice. It sounded like you were asking for that, but you were not here. To me, this is a fair answer to a question. You have now put another range of questions of more detail on notice, so I will take that on notice</p>
SQ14-000918	ED0288_15	Hanson-Young, Sarah	4/6/14	1-22-2	Outcome 1 - Early Childhood Education and Care	Future projections for JET	<p>Senator HANSON-YOUNG: ..... Is there now work being done to model how many people will be needing to access JET given the government's changes to employment welfare access for those under 30?</p> <p>.....</p> <p>Ms Paul: Yes. And of course then we would say we are hoping that these changes open up JET to be able to be offered to more people. So we can have a look at that. Why don't we take it on notice and see-we will have to work with the other portfolio, obviously, but I am happy to do so.</p>
SQ14-000920	ED0289_15	Lines, Sue	4/6/14	1-22-3	Outcome 1 - Early Childhood Education and Care	CSP funding	<p>Senator LINES:.....you said you had to find the money from other programs to top up the CSP. Which other programs did you take the money from?</p> <p>.....</p> <p>Senator LINES: You said in response to a question from Senator Hanson-Young that you had had to top up the fund, and you gave the figures over a couple of years. You said you had found the money from other programs. So which other programs?</p> <p>.....</p> <p>Ms Wilson: I was talking about two things. I was saying that we had to top it up by \$22.1 million in 2012-13 and that in the future, because we have to offset any increases, we would have to look at taking it from other programs. I was making a point about this being a program that is being spent-going beyond its allocation.</p> <p>Senator LINES: Yes, I understand that. So where did you take the \$22.1 million from?</p> <p>.....</p> <p>On Pg 23</p> <p>Ms Wilson: I will have to take that on notice. I do not have the 2012-13 information with me.</p>
SQ14-000922	ED0290_15	Lines, Sue	4/6/14	1-23-2	Outcome 1 - Early Childhood Education and Care	Media Release - CSP changes - Minister Ley 21 March	<p>Senator LINES: I am just looking at a media release put out by Minister Ley on 21 March in which she says, 'Ms Ley said the changes'-and by that she meant the CSP changes-'meant new family day care services applying for CSP would have to meet eligibility criteria requiring them to be the only provider' in the FDC area. Ms Ley, did the department give input to this media release?</p> <p>.....</p> <p>Ms Wilson: I understand that there has been some comment about whether the statement says it was only for new. I think the decision at the time the minister announced it was for new. The budget announced an extension of that to existing. I do not think anything in that press release-and I have read it several times and we will take on notice our input into that, whether we provided any-there was never any intention to say anything apart from those rules applied to new when the minister announced it on 21 March.</p>



SQ14-000928	ED0291_15	Lines, Sue	4/6/14	1-26-2	Outcome 1 - Early Childhood Education and Care CSP program	<p>Senator LINES: You said this morning in answers to questions from Senator Hanson-Young that in the past you had had to top up the CSP program. When I asked you specifically where that money came from I think you said in response, 'We haven't had to top it up.' But now you are telling me-</p> <p>Ms Wilson: No, I did not, Senator. Just for the record, I said there was \$21.2 million in the last financial year and I would have to take on notice how that was found.</p> <p>Senator LINES: So you are now saying that some of these savings could indeed have gone to those programs?</p> <p>Ms Wilson: I am saying they were redirected to meet other pressures. We have used these bits to reduce the ask on government for the top-ups in things like CSP and JET.</p> <p>Senator LINES: I understand that. Can you tell me specifically where that has been redirected to?</p> <p>Ms Wilson: It is within the same program, 1.1. Given that JET and CSP are within 1.1, I cannot tell you this bit went to that; it is part of the-</p> <p>Senator LINES: That is what I want you to tell me.</p> <p>Ms Wilson: It is part of a-1.1. is part of an allocation. It is within that allocation and both of those are pressures in that allocation.</p> <p>Senator LINES: But can you tell me specifically where it went, which one it went to? Did bits go to both or-</p> <p>Ms Paul: We can take it on notice; that is fine, and if we can give you more detail we are absolutely happy to do so. Technically, if it is within the same program, the way a budget works is it just gets reallocated to the overall 1.1. But nonetheless we will take it on notice and see if we can track it further.</p>
SQ14-000930	ED0292_15	Lines, Sue	4/6/14	1-27-2	Outcome 1 - Early Childhood Education and Care Referred to ED0431_14	<p>Senator LINES: In answer to a question on notice-it was ED0431_14-you gave the number of applications to the accessibility fund by state. But the question that was asked was what local government areas had applied. So can you give me a list today of the local government areas that applied?</p> <p>.....</p> <p>Senator LINES: S..... So I am asking you to give me the local government areas. I do not think you need to go back and ask them.</p> <p>Ms Wilson: We can take it on notice. I do not have a list with me.</p>
SQ14-000939	ED0293_15	McKenzie, Bridget	4/6/14	1-33-2	Outcome 1 - Early Childhood Education and Care NQF application fee on waivers	<p>Senator MCKENZIE: We also heard in recent inquiries about the use of waivers. I know ACECQA's report went to issues of waivers. Can you explain the purpose of the waivers and the cost to the service of applying for waivers? Flesh out a bit the mechanics around that. Advise why so many services are needing those waivers.</p> <p>...</p> <p>Mr De Silva: Sure. So under the national law, you can apply for two types of exemptions or waivers from meeting one of the requirements under the national quality standard or under the national regs. One is on an ongoing basis, and that is referred to as a service waiver. The other one is for a period of up to 12 months, and that is referred to as a temporary one. I will need to take it on notice if there is an application fee, but I can get that to you quite quickly.</p>

SQ14-000940	ED0294_15	Hanson-Young, Sarah	4/6/14	1-42-2	Outcome 1 - Early Childhood Education and Care	modelling of how many families would be affected by childcare changes	<p>Senator HANSON-YOUNG: During the Senate inquiry into the quality framework and other childcare matters, only in the last couple of weeks, I asked questions about the modelling of how many families would be affected by these changes. The answer came back of CCB affecting just shy of 500,000 families because of the eligibility changes and, for CCR, 100,000. Obviously, some of those 100,000 would be included in the 500,000, but some will not be because they will be higher than the income bracket. Do we have any more refined figures than that, or could you take that on notice for me?</p> <p>Ms Wilson: I do recall the question during the Senate inquiry. I think we talked about 500,000 families with decreases in CCB payment. I think we also said that there was about the same amount who will get an increase in CCR. In terms of the number of families reaching the \$7,500 limit for CCR, when the original limit was imposed by the previous government in that last budget, it was likely to be about 74,000 reaching that cap.</p> <p>Senator HANSON-YOUNG: In that financial year?</p> <p>Ms Wilson: In the 2014-15 financial year. But with the interactive effect of the CCB threshold pauses now, that is liable to go up to about 76,000. So there is an additional 2,000.</p> <p>Senator HANSON-YOUNG: Could you take on notice for me-I know it is difficult, but you see what I am trying to say? Some of those people are going to be caught by both changes and some will not be.</p> <p>Ms Wilson: That is right.</p> <p>Senator HANSON-YOUNG: Can you take that on notice, unless you have the figures and unless you think you know how many people are going to be caught by both?</p> <p>Ms Wilson: Are you asking for the interaction between the 76,000 and the 500,000?</p> <p>Senator HANSON-YOUNG: Yes.</p> <p>Ms Wilson: We will have to see what we can do. That is quite a complex interaction. While we have given you the absolute, we are happy to take it on notice.</p> <p>...</p> <p>Senator HANSON-YOUNG: I want to know whether that 500,000 group plus those affected by the CCR freeze has taken into consideration the rise in childcare fees as opposed to just the increased number of people wanting access to child care?</p> <p>Ms Wilson: The way the modelling and the costing for budget works, it should be built into the growth model we already have. If that is not the case, I will come back to you. But I will check that.</p>
SQ14-000941	ED0295_15	McKenzie, Bridget	4/6/14	1-51-2	Outcome 1 - Early Childhood Education and Care	ANAO report on the Community Support Programme	<p>Senator MCKENZIE: Thank you. The ANAO report on the Community Support Programme identified these inequities. Did it recommend that the eligibility requirements be reviewed?</p> <p>Ms Pearce: Yes, it did.</p> <p>Senator MCKENZIE: And that is actually occurring?</p> <p>Ms Pearce: That has occurred. That is why we have the new eligibility criteria applying from 2015 to all services.</p> <p>Senator MCKENZIE: That report came down in 2012.</p> <p>Ms Pearce: It did.</p> <p>Senator MCKENZIE: Two years. What action did the former government take to address this anomaly or this failure of policy objective?</p> <p>Ms Paul: I do not think any changes were made.</p> <p>Senator MCKENZIE: No changes? No addressing the recommendations of the ANAO report?</p> <p>Ms Pearce: Not that I am aware of, but I can certainly take that on notice.</p>
SQ14-000942	ED0296_15	McKenzie, Bridget	4/6/14	1-52-2	Outcome 1 - Early Childhood Education and Care	Preschool funding	<p>Senator MCKENZIE: Prior to the universal access national partnership, did states and territories fund access to preschool? For how many hours? Will they continue to fund access to preschool in their jurisdictions?</p> <p>Ms Wilson: Yes. They did. There were variable hours across jurisdictions. I am not sure that we have that detail of how many hours were funded in each state and territory, but it was close to around nine to 10 hours a week.</p> <p>Senator MCKENZIE: Maybe on notice. I am sure you will have it from the previous hearings. Why is the current universal access national partnership for such a short period of time? I think it is July 2013 to December 2014.</p>

SQ14-001802	ED0297_15	McKenzie, Bridget	4/6/14	1-52-2	Outcome 1 - Early Childhood Education and Care	National Partnership	<p>Senator MCKENZIE: I understand that national partnership is subject to review by June.</p> <p>Mr De Silva: Yes.</p> <p>Senator MCKENZIE: The Assistant Minister for Education offered to expedite the review. Has that occurred?</p> <p>Ms Wilson: Certainly the minister has written several times to her colleagues and at meetings of education ministers has outlined that she understands people want certainty. We have had delays in the provision of data from states and territories, and that was an important part. Deloitte Access has been engaged, and has been engaged for quite a while, to do this piece of work. Some jurisdictions are as late as six to nine weeks past the deadlines.</p> <p>Senator MCKENZIE: Who is late, Ms Wilson?</p> <p>Mr De Silva: We will probably have to take on-</p> <p>Ms Wilson: I might want to get the latest data because I think I have some impressions in my head and I do not-</p> <p>Senator MCKENZIE: Yes. You do not want to say something when they actually handed in their homework yesterday.</p> <p>Ms Wilson: That is right.</p> <p>Ms Paul: That is right. Let us not verbal our colleagues unwittingly.</p> <p>Senator MCKENZIE: That is right. I do appreciate getting that type of answer right.</p> <p>Ms Wilson: Yes. There were several extensions, and I just need to see by the last date.</p> <p>Mr De Silva: Who provided what.</p>
SQ14-000943	ED0298_15	Lines, Sue	4/6/14	1-53-2	Outcome 1 - Early Childhood Education and Care	universal access work	<p>Mr De Silva: So there is a 2014 review of the national quality agenda. Because Deloitte was already doing the work for the national partnership on universal access to early childhood education, it was actually more cost effective to use them to do some modelling in relation to the national quality agenda 2014 review process. So that is why they have been extended. The review process for that goes on until October.</p> <p>Senator LINES: So they have not been extended for the universal access work?</p> <p>Ms Wilson: No.</p> <p>Senator LINES: That is due to finish</p> <p>Ms Wilson: They are due to report to the minister in June.</p> <p>Senator LINES: Deloitte will finish on 30 June?</p> <p>Ms Wilson: They are sort of doing both reviews in parallel. So they will finish their involvement in the universal access one and they will continue the work on the national policy framework.</p> <p>Senator LINES: So the universal access will finish 30 June?</p> <p>Mr De Silva: I need to check the exact dates, but the work they need to complete will be completed by 30 June.</p>
SQ14-000944	ED0299_15	Lines, Sue	4/6/14	1-54-2	Outcome 1 - Early Childhood Education and Care	Number of children in each state accessing the 15 hours per week universal access	<p>Senator LINES: Queensland Treasury notes that their programs are delivered to about 60,000 children in kindergartens and day care centres. I think, from memory, they are one of the few states that have really spread that money out. Can you provide the department's figures on number of children in each state accessing the 15 hours per week? I am not sure if Senator McKenzie asked a similar question.</p> <p>Mr De Silva: We could take it on notice. It will be in the national collection.</p> <p>Ms Wilson: There was an ABS data release recently at the high levels. But we can certainly take it on board.</p>
SQ14-000936	ED0300_15	Lines, Sue	4/6/14	1-55-2	Outcome 1 - Early Childhood Education and Care	Universal access enrolment	<p>Mr De Silva: In terms of enrolments, in Victoria, it was 93 per cent. That is enrolled for 15 hours per week. In Queensland, it was 94 per cent. In South Australia, it was 92 per cent. So there are different outcomes in enrolments state by state. But then it looks at the proportion that are delivered for 15 hours and then it looks at the proportion of programs that are delivered by a qualified teacher.</p> <p>Senator LINES: Are you able to provide that data to us?</p> <p>Mr De Silva: I can take that on notice. Yes, we will be able to.</p> <p>Senator LINES: Are any states, then, falling below the targets? If so, why? What is being done to help lift attendance rates?</p> <p>Ms Wilson: It is probably fair to say that each state identified a different trajectory of getting there-not just the absolute at 95 per cent, but how they were going to go. So we can certainly take it on notice to have a look at the data in relation to that.</p>
SQ14-000937	ED0301_15	Lines, Sue	4/6/14	1-55-3	Outcome 1 - Early Childhood Education and Care	universal access hours	<p>Senator LINES: Thank you. The Victorian government's commented that if it does not receive federal government funding for universal access to preschool, it would need to cut its program back to around 10 hours per week. Can the department provide the research that was used to research the ideal of 15 hours of preschool per week?</p> <p>Ms Wilson: I think we might have talked to this before. We can certainly have a look. I do not think there was one piece of research that landed on 15, it is fair to say. I think Senator McKenzie might have talked about this before, actually. There were whole pieces of research which suggested some engagement in the year before school was really important to the development of children and helping the transition to school. There were variable bits of research about what the best number of hours were.</p> <p>Senator LINES: So there is a varied amount of research, but you will have a look. I think ECA has a claim that it is 30 hours. I think that came up in the Hansard for the hearing we have just done. That is all I have at the moment. Thank you very much.</p>

SQ14-000965	ED0302_15	Wright, Penny	4/6/14	1-56-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA Draft report of curriculum review	<p>Senator WRIGHT: So how many times have you met with the reviewers, Dr Donnelly and Professor Wiltshire?</p> <p>Mr Randall: Once.</p> <p>Senator WRIGHT: That was in May?</p> <p>Mr Randall: Yes. We have provided some advice to them. I think they have written to us in the lead-up. There are two occasions-I can check-we have written to them providing information.</p> <p>Senator WRIGHT: Was one of those occasions after you met with them in May?</p> <p>Mr Randall: One of them was a follow-up, yes.</p> <p>Senator WRIGHT: Can you confirm, when you can, how many times you have written to them?</p> <p>Mr Randall: I think that last time, in the follow-up to last Senate estimates-I would need to check-one of the senators asked us for a copy of the correspondence. That was provided. I could check now who it was. But we did provide, I think after we last met, the copies of the correspondence.</p> <p>Senator WRIGHT: Thank you for that.</p>
SQ14-000966	ED0303_15	O'Neill, Deborah	4/6/14	1-63-2	Outcome 2 - Schools and Youth	Curriculum Review resources from Dept	<p>Senator O'NEILL: You have not put any additional allocated, but you have been using some of your staff members. Could you provide a cost of the staff involved for the project from the department?</p> <p>Ms Paul: It is part of our business as usual. We could identify for you, perhaps, how many people have helped support the review.</p> <p>Senator O'NEILL: Yes. And the rough cost that would be plus what has been spent on travel and expenses. If I could have a breakdown, that would be really good.</p> <p>Ms Paul: As I say, it is no additional cost. The \$73,000, I imagine, does largely cover travel, actually. That would be the bulk of it.</p> <p>Mr Cook: And meeting rooms.</p> <p>Ms Paul: And the hire of meeting venues for whatever.</p>
SQ14-000967	ED0304_15	O'Neill, Deborah	4/6/14	1-65-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA - Recommendations for classic Greek and Latin	<p>Senator O'NEILL: Did you receive recommendations for the development of a national curriculum for classic Greek and Latin?</p> <p>Mr Randall: I would need to check. I would need to go back and look at the consultation report.</p> <p>Senator O'NEILL: So it is not front of mind for you?</p> <p>Mr Randall: No.</p> <p>Senator O'NEILL: Find out on notice, perhaps, how many schools teach these subjects and how many jurisdictions particularly requested these curricula be developed.</p> <p>Mr Randall: Sure.</p>
SQ14-000968	ED0305_15	Back, Chris	4/6/14	1-66-2	Outcome 2 - Schools and Youth	Curriculum review - Panel consultation	<p>Mr Cook: That is difficult to say, Senator, particularly if the reviewers would like to hold any other further consultations once they have actually started to formulate their report. There is no reason to believe at all that it will go beyond the \$300,000, that is for sure. There may be some under-expenditure.</p> <p>CHAIR: Sure. On notice-I do not expect you to tell us now-I would be interested in knowing, and I am sure others would be too, who the panel have met and where they have met them.</p>
SQ14-000969	ED0306_15	Back, Chris	4/6/14	1-66-3	Outcome 2 - Schools and Youth	Curriculum Review Panel submissions	<p>My understanding is the team that is supporting the reviewers are currently quantifying and codifying that sort of information so the reviewers have that easily to hand.</p> <p>CHAIR: And has the invitation been placed for people to make submissions in confidence so that either they or, if they are from an institution, the name of the institution does not have to be made public?</p> <p>Mr Cook: I am not aware of that. I will take that on notice.</p>
SQ14-000970	ED0307_15	Back, Chris	4/6/14	1-66-4	Outcome 2 - Schools and Youth	Panel meetings with the Minister	<p>CHAIR: This might have been asked. I am sorry; I should have paid more attention. We know that you, Mr Randall and, I think, Dr Lambert have met with the review panel. Do we know, Minister, whether or not the panel have met with Minister Pyne?</p> <p>Senator Payne: I will seek advice on that, Chair.</p> <p>Ms Paul: I am not aware of a meeting. I am not sure. We will ask.</p> <p>Senator Payne: I will take that on notice.</p> <p>CHAIR: If you could. Obviously, I would also be interested in knowing, in the event the panel did or did not meet with Minister Pyne, whether or not the panel received any directives. I am not asking what they might have been. I am just asking whether directives may have been presented from the minister.</p>

SQ14-000971	ED0308_15	O'Neill, Deborah	4/6/14	1-69-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA Benchmarking progress	<p>Senator O'NEILL: So will the funding for doing this-publishing reports et cetera-be diverted from the continuing development of curriculums, or is it embedded as part of the process?</p> <p>Dr Lambert: Exactly. It is incorporated into part of the normal process.</p> <p>Senator O'NEILL: Would it be possible to get an indication of the benchmarking that is complete?</p> <p>Mr Randall: Yes. They are on our website.</p> <p>Senator O'NEILL: Just a list of those. Any access would be really good. And a forward program of what you are anticipating in terms of the rest of the curriculum rollout.</p> <p>Mr Randall: I want to be clear on that so we do not misunderstand that. Our forward program is that we have languages curriculum work being developed. At the moment, in terms of active curriculum development, I think that is all. We are developing some proposals for further senior secondary work, which will have to go to the council. Is that what you mean?</p> <p>Senator O'NEILL: The ones that are already implemented and completed I am sure you are doing some benchmarking with. Basically, I am trying to get a timeline of what is going on with regard to the development and implementation of the curriculum.</p> <p>Mr Randall: Of our activity?</p> <p>Senator O'NEILL: Benchmarking the curriculum and reporting of the same.</p> <p>Mr Randall: Yes, we can.</p> <p>Senator O'NEILL: So a bit of a structure of that.</p>	
SQ14-000972	ED0309_15	O'Neill, Deborah	4/6/14	1-77-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA staffing	<p>Senator O'NEILL: Thank you very much. Ms Paul and Mr Cook, I should have asked the same question of ACARA. Could you provide me with those details for ACARA?</p> <p>Mr Cook: I am sorry, Senator, I do not have staffing details with me.</p> <p>Ms Paul: We can take them on notice.</p> <p>Senator O'NEILL: Staffing details.</p>	
SQ14-000915	ED0310_15	O'Neill, Deborah	4/6/14	1-78-2	Outcome 2 - Schools and Youth	Cut in School expenditure	<p>Senator O'NEILL: Can the department confirm that there will be \$30 billion cut from school expenditure?</p> <p>Ms Paul: We actually gave evidence on this this morning to Senator Wright.</p> <p>.....</p> <p>Senator O'NEILL: Well, that is good for Treasury, but I am not in Treasury. I am going to be here and I am not able to hear it. I want to hear it because it is about education.</p> <p>Ms Paul: We can certainly take it on notice. But we have asked Treasury, and their guidance has been that it is for them to explain. I am certainly happy to take it on notice and get a written explanation from them. Of course, they are also giving evidence themselves.</p>	2/7/2014
SQ14-000916	ED0311_15	Wright, Penny	4/6/14	1-88-2	Outcome 2 - Schools and Youth	PISA report	<p>Senator WRIGHT: I am interested in asking about the differential between the most advantaged and the most disadvantaged schools in Poland. You are telling us about the per head expenditure, but I would actually like to know where they sit on a range. Is it like that or is it like that?</p> <p>Mr Cook: That information would be available in the PISA report. We are happy to take that on notice.</p>	

SQ14-000951	ED0312_15	Wright, Penny	4/6/14	1-90-1	Outcome 2 - Schools and Youth	Additional funding to schools	<p>which showed the additional Commonwealth funding over 2014 to 2017. At that time, the document did not show figures for the Northern Territory, Queensland and Western Australia. I have flagged with the department that I would like them to bring an updated version of that table with the full additionality of Commonwealth funding for every state and territory. Do you have that with you today?</p> <p>Mr Cook: 'Additionality' is actually defined-it is with the national education reform agreement-as money under Gonski. These three states were not signatories to that. I am sorry to be technical, but the term 'additionality' actually does have a definition in the national education reform agreement.</p> <p>Senator WRIGHT: I used the wrong term, right?</p> <p>Mr Cook: Just to help me with what you are seeking, we can get this information to you quickly.</p> <p>Senator WRIGHT: The request was not able to be met, or those columns were not available because, as we know-</p> <p>Mr Cook: They were not signatories; that is right.</p> <p>Senator WRIGHT: The Northern Territory, Queensland and Western Australia would not sign up to the agreement that the other states signed up for. We want to have a sense of how things look across all the states and territories, not leaving them out. So whatever the term is that I should have used, do you understand what I am asking for?</p> <p>Mr Cook: Yes.</p> <p>Ms Paul: It was probably small 'a' additionality rather than large 'A' additionality.</p> <p>Senator WRIGHT: That may well be. Maybe it did have a capital A or maybe it did not.</p> <p>Ms Paul: I do not know.</p> <p>Senator WRIGHT: Do you have that here today? Were you able to understand that that was actually what I asked for?</p> <p>Ms Paul: We can certainly run through. Because \$1.2 billion was put back into the funding and those states now are going to receive more funding than they were going to-</p> <p>Senator WRIGHT: We know what the other states were going to put in. We want to know what the amount is from the Commonwealth and from the states that is actually going to go to schools. Do you have that table with you?</p> <p>Mr Cook: The table we gave you in the select committee is not the total additional funding because it will not include enrolment growth or indexation growth. It just talked about additionality. The additional funding is broken up into three things. It is broken up into additionality, which is based on a transition agreement by the previous government, indexation and enrolment growth. I do not have solely the additionality figures for those three states with me, so we will certainly take it on notice.</p> <p>Ms Paul: Would you like the totals?</p>	2/7/2014
SQ14-000952	ED0313_15	Wright, Penny	4/6/14	1-92-1	Outcome 2 - Schools and Youth	Additional funding for schools - Northern Territory	<p>Senator WRIGHT: Through the Senate select committee, we have been made aware that the Northern Territory is still yet to decide how they will spend the additional funds. That was the evidence from the director of education in the Northern Territory. He said it was their intent to spend the money on schools but he could not guarantee that every dollar would go to education costs. Is the department aware of that?</p> <p>Mr Cook: No. I have had no discussions with the Northern Territory department.</p> <p>Senator WRIGHT: Has the minister or the department followed that up with the Northern Territory?</p> <p>Ms Paul: What is the last piece of what you said he said?</p> <p>Senator WRIGHT: He said it was their intent to spend the money on schools but they could not guarantee every dollar would go to education costs.</p> <p>Ms Paul: I think it has to. I think it has to under the act. We will have to go and look at the-</p> <p>Senator WRIGHT: Well, it has to. But if it does not, it is not quite clear. How do you monitor? You monitor by results?</p> <p>Ms Paul: I think we might be asking them tomorrow.</p> <p>Senator WRIGHT: That is what I am asking you now. You obviously were not aware of it. That was my first question. Did you follow that up with the Northern Territory government? Clearly not, if you did not know about it.</p> <p>Ms Paul: We will now.</p> <p>Senator WRIGHT: I do not know if you would know that, Senator Payne, but maybe you could take that on notice for me.</p>	
SQ14-000953	ED0314_15	Collins, Jacinta	4/6/14	1-95-1	Outcome 2 - Schools and Youth	Indexation data	<p>Senator JACINTA COLLINS: Sure. I have not forgotten that. Mr Cook referred to the fact that in the letter to the states and territories, we were now able to embrace, I suppose, the 2013 data.</p> <p>Mr Cook: That is correct.</p> <p>Senator JACINTA COLLINS: Are you able to provide us with some information on the difference between the 2011 and the 2013 data?</p> <p>Mr Cook: Sure. This will be very global. I am happy to take more detail on this.</p> <p>Senator JACINTA COLLINS: Perhaps you could just deal with that on notice.</p> <p>Mr Cook: Yes, sure.</p> <p>Senator JACINTA COLLINS: I meant to ask it of you at the time.</p> <p>Mr Cook: The short thing was obviously enrolment changes. What we projected is enrolment growth from 2011 may be different in some states to what it actually was in 2013. I think that impacted on Victoria, for example. The projection in 2011 enrolment growth was larger than what the actual enrolment was in 2013. So it is things like that which are the issues. There are some demographic differences as well.</p>	

SQ14-000954	ED0315_15	Collins, Jacinta	4/6/14	1-95-2	Outcome 2 - Schools and Youth	Projected indexation	<p>Senator JACINTA COLLINS: That is the part that I am also interested in. Whilst we are still on indexation, your answer to question 9 from the public hearings on 16 May was addressing the issue of nonparticipating government schools. You indicated that those jurisdictions provided forecasts and projections of their indexation rates in the 2011-14 period in the December 2012 heads of Treasury negotiation process. Are you able to provide us any more detail about that?</p> <p>Mr Cook: There was a process that was run by Treasury, where all states and territories were asked to provide information about their projected indexation. The purpose of that was for the previous government to look at what future indexation might look like. That was the main reason for that.</p> <p>Senator JACINTA COLLINS: Are you able to tell us what those projected indexation figures were?</p> <p>Mr Cook: I will have to take that on notice. Not off the top of my head. We will certainly have a look at it.</p> <p>Senator JACINTA COLLINS: I ask cautiously because you refer to a negotiation process.</p> <p>Mr Cook: Yes. So I will have to look, because it was actually done by Treasury, not by us. We will have to go to Treasury to seek that advice. It was done through a senior officers process. Normally those processes are confidential. But I am happy to take it on notice and talk to my Treasury colleagues about that.</p>
SQ14-000955	ED0316_15	Collins, Jacinta	4/6/14	1-96-1	Outcome 2 - Schools and Youth	Indexation - correspondence	<p>Senator JACINTA COLLINS: You referred to that most recent letter. I thought you said that it was both indexation and distribution.</p> <p>Mr Cook: The minister has indicated in his letter that, consistent with the review of indexation, he will talk about indexation with ministers. That is correct.</p> <p>Senator JACINTA COLLINS: When are those talks?</p> <p>Mr Cook: That will be a matter for the minister.</p> <p>Senator JACINTA COLLINS: So there is no timeframe at this stage?</p> <p>Ms Paul: He has written to them seeking their interest. So, in a way, he awaits their responses. We can probably give an update at next estimates.</p> <p>Senator JACINTA COLLINS: Could you take on notice a copy of that letter, too, please?</p> <p>Ms Paul: Yes, sure.</p>
SQ14-000956	ED0317_15	Collins, Jacinta	4/6/14	1-97-1	Outcome 2 - Schools and Youth	Negotiation of bilateral agreements	<p>Senator JACINTA COLLINS: When I got your answer to question No. 8, I must admit I remained confused. On the one hand, the Commonwealth said, 'Key components of that agreement we're not going to meet.' But on the other hand, as you explained to us, the bilateral agreements made between the Commonwealth and each of New South Wales, South Australia and the ACT remain in place. I do not understand how those two can sit together. If it is just that there is a time lag and that the Commonwealth will be seeking to amend those agreements, that is one issue. But I do not understand how those agreements can still stand given the Commonwealth's current policy position and its implementation in the budget.</p> <p>Senator Payne: The point of the implementation from the budget is the key observation that you make. The formality of that brings the issue to the fore now.</p> <p>Senator JACINTA COLLINS: So we can anticipate, then, that the Commonwealth will seek to amend the agreements?</p> <p>Mr Cook: I think the minister has been very clear about negotiating. In fact, it says that in the budget paper around formal negotiation. I would anticipate that the formal negotiation would include discussions in relation to existing agreements.</p> <p>Senator Payne: Why do I not seek advice on that from the minister?</p> <p>Senator JACINTA COLLINS: That would be helpful, because the response to that question, which is simply the bilateral agreements remain in place, I think is-I do not say deliberately-misleading at best.</p> <p>Senator Payne: I will take that on notice and do that.</p>
SQ14-000957	ED0318_15	Collins, Jacinta	4/6/14	1-97-2	Outcome 2 - Schools and Youth	Changes to National Education Reform Agreement (NERA) requirements	<p>Mr Cook: Well, there are certain things that certainly the parties are now saying they want to change in relation to requirements around the NERA, the heads of agreement in relation to the act and the regulatory burden it places on them. They do not necessarily want to keep the agreements.</p> <p>Senator JACINTA COLLINS: Are you able to summarise that information? I think it would be particularly useful for the select committee.</p> <p>Mr Cook: I have a summary that has been given to me in the last couple of days about the submissions that we have received. Not all states and territories have finalised their submission to us. But we certainly can do that. I have a two-page summary, actually.</p> <p>Senator JACINTA COLLINS: I think on the last occasion we asked you, there was very limited feedback.</p> <p>Mr Cook: That is right. We have now got 17 submissions in from the states and territories and other sectors-parent groups and principal groups. There are still some states and territories that have asked for an additional extension until next week or the week after. But we can certainly give you the flavour of what they are without any problems. I happy to take that on notice and provide that to you.</p>

SQ14-002007	ED0319_15	McKenzie, Bridget	5/6/14	1-101-2	Outcome 3 - Higher Education, Research & International	Student Loans	<p>Mr Griew: On the website, in answer to your question about a hypothetical, there are a couple of examples, which we use to explain to students. We could point you to them.</p> <p>Senator McKENZIE: I am sorry, but I have not had a chance to go to the website.</p> <p>Mr Griew: I am not expecting that. I can run through one if you want.</p> <p>Senator McKENZIE: That would be really helpful, thank you, Mr Griew.</p> <p>Mr Griew: I am just trying to see if this is one which is actually in the private sector and, therefore, explains it. I think what we might do is, over dinner, copy this page and table it. It goes through students doing a graduate diploma.</p> <p>Senator KIM CARR: That will give you a mission for another half hour. I am pleased you are doing that. It is very good.</p>
SQ14-000958	ED0320_15	Collins, Jacinta	4/6/14	1-104-1	Outcome 2 - Schools and Youth	National School Chaplaincy Programme	<p>Senator JACINTA COLLINS: That is where I would like to see the figures-that carve-up that you just gave me-to see if that has changed historically. If you go back to the origins of the program, for instance, is that 11 per cent for Catholic schools something that grew?</p> <p>Mr Cook: We will take that on notice.</p> <p>Senator JACINTA COLLINS: That is my impression, but I do not know if that is a fact.</p> <p>CHAIR: We need to wind up.</p> <p>Senator JACINTA COLLINS: I have just one more question on this.</p> <p>CHAIR: Very briefly, Senator Collins. We are into the carving.</p> <p>Senator JACINTA COLLINS: On those figures, could you also give me the break-up between chaplains as opposed to welfare workers for each school sector? I would like to know what is going to happen to the existing welfare workers in a range of schools. I would like to be able to quantify what even the problem is.</p> <p>Mr Cook: We are happy to take that on notice.</p> <p>.....</p> <p>Cont. Page 127</p> <p>Senator JACINTA COLLINS: You have taken on notice breaking that down into sector, too, haven't you? Could you do that sector by state too for me, please?</p> <p>Mr Cook: Sure.</p>
SQ14-000959	ED0321_15	Wright, Penny	4/6/14	1-106-1	Outcome 2 - Schools and Youth	Independent Public Schools	<p>robust causal kind that you were referring to earlier, in relation to the link between economic payment and student outcome. For example, the Productivity Commission's 2012 Schools workforce research report says:</p> <p>Strengthening school-level leadership could raise student outcomes"</p> <p>But there is no evidence cited there that autonomy has improved student learning outcomes, and there are warnings that autonomy might work against equity within the system. Is there anything stronger than that in that report that I missed?</p> <p>Mr Cook: Not that I am aware of. Talking about new information, I referred to some Victorian research that we would not have provided to you in those six reports previously. I am sorry senator, I am not sure if you were in the room when I talked about the Victorian research.</p> <p>Senator WRIGHT: No, I do not think I was.</p> <p>Mr Cook: When I was in Victoria we undertook research where we identified-I think it was-six low SES schools that were performing higher than you would anticipate based on an analysis that we did on the entry results of those students. Those schools were doing better than other schools that had similar socioeconomic characteristics. The characteristics of those schools were very similar to the sorts of principles of independence and autonomy. Those characteristics were: being able to select staff, being able to have flexible budgets to resource particular aspects of their school and direct that to teacher professional development, and also having very strong links to the school community-all of which are part of the independent public school sort of notion. I can certainly provide that to you. I am happy to take that on notice.</p> <p>Senator WRIGHT: That was a sample size of six schools?</p> <p>Mr Cook: We identified those schools that were performing better, and, yes, we limited it to six, but still those schools were actually practical outcomes that were showing.</p> <p>Senator WRIGHT: The sorts of studies here were a little bit more extensive and rigorous, if I am right, in thinking in terms of-</p> <p>Mr Cook: I would not say that it is not rigorous. The department itself-</p> <p>Senator WRIGHT: Was there statistical analysis? Was there a control group of six-</p> <p>Mr Cook: The control group was groups of schools that had a similar socioeconomic background to those schools.</p> <p>Senator WRIGHT: Was there a control group of other schools that fit those criteria in terms of independence that were not performing as well? Did you look to do that?</p> <p>Mr Cook: The control group was those schools that did not have that level of flexibility, as opposed to those schools that did.</p> <p>Senator WRIGHT: Yes, but there may have been other schools that did and were not performing as well too. Did you look at that</p>
SQ14-000960	ED0322_15	Wright, Penny	4/6/14	1-109-1	Outcome 2 - Schools and Youth	Independent Public Schools	<p>Senator WRIGHT: At best, I would say that what I have been able to find in these reports is a hope that greater autonomy will lift student outcomes. But I am asking why the government is proceeding with this notion of independent public schools at a cost when there is apparently scant evidence. Is it just a pet notion of the minister's?</p> <p>Senator Ryan: I will take that on notice on the half of the minister, because that is a question that is appropriate for the government.</p>



SQ14-000961	ED0323_15	Back, Chris	4/6/14	1-109-2	Outcome 2 - Schools and Youth	School autonomy research	<p>Senator WRIGHT: What is the evidence? We are interested to see it.</p> <p>CHAIR: Senator Wright is quite right, you have placed this before. There is a good dialogue, but we are not going to resolve that this evening. Mr Cook, did you want to make a comment following-</p> <p>Mr Cook: Obviously, research can mean different things to different people. I have evidence in front of me, the World Bank report. Key findings relating to autonomy from this report conclude that across countries where there is good performance in international student achievement tests they have school level autonomy, which also allows schools to allocate and manage resources.</p> <p>CHAIR: I think it would be useful if you tabled that for the committee or provided it for the committee with the questions.</p> <p>Ms Paul: Perhaps we will table some summaries. I think that is a good idea. We have actually been giving evidence for some years now that there is a range of research, anecdotal qualitative evidence and what you might call proxy measure evidence like, for example, the fact that in WA enrolments in public schools have gone up by 25 per cent, which is against national trend for government schools.</p>
SQ14-002008	ED0324_15	Carr, Kim	5/6/14	1-111-2	Outcome 3 - Higher Education, Research & International	indexation rates	<p>Senator KIM CARR: No, I am interested in the indexation rates specifically, not the efficiency dividend.</p> <p>Mr Griew: So the change in indexation? We do not have that by research program.</p> <p>Senator KIM CARR: The Australian Academy of Science tells me it is 0.76 per cent in 2014-15, 0.386 per cent in 2015-16 and 6.4 per cent in 2016-17. Are those figures correct?</p> <p>Mr Griew: Could you just read those again?</p> <p>Senator KIM CARR: In the 2013-14 budget the effect is minus 0.76 per cent, in 2014-15 it is minus 3.86 per cent and in 2015-16 it is minus 6.44 per cent. Is that correct?</p> <p>Mr Griew: That does not sound right, partly because the dates would be wrong.</p> <p>Senator KIM CARR: Why don't you have a look at it and I will come back to you-</p> <p>Mr Griew: This must be the efficiency dividend that was announced in the 2013-14 budget by the previous government.</p> <p>Senator KIM CARR: Can you go back and have a look at these numbers and tell me what the numbers are that you would agree with? I am sure the Academy of Science documents are readily available to you. I would like to know by program what it means.</p> <p>Ms Paul: It sounds like it is the impact of the efficiency dividend proposed by the former government-because of the dates.</p> <p>Senator KIM CARR: I am actually interested in the changes in the indexation rates, not the efficiency dividend as such.</p> <p>Mr Griew: That will impact from 2015-16.</p> <p>Senator KIM CARR: Tell me what they are and what the effect is across the research programs, please.</p> <p>Ms Paul: That is fine.</p>

SQ14-000962	ED0325_15	McKenzie, Bridget	4/6/14	1-114-2	Outcome 2 - Schools and Youth	Students attending non-government schools	<p>Senator MCKENZIE: Could you remind the committee again what the figures are, by state, of the number of parents who decide to have their child educated in a non-government school?</p> <p>Mr Cook: I will have to take that on notice, sorry. The number of parents-do you mean the number of schools or the number of children?</p> <p>Senator MCKENZIE: What percentage of Victorian students, for instance, attend non-government schools, and a global figure.</p> <p>Ms Paul: Globally, across the nation, it is about 30 per cent attend a non-government school. Mr Cook does have the breakdown.</p> <p>Mr Cook: The 'parent' threw me a little bit there.</p> <p>CHAIR: Primary and secondary, if you can differentiate.</p> <p>Mr Cook: I have only got it by sector, I am afraid; I can take on notice, primary and secondary. I can go by state and territory or would you like global?</p> <p>Senator MCKENZIE: I have got global-30 per cent.</p> <p>Mr Cook: Of the 3.6 million students in 2013, 65 per cent of those went to the government sector, 21 per cent to the Catholic sector and 14 per cent to the independent sector.</p> <p>Senator MCKENZIE: I would prefer it by state as well, please.</p> <p>Mr Cook: New South Wales has 65 per cent government, 22 per cent Catholic, 13 per cent independent; Victoria has 63 per cent government, 23 per cent Catholic, 14 per cent independent; Queensland has 67 per cent government, 18 per cent Catholic, 15 per cent independent; South Australia has 64 per cent government, 18 per cent Catholic, 16 per cent independent; Western Australia has 66 per cent government, 19 per cent Catholic, 18 per cent independent; Tasmania has 70 per cent government, 18 per cent Catholic, 11 per cent independent; Northern Territory has 73 per cent government, 12 per cent Catholic, 15 per cent independent; and the ACT has 57 per cent government, 28 per cent Catholic and 14 per cent independent.</p> <p>Senator MCKENZIE: So the ACT has the highest uptake of non-government education.</p> <p>Mr Cook: That is correct-57 per cent government and 43 per cent non-government.</p> <p>Senator MCKENZIE: I think that is all I have for 2.2.</p> <p>CHAIR: I would check some of those figures, Mr Cook. I am up to 103 per cent in the case of WA.</p> <p>Mr Cook: Some of those will be rounding.</p> <p>CHAIR: They would have to be.</p>	
SQ14-000963	ED0326_15	Collins, Jacinta	4/6/14	1-115-1	Outcome 2 - Schools and Youth	Disability loadings	<p>Senator JACINTA COLLINS: I am interested in having that broken up a bit further. I think you gave me the 1.1, 1.2, 1.3 and 1.3 bill, which came to a total of four point whatever it was, off the top of my head.</p> <p>Mr Cook: Commonwealth is 4.8 per cent.</p> <p>Senator JACINTA COLLINS: Can you give that to me in terms of the growth in spending year by year?</p> <p>Mr Cook: I will have to calculate that in my head at the moment.</p> <p>Senator JACINTA COLLINS: Yes.</p> <p>Mr Cook: I do not want to embarrass myself about being innumerate.</p> <p>Senator JACINTA COLLINS: I roughly calculated it to be, of course we only had the 1.1 versus the 1.3 bill, a growth over four years of about 18 per cent. Am I in the ballpark?</p> <p>Mr Cook: Yes, I believe you would be.</p> <p>Senator JACINTA COLLINS: I would be interested to understand that a bit more carefully in terms of how it grows over those four years. From the first year to the second year is how many per cent? The second year to the third year is how many per cent? I did not have the precise figures, so it was hard to calculate that.</p> <p>Mr Cook: The loadings will be based on the growth in the per student amount.</p> <p>Senator JACINTA COLLINS: Yes.</p> <p>Mr Cook: The per student amount grows by 3.6 per cent per year-9,700 for primary and 12,000 for secondary. And the loading then feeds in to that</p> <p>Senator JACINTA COLLINS: Yes. So it is just 3.6 times four years, is it?</p> <p>Mr Cook: Basically, yes.</p> <p>Senator JACINTA COLLINS: At the end of the four-year transition period, that will then drop to 2.5 per cent. Is that right?</p> <p>Mr Cook: The CPI is what the indexation growth would be, as enrolment growth. It depends on numbers as well. So if there are more students with disability in the sector-</p> <p>Senator JACINTA COLLINS: Let's talk in per student amounts.</p> <p>Mr Cook: For student amounts, growth would be the indexation rate. That is correct.</p> <p>Senator JACINTA COLLINS: For the four-year period, it has been growing at 3.6 per cent.</p> <p>Mr Cook: Yes, 3.6 per cent.</p> <p>Senator JACINTA COLLINS: And when we change to the CPI indexation measure, as currently forecast, that will drop to 2.5 per cent.</p>	

SQ14-000964	ED0327_15	Collins, Jacinta	4/6/14	1-120-1	Outcome 2 - Schools and Youth	Schooling Resource Standard	<p>Ms Paul: And a review point. I was talking about the review point.</p> <p>Senator JACINTA COLLINS: The government's position at the moment seems to argue that each state and its needs are different, so what is the point of having a national SRS if that is the case?</p> <p>Ms Paul: But it was always a state-based SRS, so each SRS is now expressed on a state by state basis in terms of funding.</p> <p>Senator JACINTA COLLINS: That is in terms of the plan to reach the SRS.</p> <p>Ms Paul: Yes, but it is also the basis on which current funding is made.</p> <p>Mr Cook: Every state has a different schooling resource standard because they have different student demographics and that has always been the case.</p> <p>Senator JACINTA COLLINS: Could I have a breakdown of those?</p> <p>Mr Cook: Sure. Do you want that in a particular year?</p> <p>Ms Paul: For this year, for example, do you want what we are funding on the basis of that? That is probably the best way.</p> <p>Senator JACINTA COLLINS: You could make it the quadrennium.</p> <p>Ms Paul: Sure. We will see what we can do.</p>
SQ14-000973	ED0328_15	McKenzie, Bridget	4/6/14	1-120-2	Outcome 2 - Schools and Youth	Aboriginal and Torres Strait Islander loading	<p>and Torres Strait Islander loading. I believe the regulation goes to the detail of how that loading is developed. Could you provide the committee with the research that underpins the development of that loading to be constructed in the way that it is constructed?</p> <p>Mr Cook: I am happy to take that on notice, in terms of research.</p> <p>Senator MCKENZIE: I assume we have come up with these loadings based on evidence.</p> <p>Mr Cook: The loadings were based on consultation, and part of that was input into meetings with state and territory officials, and things like that.</p> <p>Ms Paul: I do not know that it is based on particular academic research, because it is basically a formula. It is basically a numbers base.</p> <p>Senator MCKENZIE: It is a formula. When you go to the level of detail of the formula, why have we chosen certain variables to construct that loading the way we have? Those reasons would actually underpin the legitimacy of the loading as it is constructed within the act. I would like you to do the same for 38, 39, 40, 41 and 42.</p> <p>Ms Paul: Are you getting at the rationale for the detail of each loading?</p> <p>Senator MCKENZIE: Why does the formula look like that?</p> <p>Ms Paul: For example, in the Indigenous loading the original Gonski review recommended a model that did not fund an Indigenous loading on the basis of every student, but only started after five per cent of a school's students were Indigenous, whereas, after quite an extensive period of consultation, the former government moved to a loading approach which recognised Indigenous enrolments from one.</p> <p>Senator MCKENZIE: From one?</p> <p>Ms Paul: Yes.</p> <p>Senator MCKENZIE: I guess what I am trying to understand is that-</p> <p>Ms Paul: It was quite different to the original review.</p> <p>Senator MCKENZIE: We had a model and a methodology of constructing these loadings-the one you speak about is a case in point-that were then modified and changed by the previous government.</p> <p>Ms Paul: Yes; that is right.</p> <p>Senator MCKENZIE: I am still not quite sure, other than for political reasons, why that happened, when you turn your back on evidence to base loading decisions on. If you could take that on notice for each of them I would really appreciate that.</p> <p>Mr Cook: Every loading in the Gonski report does not look like the final model.</p> <p>Senator MCKENZIE: Every single one?</p>

SQ14-000975	ED0329_15	Collins, Jacinta	4/6/14	1-121-2	Outcome 2 - Schools and Youth	Loading rationale	<p>Senator JACINTA COLLINS: On that point-it relates to a wrap-up question I wanted to ask across the groups, as well-Senator McKenzie asked questions similar to this in the select committee and the answer that came back, I thought, was quite limited. We were provided with the rationale for the lower SES one, but then the answer said, 'Specific research papers on the other five loadings were not developed.' That may well be the case but the rationale-</p> <p>Senator MCKENZIE: That is not a good policy development process to have the whole loading system-</p> <p>Senator JACINTA COLLINS: This is what I am suggesting, Senator McKenzie. I am trying to assist in the answer to that. Whilst Senator McKenzie might have asked for papers, I think it was pretty clear that she was seeking the rationales. As we were just talking about, the Indigenous one went before the reference group, for instance. So there was a consultation process, and the rationale for those changes was fairly well canvassed. I do not think it should be difficult to describe the rationale behind why that occurred the way that it did, if you could please do that.</p> <p>Mr Cook: We would possibly have a PowerPoint presentation that was used for some of that, which will probably be helpful. That was probably my fault because I literally went to research papers and that paper was the most research embedded. The other one was more a PowerPoint presentation and some of it was government decision based on-</p> <p>Senator MCKENZIE: A PowerPoint presentation?</p> <p>Senator JACINTA COLLINS: The PowerPoint presentation was describing the rationale. Mr Cook is saying he could potentially go back to it.</p> <p>Senator MCKENZIE: Were there footnotes in the PowerPoint presentation describing the rationale that may have included research papers?</p> <p>Mr Cook: I do not know.</p> <p>Senator MCKENZIE: Anyway, you will take that on notice, Mr Cook. Thank you so much.</p>
SQ14-000976	ED0330_15	Collins, Jacinta	4/6/14	1-122-1	Outcome 2 - Schools and Youth	CPI - price rises	<p>Senator O'NEILL: One of the things on the next page indicates significant price rises in the quarter. One of them was secondary education, and they peeled it off. The actual CPI figure was six per cent. So the gap between the 2.5 is even higher.</p> <p>Ms Paul: On the other hand, the former index of AGSRC was dropping quite dramatically in recent years. It was estimated to come down to three per cent or lower.</p> <p>Senator JACINTA COLLINS: As I recall it, that was because data contributions were declining and that is what we were trying to address.</p> <p>Ms Paul: Yes. As we said earlier, for example, New South Wales has legislated that public sector wage increases cannot be above 2½ per cent. Those are the things that drive-</p> <p>Senator O'NEILL: It is just important that the gap is quite significant and the CPI, as part of this, figures pretty prominently, so we will have to watch it.</p> <p>Mr Cook: Some of that will be school fees, so it will not have to do with government funding or public funding. Some of that will be increasing schools fees, which is private expenditure. That is part of that figure as well.</p> <p>Senator O'NEILL: Yes, but it is still going to factor into the CPI.</p> <p>Ms Paul: I am just reiterating the point. There are different buckets in that number.</p> <p>CHAIR: We need to exert some discipline here, Mr Cook.</p> <p>Senator JACINTA COLLINS: Sorry, Senator Back, could I just clarify that the department will have another look at those expenses on notice?</p> <p>Ms Paul: We will review that answer. Yes, we will.</p>
SQ14-000977	ED0331_15	Kroger, Helen	4/6/14	1-124-2	Outcome 2 - Schools and Youth	Breakdown of Chaplaincy programme	<p>Senator KROGER: Have you done a breakdown of the take-up of those? We talked earlier on about lower socioeconomic schools. So on the basis of SES grading has that been taken a step further in the breakdown? It would be interesting to know to what extent it is increasing the capacity of schools that might have lower SES and have particular needs. Is it increasing their capacity?</p> <p>Mr Cook: That is work we would have to do, and we can actually do it. I am happy to take it on notice. We know that particularly for the non-government sector. For the government sector it is more challenging because the government schools do not have an SES score like the non-government schools do.</p> <p>Senator KROGER: Yes, of course. That is right.</p> <p>Mr Cook: For government schools we can give information around location, remoteness and those sorts of things, but it will be more difficult to give government school information about low SES.</p> <p>Senator KROGER: Given that over 75 per cent of the uptake is in the government schools, I do not mean this to be an onerous job that will take some poor person in the department away from their real job for a week or two weeks. Are there parameters you could punch in to determine whether that is an indicator, in terms of the sorts of schools that it is supporting?</p> <p>Mr Cook: I am happy to take it on notice. We will have a look at some of the information on the My School website, which does give you some demographic information on all schools around socio economic-I had forgotten about that; Ms Paul reminded me. We can look at that and it will give us information about the breakdown of students with disabilities, Indigenous students and all those sorts of things. We can look at some of those things.</p>

SQ14-000974	ED0332_15	Wright, Penny	4/6/14	1-126-2	Outcome 2 - Schools and Youth	Chaplaincy	<p>Senator WRIGHT: But my understanding is that the new restriction is that they need to be a recognised denomination. You can call me pedantic, but I am wondering if that has to be a denomination recognised by the minister, Senator Ryan or whether it is recognised on a list somewhere-a regulation-so that schools can ascertain whether the sort of person that they want to employ as a chaplain is within a recognised denomination or is it in the eye of the beholder, which would seem to be the minister.</p> <p>Mr Thomas: There is a recognised denominations list. I do not have the reference on me but-</p> <p>Senator WRIGHT: Alright, so if you could provide that on notice.</p>
SQ14-000979	ED0333_15	Wright, Penny	4/6/14	1-127-2	Outcome 2 - Schools and Youth	Chaplains - data	<p>Senator WRIGHT: Absolutely. What proportion of people working in schools in 2014 are chaplains, and what proportion are welfare workers?</p> <p>Mr Cook: Eighty per cent are chaplains. Twenty per cent are welfare workers. The numbers are: 2,335 are chaplains, which is 80 per cent; and 583, which is 20 per cent, are student welfare workers.</p> <p>Senator WRIGHT: Is that for this year?</p> <p>Mr Cook: As at 30 April this year. There are 2,918 workers. While there are 3,511 schools, some of those workers are across a number of schools.</p> <p>.....</p> <p>Senator WRIGHT: Can you also do that in terms of the denominations of the chaplains, please?</p> <p>Mr Cook: We can look at the data, yes.</p>
SQ14-000980	ED0334_15	Wright, Penny	4/6/14	1-128-2	Outcome 2 - Schools and Youth	evaluation of the chaplain program	<p>Senator WRIGHT: I am very interested in knowing, particularly now given the significant funding that is going to be going to this program, what research, auditing or evaluation has been done on the efficacy of the chaplain program, so all the evaluations that have been done in terms of how effective this program is. Certainly we have heard some anecdotal evidence from you, Senator Ryan, and others, but has there been evaluation of the effects which it has? We are being told this is about welfare, although then, Senator Ryan, you said that welfare has always been a core requirement of schools. So this seems to me to be about religious welfare.</p>
SQ14-000981	ED0335_15	Wright, Penny	4/6/14	1-129-2	Outcome 2 - Schools and Youth	The criteria of the chaplain program	<p>Senator WRIGHT: Yes, it does. But, again, that does not mean that we cannot question what the criteria of the program are. And I am saying that it is religiosity.</p> <p>Senator Ryan: On behalf of the government, I will take the question you have just asked on notice. But I will say it again, it is us delivering on an election commitment. I will take that question that you just asked on notice.</p> <p>Senator WRIGHT: I will ask the department.</p> <p>Senator Ryan: You can ask them. I can interpose myself and say that I will take it on notice.</p> <p>Senator WRIGHT: Which question then is that?</p> <p>Senator Ryan: You asked for research on behalf of the government. I am taking that on notice.</p> <p>Senator WRIGHT: Thank you.</p>
SQ14-000982	ED0336_15	Collins, Jacinta	4/6/14	1-129-3	Outcome 2 - Schools and Youth	student pastoral care programs	<p>Senator JACINTA COLLINS: Senator Ryan referred to a large body of research that shows that student pastoral care programs-I think he may have actually focused on part of the program statement, the advantages in relation to social and emotional skills. Does that research focus on student pastoral care programs in a general sense or does it focus solely on programs provided by chaplains?</p> <p>Senator Ryan: If you are asking me-</p> <p>Senator JACINTA COLLINS: I am asking you or the department. I am just noting that you referred to it earlier.</p> <p>Senator Ryan: I was trying to provide a summary for Senator Kroger.</p> <p>Ms Paul: I think we might have to take it on notice. I am not sure. Just let us have a look at the research and answer that.</p>
SQ14-000983	ED0337_15	Wright, Penny	4/6/14	1-131-2	Outcome 2 - Schools and Youth	Complaints of the chaplains program	<p>Senator WRIGHT: Breaches of the chaplains program. Could you table that for us?</p> <p>Mr Cook: Complaints, do you mean?</p> <p>Senator WRIGHT: Yes, I think we gave you forewarning of that.</p> <p>Mr Cook: I have the information, but it is on a green piece of paper, Senator.</p> <p>Senator WRIGHT: Yes; I wonder if we could get that collected and copied, perhaps, and then we could have it-I am conscious of how late it is.</p> <p>CHAIR: Thanks for that, Mr Cook.</p>

SQ14-000984	ED0338_15	O'Neill, Deborah	4/6/14	1-138-2	Outcome 2 - Schools and Youth	Education Grant program - Grants and Awards	<p>Senator O'NEILL: Thank you. I just wanted to clarify that. I would like to ask some questions around the grants and awards. Is there an easily accessible list of the grants and awards that come under the education grant program?</p> <p>Mr Cook: We can certainly take that on notice.</p> <p>Ms Paul: I think we will have to take that on notice, probably.</p> <p>Senator O'NEILL: Yes. I have been looking around through many documents, and I could not easily access a list.</p> <p>Ms Paul: Yes, I think it has not really been a program; it has been a number of different grants programs. So that is probably why we should take that on notice and give you the list.</p> <p>Senator O'NEILL: There is a fairly substantial amount of money that has been involved in it. But I noticed that \$59.7 million savings are going to be going on over the years in the forward estimates. I was hoping you actually might be able to tell me the grants and awards that are going to be able to be cut by \$59.7 million.</p> <p>Mr Cook: There will not be cuts in some cases; they will be terminating programs. In one case, for example, money was going to, I think, the Rock Eisteddfod. The Rock Eisteddfod has indicated it is no longer continuing. So, it made the decision that it would stop, and therefore there is no requirement for us to fund that program.</p> <p>Ms Paul: So we can give you the breakdown. We would need to take it on notice. We can give you what the componentry is. So all the funding that is part of that saving is not committed funding, so it is not funding that everyone has received. And, as Mr Cook said, some of it represented terminating programs as well. But it probably is easiest to spell that out for you on notice, if that works for you.</p> <p>Senator MCKENZIE: On terminating funding, the example you used was that Rock Eisteddfod decided. So, you did not mean 'terminating funding' in the traditional way.</p> <p>Senator O'NEILL: Yes, that is what my next question was. Of that list, could you indicate which ones are self-selecting for termination?</p> <p>Ms Paul: Sure.</p>
SQ14-000985	ED0339_15	O'Neill, Deborah	4/6/14	1-140-2	Outcome 2 - Schools and Youth	broadband enabled education program	<p>Senator O'NEILL: . On the broadband enabled education program, would you explain for me what is going on in that item line there?</p> <p>Ms Bloor: That program is continuing as planned. The 13 projects that are supported through the program are rolling out services and they will be doing that through 2014 and into 2015. There has been no change to the program.</p> <p>Senator O'NEILL: Exactly what are they doing?</p> <p>Ms Bloor: They are providing a variety of services across the VET, schools and tertiary sector that are trialling innovative technologies in areas covering students with disabilities, science and maths studies and all those sorts of things.</p> <p>Senator O'NEILL: Would you be able to provide some further detail on notice about the program?</p> <p>Ms Bloor: Absolutely.</p> <p>Senator O'NEILL: Can you also indicate where that program is intersecting with sites where the National Broadband Network fibre to the premises is operating?</p> <p>Senator MCKENZIE: Do you really want that answer?</p> <p>Senator O'NEILL: I would like to know where there might be some problems.</p> <p>Senator MCKENZIE: And the rollout plans?</p> <p>Senator O'NEILL: I think there is an intersection with that. The capacity to have broadband enabled education for people with disabilities is absolutely imperative.</p> <p>Ms Bloor: There has been an increase in the take-up of services in the program in the last several months since the requirement to use fibre to the premises has actually been loosened, so it is simply high-speed broadband now.</p> <p>Senator O'NEILL: The technology delivery capacity is something that I am interested in as well.</p> <p>Ms Bloor: Yes, certainly we can provide that.</p>
SQ14-000986	ED0340_15	O'Neill, Deborah	4/6/14	1-141-2	Outcome 2 - Schools and Youth	flexible literacy	<p>Senator O'NEILL: There were a number of community partnerships that addressed particular Indigenous learning disadvantage..</p> <p>..Mr Cook: There were some subprograms in the low SES national partnership. That money continues through the schools funding model. That money continues and is indexed. National partnerships were never indexed.</p> <p>Ms Paul: And there is a new loading. Indigenous students attract a higher loading, now-every single one of them-rather than having a targeted programmatic approach.</p> <p>Mr Cook: This was additional money we got, through MYEFO to the portfolio, for that election commitment.</p> <p>Ms Paul: For the flexible literacy. It is additional, in other words.</p> <p>Senator O'NEILL: Can you tell me about the performance evaluation criteria?</p> <p>Mr Cook: We can take that on notice. We are in the process of selecting the candidates for th</p>

SQ14-000987	ED0341_15	Collins, Jacinta	4/6/14	1-143-2	Outcome 2 - Schools and Youth	definition of 'chaplains'	<p>Senator JACINTA COLLINS: I have one quick thing I was encouraged to think about on 2.3. When we go back to the definition of 'chaplains'-you probably need to do this on notice-can you respond as to whether you can have a humanist chaplain and also a Scientologist chaplain?</p> <p>Mr Cook: Given this is a government decision, I will take that on notice.</p> <p>Senator JACINTA COLLINS: There is actually an organisation called humanist chaplains.org.</p> <p>CHAIR: You have got too much time on your hands, Senator Collins-that is the problem.</p> <p>Ms Paul: I know that Mr Thomas did not list those on that list of denominations, but that was not a comprehensive list either, so we will take it on notice.</p>
SQ14-000988	ED0342_15	O'Neill, Deborah	4/6/14	1-148-2	Outcome 2 - Schools and Youth	Youth Connections program	<p>Senator O'NEILL: My next question, if I can get back to the cost-benefit analysis, is: was one done before the determination to not continue funding this program?</p> <p>Senator Ryan: You will have to ask your government that. I think you could ask Mr Swan. You decided to fund it for only an extra year.</p> <p>Senator O'NEILL: Mr Cook?</p> <p>Ms Paul: We will take that on notice.</p>
SQ14-000997	ED0343_15	Carr, Kim	5/6/14	2-06-02	Agency - Australian Research Council (ARC)	ARC - Special research initiatives	<p>Senator KIM CARR: Since 2008, how many special research initiatives have been embarked upon?</p> <p>Prof. Byrne: Goodness me, I would guess it is in the order of five, but we can find you that number out exactly.</p> <p>Senator KIM CARR: Of any of those initiatives, was there funding allocated for those special initiatives?</p> <p>Prof. Byrne: I am fairly certain that some were, yes.</p> <p>Senator KIM CARR: Which ones were not?</p> <p>Prof. Byrne: Off the top of my head, I couldn't tell you. But we can certainly tell you that.</p> <p>.....</p> <p>Senator KIM CARR: Thank you. How much of the SRIs in the past was spent on capital works rather than research and equipment?</p> <p>Prof. Byrne: We can take it on notice if you want some detail, but, in general, relatively small amounts get spent on capital works, per se. But our money does get used to support research infrastructure. Indeed, we have specific funds for supporting research infrastructure.</p>
SQ14-001002	ED0344_15	Carr, Kim	5/6/14	2-07-02	Agency - Australian Research Council (ARC)	ARC - James Cook University - ERA performance	<p>Senator KIM CARR: Let me help you out then. JCU achieved a 2 in medical and health research in the 2010 and 2012 ERA rounds. Is that right?</p> <p>Prof. Byrne: I don't have the numbers in front of me. We can check it. But I suspect that is right, if you have it in front of you.</p> <p>Ms Harvey: I believe that is true. I would like to double-check.</p> <p>.....</p> <p>Senator KIM CARR: What about public health? Would it be 1?</p> <p>Prof. Byrne: Again, you probably have the table in front of you, Senator.</p> <p>.....</p> <p>Ms Harvey: I would just like to double-check the record.</p>
SQ14-001005	ED0345_15	Carr, Kim	5/6/14	2-11-02	Agency - Australian Research Council (ARC)	ARC - Future fellowships	<p>Senator KIM CARR: There is one other specific criteria of the previous scheme. In fact, one of the things that I was particularly proud of was that we could get so many internationals to come here. Where was the 2006 Prime Minister's Prize for Science awardee born?</p> <p>Ms Harvey: We would have to take that on notice.</p>
SQ14-001006	ED0346_15	Back, Chris	5/6/14	2-17-2	Agency - Australian Research Council (ARC)	ARC - Infectious disease	<p>CHAIR: ..... We had the CRC into new and emerging infectious diseases. Can you tell us whether the ARC is sponsoring ongoing research and collaboration in one health, recognising that 70 per cent of infectious diseases in humans have their origins from animals.</p> <p>Prof. Byrne: I would have to take that one on notice. I would imagine that we do, because we do fund 10 per cent of our resources into health. The boundary between what we fund and what the National Health and Medical Research Council funds is a very blurred boundary. The ARC tends to fund things that are on the more basic side, but it also tends to fund things that are about animals rather than about humans. The NHMRC is well and truly focused on human health outcomes. I am happy to take that one on notice.</p>

SQ14-001008	ED0347_15	Rhiannon, Lee	5/6/14	2-23-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Time taken between lodging application's & determination byTEQSA	<p>Senator RHIANNON: Maybe to just help on that, to ask it in a different way: what is the average period of time between a provider lodging an application with TEQSA and a determination being made?</p> <p>Ms Kristoffersen: I do not think it would give you a good perspective or view of the timelines if I gave you the average times, because there were processes that took a long time initially. Some of the average numbers are skewed by, for example, transitional business that we inherited from the state and territory accreditation agencies.</p> <p>.....</p> <p>Senator RHIANNON: To assist our discussions for tomorrow, could you provide more information on this issue with regard to the period of time between a provider lodging an application and the determination being made-some different examples of that? And it would be useful to quantify, so we know if most are taking a long time, if most are in the average or if it is spread across the board. That would be useful.</p> <p>Ms Kristoffersen: I will certainly do that.</p>
SQ14-001011	ED0348_15	Carr, Kim	5/6/14	2-26-2	Outcome 3 - Higher Education, Research & International	TESQA Commissioners leave	<p>Mr Griew: The reason for Mr Hawke's leave would be, in essence, analogous to the explanation I have given you of the leave that Dr Nicoll has.</p> <p>Senator KIM CARR: And is that also indefinite on full pay?</p> <p>Mr Griew: I would have to take that on notice. I just do not recall the exact terms of this.</p>
SQ14-001013	ED0349_15	Carr, Kim	5/6/14	2-28-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Entity known as Parapharm registered?	<p>Senator KIM CARR: Let us just take this through then. Ms Kristoffersen, is an entity known as Parapharm registered?</p> <p>Ms Kristoffersen: To make-</p> <p>Senator KIM CARR: TEQSA registration-are they on your registry?</p> <p>Ms Kristoffersen: I would have to take that on notice. I believe they are but I would like to confirm that on notice.</p> <p>.....</p> <p>Senator KIM CARR: Mr Griew, you can help me here. In principle, this college that runs a homeopathy degree would be eligible for funding?</p> <p>Mr Griew: I am not across the individual details of that higher education provider, and I would need to take that on notice.</p>
SQ14-001014	ED0350_15	Carr, Kim	5/6/14	2-31-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - No. of providers transferred across from the state registrations	<p>Senator KIM CARR: So how many providers were transferred across from the state registrations?</p> <p>Ms Kristoffersen: Around 170, but I would have to take the exact number on notice.</p>
SQ14-001017	ED0351_15	Back, Chris	5/6/14	2-32-2	Outcome 3 - Higher Education, Research & International	Australian Universities Quality Agency	<p>CHAIR: Ms Kristoffersen, the Australian Universities Quality Agency is an agency with whom you were associated?</p> <p>Ms Kristoffersen: That is correct.</p> <p>CHAIR: Where does it fit into this overall process? What is its funding level? What is its area of responsibility?</p> <p>Ms Kristoffersen: The Australian Universities Quality Agency no longer exists.</p> <p>CHAIR: I am trying to get some understanding within Australia as to what sort of budget it had for the task it had in order to see what the comparator might be with the current task that we are discussing here.</p> <p>Ms Kristoffersen: My association with the Australian Universities Quality Agency dates back to 2007, when I left my employment there. I do not have the numbers at the back of my head.</p> <p>CHAIR: I wonder if you could take that on notice for us.</p>
SQ14-001018	ED0352_15	Carr, Kim	5/6/14	2-34-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Risk profile	<p>Senator KIM CARR: How many institutions do you have on your risk profile? How many organisations do you have on your list which have a high risk profile or a medium risk profile?</p> <p>Ms Kristoffersen: The information that we collect, or the risk profile that we develop for providers, is confidential between TEQSA and the providers.</p> <p>Senator KIM CARR: I am not asking you about individuals. If I want to know about any individual, I will ask you. Of the 170, how many would you have on your list that are high risk or medium risk providers?</p> <p>Ms Kristoffersen: I will have to take that question on notice.</p>



SQ14-001020	ED0353_15	Back, Chris	5/6/14	2-36-2	Outcome 3 - Higher Education, Research & International	Cost of AUQA versus TEQSA quality assurance	<p>Mr Griew: ..... You asked, if I understood correctly, for some comparison of the cost of AUQA versus TEQSA quality assurance.</p> <p>CHAIR: The comparative workload.</p> <p>Mr Griew: Yes, comparative workloads; that is right. I found in my papers here a table which compares AUQA and TEQSA, the UK equivalent quality assurance agency under the UK authority, HEQF, and our own ASQA, the VET regulator. Probably the best measure would be the number of providers per staff member. TEQSA sits at about two, just a shade over two. HEQF-</p> <p>CHAIR: Are these staff members engaged in the audit process?</p> <p>Mr Griew: Yes. That is the staff-</p> <p>CHAIR: Only those associated with the task.</p> <p>Mr Griew: This is the staff complement. This is the number of registered providers divided by the staff complement. It is just a shade over two for TEQSA, about 2½ for the HEQF equivalent, about eight providers per staff in AUQA, and about 20 providers per staff in ASQA.</p> <p>Senator KIM CARR: Is there any chance that we could get that tabled?</p> <p>Mr Griew: I would have to take that on notice because it is in the midst of a whole lot of other stuff.</p>
SQ14-001021	ED0354_15	Carr, Kim	5/6/14	2-38-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Kwong Lee Dow-Braithwaite report recommendations	<p>Senator KIM CARR: We are meeting here tomorrow. I wonder if you can provide us with your advice, on notice for tomorrow. I will ask you this question formally tomorrow: what is the extent to which you are currently implementing the Kwong Lee Dow-Braithwaite report recommendations? I will need a report on that and what provisions of the current act need to be amended to ensure that the report's recommendations in terms of changing structures are implemented.</p>
SQ14-001023	ED0355_15	Carr, Kim	5/6/14	2-40-2	Outcome 3 - Higher Education, Research & International	University costs - modelling	<p>me just deal with what Melbourne university is saying. As I understand it, their initial modelling says that the budget cuts for them mean \$52 million in teaching funds from 2017, \$7.6 million from RTS, and \$2.1 million from indexation. That is about \$62 million. Where would they get that money from? Would you agree, Mr Griew, that \$62 million is the result of the budget cuts? That would be the amount of money that Melbourne university could expect to lose?</p> <p>Mr Griew: I do not have that figure. I would have to take that on notice.</p> <p>.....</p> <p>Senator KIM CARR: You have done some modelling, I presume. Tell me what the effect of the budget cuts per institutions is?</p> <p>Ms Paul: We could take that on notice. Depending on how you mean it. The whole point, of course, of the deregulated environment is that universities will be able to chart their own course. In addition, I think analyses like that in the media have so far tended to not allow at all for the opportunity for universities themselves, for example, to take advantage of all the spending measures in the budget. For example, the extension of CGS, or Commonwealth funding, to private higher education providers and to sub-bachelors will advantage some institutions already who are undertaking those ventures.</p> <p>Senator KIM CARR: You will be able to identify those for me as well?</p> <p>Ms Paul: We could identify some of them.....</p> <p>.....</p> <p>Senator KIM CARR: No. It could be higher. It could be higher figures.</p> <p>Mr Griew: But they have not made final decisions. So when you ask us to take on notice modelling impacts, we need to be very precise about what it is we would model.</p> <p>.....</p> <p>Cont. page 41</p> <p>Senator KIM CARR: It has been put to me that a number of universities have done their preliminary modelling. At Melbourne university, the results of these budget cuts are \$62 million. At the University of Queensland, it is \$60 million. In the University of Tasmania, it is \$30 million. At Deakin, it is \$42 million. I want to know whether or not that is an assessment that you would agree with.</p> <p>Ms Paul: Well, I am quite happy to take it on notice. I think you said this before, and I said it was a fair enough point. I acknowledge that you want to know, to the extent we can do it, the potential impact on institutions, on universities, of the reduction in CGS-</p> <p>Senator KIM CARR: Research training and indexation.</p> <p>Ms Paul: And indexation and RTS. That is fine. We will take that on notice.</p>
SQ14-001026	ED0356_15	Carr, Kim	5/6/14	2-44-2	Outcome 3 - Higher Education, Research & International	International students - price variation (medicine)	<p>Senator KIM CARR: We can look at engineering in a moment. Take medicine as one example. What is the price variation on medicine across the country?</p> <p>Ms Paul: For international students?</p> <p>Senator KIM CARR: For international students.</p> <p>Mr Griew: For international students, we would have to take that on notice. The point is that at the moment, of course, it is the same at every domestic course.</p> <p>....</p> <p>Mr Griew: That is a judgement that is impossible to make. Some might.</p> <p>Senator KIM CARR: But on the assumption that they did, let us take a 30 per cent discount on the international price. Would it not put a medical degree at a Group of Eight university at over \$200,000?</p> <p>Ms Paul: I do not know. We would need to take that on notice.</p>

SQ14-000995	ED0357_15	Carr, Kim	5/6/14	2-45-1	Outcome 3 - Higher Education, Research & International	Private providers offering medical degrees	<p>Senator KIM CARR: I will ask you this. Which of the private providers do you know are likely to offer a degree in medicine?</p> <p>Ms Paul: Well, most of our public universities offer degrees in medicine.</p> <p>Senator KIM CARR: No. Private providers.</p> <p>Ms Paul: Why do you ask?</p> <p>Mr Griew: Bond University would be one.</p> <p>CHAIR: Notre Dame.</p> <p>Ms Paul: Maybe Notre Dame.</p> <p>Senator KIM CARR: They are currently registered. Any private colleges?</p> <p>Ms Paul: We would have to take that on notice. They might. I imagine the allied health sector is the same. Its courses would.</p>
SQ14-001000	ED0358_15	McKenzie, Bridget	5/6/14	2-49-1	Outcome 3 - Higher Education, Research & International	Demographics of students attending regional universities	<p>Senator MCKENZIE: I want to clarify something, going to that point of the homogeneity. I will go back a bit. In terms of the demographics of those students attending regional universities, they are more likely to come from the regions themselves?</p> <p>Mr Griew: Yes. That would be right, yes.</p> <p>Senator MCKENZIE: And lower SES, typically, than those attending urban or GO8 universities?</p> <p>Mr Griew: By proportion that would be the case, yes.</p> <p>Senator MCKENZIE: By proportion is probably the way to measure it.</p> <p>Mr Griew: I can take on notice to give you the evidence we have on that.</p> <p>Senator MCKENZIE: That would be great. As a proportion would be great. Compare the cohort of students attending regional universities against the cohort of students attending GO8s. We had some description earlier of the students being typified as the sons and daughters of judges. Somebody made that comment before.</p>
SQ14-001001	ED0359_15	Back, Chris	5/6/14	2-51-1	Outcome 3 - Higher Education, Research & International	Deregulation of fees in the United Kingdom	<p>CHAIR: Before I go to Senator Rhiannon, I will go back to the UK experience. Have you got any data to advise us about two things related to the deregulation of fees in the United Kingdom. What happened to low SES enrolments? Did they go up or go down or have they not changed? Secondly, has there been a change in the graduation rate? We are all very interested in getting people into institutions. We actually want them graduating from the institutions. If you cannot tell me now, perhaps you can either during the afternoon or on notice. I would be very keen to know.</p> <p>Ms Paul: My colleagues may have more. What I was referring to in particular was, unlike the proposal in these reforms, the UK put a cap on fees. So they might have said they deregulated, but they set a ceiling. Lo and behold, all the publicly funded universities went up to the ceiling. That is exactly what we want to avoid here. We want to avoid that kind of incentive. So we have been extremely careful in the holistic nature of these reforms, which, as I said before, are well balanced between all of the incentives to avoid any incentive for universities just to raise prices to a certain level as defined by government policy.</p> <p>Mr Griew: The other thing about the UK experience that is interesting is that, notwithstanding the increase in costs, which was, as here, associated with an income protected loan system-I am going from memory here-there has been a 12 per cent increase in low SES participation in the period since the implementation of that.</p> <p>CHAIR: A 12 per cent increase?</p> <p>Mr Griew: If that is wrong, I will take it as a question on notice and provide a different figure. But it is of that order. It is one of the things that has stood out for comment about the experience in the UK system post implementation. On completion, I am not sure that it has been in place long enough to have completion data yet.</p> <p>CHAIR: If and when it is available, I would be keen to get stats on completion.</p> <p>Mr Griew: Or if there are some I do not know about.</p>

SQ14-001004	ED0360_15	Rhiannon, Lee	5/6/14	2-52-1	Outcome 3 - Higher Education, Research & International	Potential increase in enrolments - private providers	<p>Senator RHIANNON: I am interested to go to that. I want to clarify the numbers, because I heard the minister recently use the number 200 to indicate how many education providers will now be eligible for funding. It was actually last Sunday on Insiders. Is that a figure you are aware of?</p> <p>Mr Griew: Look, I do not recall that figure so I could not comment. There are currently, I think, the figure is 177 registered higher education providers in Australia. That is pretty close to 200, or of that sort of order. We have estimated 80,000 new students coming through either non-university and private university bachelor courses by 2018 or through the extension of the demand driven system to sub-bachelor places on the basis of our estimate of demand and supply.</p> <p>Ms Paul: We could break that down, too, if you are interested. There are two major planks of reform that Mr Griew is talking about here. The first one is the extension of Commonwealth funding to private higher education providers that you have just been mentioning. The second one is the extension of Commonwealth funding to higher education diploma, advanced diploma and associated degrees. We have done estimates of our potential increases in enrolments in each, so we can give you those.</p> <p>....</p> <p>Senator RHIANNON: Can you answer how many are with private providers?</p> <p>Mr Griew: Do you mean between private providers as opposed to-</p> <p>Senator RHIANNON: I am trying to separate out the non-university education providers.</p> <p>Mr Griew: We would have to take that on notice. I am not sure that we have broken it down between private universities and non-university providers.</p> <p>Ms Borthwick: Is this for the sub-bachelor or the bachelor?</p> <p>Senator RHIANNON: The 48,000. We had the split. I am interested in the figures between public universities, private universities and non-university higher education. If we could have what that split comes down to, it would be useful. For the 45,000, I understood Mr Griew to say that none of that is public. I am just trying to understand that figure.</p>
SQ14-001007	ED0361_15	Rhiannon, Lee	5/6/14	2-53-1	Outcome 3 - Higher Education, Research & International	Degrees offered in non-public universities	<p>Senator Payne: Senator, are you counting in your question any places which might potentially be in the higher education parts of TAFEs- so bachelor places and, therefore, public?</p> <p>Senator RHIANNON: Yes. I am interested in that and getting that whole picture, but it does not sound like you have got that.</p> <p>Mr Griew: We can give you the current situation. As Mr Warburton said, we started with the status quo because there are some funded and some unfunded places, with students doing bachelor courses, and project it forward. So we could give you some information.</p> <p>Senator RHIANNON: But you have not done the projections on the expected growth in the private providers?</p> <p>Mr Griew: We have done projected growth on that whole population.</p> <p>Mr Warburton: The system is opening up and students have choice as to where they go. What we have not done is tried to predict where they are going to go. We are predicting the size of the system, but we are giving students choice. It is up to them.</p> <p>Ms Paul: If it would help, we could certainly give you how many degrees are currently offered in non-public universities and the related numbers to set the current landscape, if you like.</p> <p>Senator RHIANNON: So both the private universities and the private providers? Can you do that currently?</p> <p>Ms Paul: Yes.</p> <p>Senator RHIANNON: You can take that on notice.</p>
SQ14-001009	ED0362_15	Carr, Kim	5/6/14	2-60-1	Outcome 3 - Higher Education, Research & International	Average HECS debt - nursing	<p>Senator KIM CARR: I want to go to this issue. Let us take, for instance, the debt for engineering and nursing. At the moment, what is the average HECS debt for nursing?</p> <p>Mr Griew: I do not know. I would have to either seek assistance or take it on notice.</p> <p>Ms Paul: We will take it on notice.</p> <p>Mr Griew: We will take it on notice.</p> <p>Mr Warburton: We have their annual maximum student contribution amount.</p> <p>Senator KIM CARR: I want to know what the average HECS debt for a nurse graduate is.</p> <p>Mr Griew: We will take it on notice.</p> <p>Senator KIM CARR: It is put to me it is \$45,000.</p> <p>Mr Griew: That sounds high to me, but we will take it on notice.</p>
SQ14-001012	ED0363_15	Carr, Kim	5/6/14	2-61-1	Outcome 3 - Higher Education, Research & International	Average HECS debt - engineering	<p>Senator KIM CARR: Tell me, an engineer's typical HECS debt at the moment is what?</p> <p>Mr Griew: I would have to take that on notice.</p>

SQ14-001016	ED0364_15	Carr, Kim	5/6/14	2-62-1	Outcome 3 - Higher Education, Research & International	Higher education reforms - government modelling	<p>Senator KIM CARR: Will you be tabling your model, Minister? Will you be tabling the government's model?</p> <p>Ms Paul: So the model we were just discussing we are happy to table, if you would like it, sure.</p> <p>Senator Payne: The calculation, though, that we have just been discussing.</p> <p>Senator KIM CARR: I want to see the full model.</p> <p>Ms Paul: We might have to take it on notice. But we are quite happy to table it.</p> <p>Senator KIM CARR: You will table what you have already tabled in the Australian?</p> <p>Ms Paul: This one has Mr Griew's writing on it.</p> <p>Mr Griew: I am not tabling the one that I have just written all over. I will give you another copy.</p> <p>Senator KIM CARR: I want to know what the government's modelling is, not the press release to the Australian.</p> <p>Ms Paul: Yes. That is right. We will take that on notice.</p>
SQ14-001019	ED0365_15	Carr, Kim	5/6/14	2-66-1	Outcome 3 - Higher Education, Research & International	Cost of dentistry	<p>Senator KIM CARR: Overstated. Tell me how much it costs for dentistry.</p> <p>CHAIR: That is an undergraduate course, is it not?</p> <p>Senator KIM CARR: That is the point. What they have done on dentistry is very interesting. They call it a doctorate or something, do they not, of dentistry? They have actually sought to get around those regulations.</p> <p>Mr Griew: I will have to take that question on notice. I am not sure of the answer to that.</p> <p>Senator KIM CARR: I am told it is about \$240,000.</p> <p>Mr Griew: This is for international students?</p> <p>Senator KIM CARR: No. For domestic students. It is way past the guidelines. They take it into the postgraduate program to get around the regulations.</p> <p>CHAIR: But they play two days of golf.</p> <p>Mr Griew: I will have to take that on notice.</p>
SQ14-001022	ED0366_15	Carr, Kim	5/6/14	2-67-1	Outcome 3 - Higher Education, Research & International	Growth of number of full time equivalent undergraduate students	<p>Senator KIM CARR: Thank you. With regard to the forward estimates, the PBS shows the government expects the number of full-time equivalent undergraduate students to grow over the forward estimates. It has projected some 80,000 additional places. That is right, is it not?</p> <p>Ms Paul: What page are you on, Senator? Are you in the PBS?</p> <p>Senator KIM CARR: The PBS at page 69. What are those figures based on?</p> <p>Mr Griew: They will be based on the information we receive projecting EFTSL from universities and then, from 2016, the estimate process that Mr Warburton explained to you.</p> <p>Senator KIM CARR: Are you able to give me a breakdown of those forecasts?</p> <p>Mr Griew: In what way?</p> <p>Senator KIM CARR: In terms of the source of the 80,000, by provider?</p> <p>Ms Paul: The source of the sorry?</p> <p>Senator KIM CARR: The providers.</p> <p>Mr Griew: The growth.</p> <p>Ms Paul: Of the growth?</p> <p>Mr Griew: For the same reason that this is a bit like a question that we took on notice from Senator Rhiannon. If I understand you right, we can explain the derivation of the growth in terms of what part of it came from low projections from universities and which part came from the calculations of the extra bachelor places we would expect to be offering as a result of the extension of the demand driven system. Exactly where those students will sit I would want to exercise a degree of caution about. But if we take that on notice, we will do our best for you.</p>

SQ14-001025	ED0367_15	Carr, Kim	5/6/14	2-67-2	Outcome 3 - Higher Education, Research & International	Proliferation of private providers offering subdegree programmes	<p>offering subdegree programs.</p> <p>Ms Paul: The proliferation?</p> <p>Senator KIM CARR: That is diplomas and advanced diplomas, is it?</p> <p>CHAIR: Sub-bachelor degrees.</p> <p>Senator KIM CARR: Is that what you mean by a sub-bachelor degree?</p> <p>Mr Griew: Higher education qualifications at the diploma, advanced diploma or associate degree level.</p> <p>Senator KIM CARR: Can you indicate where you think they are going to be located?</p> <p>Mr Griew: We will take that on notice. I stress that any provider in that area will have to be registered.</p> <p>Senator KIM CARR: I understand that.</p> <p>Mr Griew: And subject to any other conditions applied as a result of the constitution changes that are going on.</p> <p>Senator KIM CARR: And how many VET providers are you thinking will likely try to enter the higher education area?</p> <p>Mr Griew: We think some will think that that is a terrific direction for them to head in as a result of the local labour markets they serve, their communities of engagement and their students' aspirations. But they will have to be accredited to do so. Some will find that that is quite a stiff test.</p> <p>Ms Paul: Course by course.</p> <p>Mr Griew: And course by course.</p> <p>Senator KIM CARR: We have heard from TEQSA today that they were not consulted about these matters. That is right, is it?</p> <p>Ms Paul: That is right, because it was dealt with in the budget context.</p> <p>Senator KIM CARR: The budget measures. So they could not be?</p> <p>Ms Paul: That is right.</p> <p>Senator KIM CARR: So how do you know what the numbers are likely to be?</p> <p>Ms Paul: Perhaps we can take on notice how we estimated the growth rate. We did go through for Senator Rhiannon the estimates of student load and so on that we think will be realistic. How many providers that actually represents, of course, is much harder to say because we cannot predict how many providers. There might be one big provider or there might be five small providers and so on. It is more effective for the purposes of estimates to estimate the number of students. We have done that. We went into that. We have estimated, and we can go into that again. In terms of the TEQSA involvement, our main consideration there is an understanding of what you have to go through. You have to go through every single course being accredited and so on. But in terms of the estimates, it is an</p>
SQ14-000990	ED0368_15	Whish-Wilson, Peter	5/6/14	2-72-2	Outcome 3 - Higher Education, Research & International	university reform policy	<p>Senator WHISH-WILSON: When you say the budget context, Ms Paul-perhaps Senator Ryan might need to answer this-is that because this was an election promise and, therefore, it is a policy of the coalition that they went into the election with?</p> <p>Ms Paul: They did not go to the election with this full suite of reforms. As you know, this is quite a comprehensive suite of reforms that extends the demand driven system to areas it has never been extended to before. It deregulates fees potentially and all the rest of it. It funds ongoing research funding et cetera. So, no, it was in the budget context.</p> <p>Senator WHISH-WILSON: Senator Ryan, can I ask why you did not go to the election with this full set of reforms, given how structurally big they are and how far reaching they are, listening to the rhetoric?</p> <p>Senator RYAN: I can give you an answer on behalf of myself. I was in a different portfolio prior to the election. I was Parliamentary Secretary for Small Business. Since the election, the government has commissioned a number of reviews, which we have discussed throughout the course of the day, particularly the Kemp-Norton review of the demand driven system. But if you would like further information, I am happy to take it on notice on behalf of the government. But I cannot speak because I was not involved in this portfolio prior to the election.</p> <p>Senator WHISH-WILSON: I appreciate that.</p>

SQ14-002005	ED0369_15	Whish-Wilson, Peter	5/6/14	2-73-2	Outcome 3 - Higher Education, Research & International	Higher Education Reforms	<p>Senator WHISH-WILSON: It is very much part of the community. Ms Paul: It is very much part of a community. Yes, it is. It is very much part of the fabric of the community. The vice chancellor is on the working group, and that is a good reminder. He is actually on the working group to discuss all of the issues coming out of the sector in financing and implementation of the whole package, so he has the ideal forum to raise any of his concerns. There is some evidence that goes to some of this commentary from other VCs. In considering that potential, what we are finding is that a couple of things are happening. I do not know if this is the case, but we have found with other commentary that one thing that is happening is that universities or commentators are taking the changes to the clusters, to the tiers, and kind of assuming they are required to implement them in certain ways, and that is not the case. They can do things in different ways. That is one thing I will say. I do not know if it goes to this. I am quite happy to take some of this on notice. Secondly, if he and I were sitting down together, I would be saying, 'Think about the opportunities for Tasmania that this package might deliver' because, as I have been saying here through evidence, it is a balanced set of incentives. It is a quite comprehensive reform potentially. A place like the University of Tasmania-and they probably do some of this already-is ideally placed to enter into partnerships with private higher education providers and sub-bachelor courses. I bet you-</p> <p>Senator WHISH-WILSON: On that point-</p> <p>Ms Paul: I bet they are in partnerships with TAFEs or whatever already.</p> <p>Senator WHISH-WILSON: I am not an expert on that point, I admit. But Peter Rathjen has already publicly said in the last two days that he does not believe there is a role for private providers because of the costs that they have to bear in these areas. It just would not be economical.</p> <p>Ms Paul: That is interesting because we know some universities-I can think of a couple; I will not name them-who have entered into arrangements with private providers to lower the unit cost of some teaching delivery but within the university setting. The thing about these reforms is that those sort of arrangements with private providers will attract Commonwealth funding for the first time. It is the same with the sub-bachelor programs. To the extent that he almost certainly has some arrangements with TAFEs in Tasmania, those things may well attract Commonwealth funding for the first time. I am quite happy to take on notice and to comment on the \$30 million question, but I would say those general things about the reforms.</p>
SQ14-000991	ED0370_15	Whish-Wilson, Peter	5/6/14	2-74-2	Outcome 3 - Higher Education, Research & International	Private and higher education providers in Tasmania	<p>Senator WHISH-WILSON: I understand that. In classic terms, you are right. Corporatisation, perhaps; we could throw some different words around. The consultation starts now, but you have already released the policy in the context of the budget. In terms of competition, in his letter to me, Minister Pyne talked about deregulation. He says:</p> <p>"competition in the sector enhancing quality and making higher education providers more responsive.</p> <p>Given we have only one university, is it possible that another university might move to Tasmania, or do you think he is referring to competition from online providers, as Senator McKenzie said?</p> <p>Ms Paul: He is also referring to the extension for the first time of Commonwealth funding for private higher education providers and for sub-bachelor qualifications-that is, higher education diplomas, advanced diplomas and associate degrees. There would be some of those types of providers in Tasmania, almost certainly.</p> <p>Senator WHISH-WILSON: Can you point me to some examples? You do not have to do it now.</p> <p>Ms Paul: We could take it on notice, sure.</p> <p>Senator WHISH-WILSON: If you could, I would be very keen to learn more about these private and higher education providers. I know that they exist overseas, but I was not aware of the extent that they are established in Australia in higher education.</p>
SQ14-002006	ED0371_15	Whish-Wilson, Peter	5/6/14	2-75-2	Outcome 3 - Higher Education, Research & International	list of non-university providers	<p>Ms Paul: Sure. In Australia, about 130 are already registered to deliver higher education courses. If it is a private provider, they have to have every single course accredited by the regulator. So you have to get your quality control.</p> <p>Senator WHISH-WILSON: If you could give me some direction on that.</p> <p>Mr Griew: We can give you a list of non-university providers that exist now.</p> <p>Ms Paul: Including, as far as we know it, those operating in Tasmania, if you like.</p> <p>Senator WHISH-WILSON: Sorry, Mr Griew?</p> <p>Mr Griew: I am not saying that there definitely are, but we will check.</p>
SQ14-000992	ED0372_15	Carr, Kim	5/6/14	2-76-2	Outcome 3 - Higher Education, Research & International	Finances of the universities	<p>Senator KIM CARR: Can you provide me with a table on the current figures on the financial health of each university?</p> <p>Mr Griew: Do you want to be clear about what you mean by financial health?</p> <p>Senator KIM CARR: You have a table for each university describing what you term financial health, do you not? Is the department not familiar with that term?</p> <p>...p 77</p> <p>Mr Warburton: There is a publication on the finances of the universities that is on our website.</p> <p>Senator KIM CARR: There you go. So you will not mind providing me with a chart on the financial health of each university. Thank you very much.</p>

SQ14-000993	ED0373_15	Carr, Kim	5/6/14	2-77-2	Outcome 3 - Higher Education, Research & International	Effect of policy changes of each institution	<p>Senator KIM CARR: You were going to indicate the financial advice of each institution. I am particularly interested in dual sector institutions across the country. Are there any particular circumstances with dual sector institutions that make them more vulnerable in the circumstances of the policy changes that have been announced?</p> <p>Ms Paul: Sure. We are happy to take that on notice and have a think about each one</p>
SQ14-000994	ED0374_15	Carr, Kim	5/6/14	2-80-2	Outcome 3 - Higher Education, Research & International	Commonwealth student places in institutions	<p>Senator KIM CARR: How many institutions do you believe will be offering 500 or above Commonwealth student places?</p> <p>Mr Griew: Well, we have to take on notice the detail there. But we have an estimate of the broad numbers on the basis of our understanding of their current enrolments.</p> <p>Senator KIM CARR: How many is that?</p> <p>Mr Griew: It is 52, we think, out of the current 123 higher education providers.</p> <p>Senator KIM CARR: So 52. Of the 52, that would include the current universities?</p> <p>Mr Griew: Sorry, 52 out of the 123 non-university higher education providers have 500 more EFTSL of domestic students.</p> <p>Senator KIM CARR: Would you be able to provide me with a list of those 52?</p> <p>Mr Griew: I presume so, yes. We will take it on notice.</p>
SQ14-000996	ED0375_15	Carr, Kim	5/6/14	2-81-2	Outcome 3 - Higher Education, Research & International	Non-university providers offering Commonwealth scholarships	<p>Senator KIM CARR: ... I would like to know how many non-university providers you expect will be offering so-called Commonwealth scholarships.</p> <p>Ms Paul: I will start the ball rolling. We gave evidence before that while we have estimated the number of students who will benefit from the extension of demand driven Commonwealth funding to private higher education providers and to sub-bachelor programs, it is quite difficult to estimate the number of providers because you do not quite know whether you are going to have a small number of very large providers enter or a large number of small providers. We can do our best on notice, but we would not have a list with us here.</p>
SQ14-000998	ED0376_15	Carr, Kim	5/6/14	2-81-2	Outcome 3 - Higher Education, Research & International	number of foreign universities that have less than 500 students	<p>Senator KIM CARR: Foreign universities that set up here.</p> <p>Mr Griew: Torrens is an Australian university, yes.</p> <p>Senator KIM CARR: How many of them would have less than 500 students?</p> <p>Ms Borthwick: I do not know off the top of my head. I will take it on notice.</p> <p>Senator KIM CARR: If you could, please.</p>
SQ14-000999	ED0377_15	Carr, Kim	5/6/14	2-82-2	Outcome 3 - Higher Education, Research & International	universities catering for the highest proportion of low SES students?	<p>Senator KIM CARR: Which universities are currently catering for the highest proportion of low SES students?</p> <p>Mr Griew: We will take that on notice to give you exact figures.</p>
SQ14-001003	ED0378_15	Carr, Kim	5/6/14	2-88-2	Outcome 3 - Higher Education, Research & International	Date on the higher education reforms	<p>Senator KIM CARR: What was the date on which the cabinet made a decision on the higher education reforms?</p> <p>Ms Paul: They were made in the budget context. So there were several exposures to cabinet through the expenditure review committee process, through the normal budget timeframe.</p> <p>Senator KIM CARR: Yes. Can you tell me the date on which the cabinet signed off on these?</p> <p>...</p> <p>Senator RYAN: I will take it on notice on behalf of the government.</p>
SQ14-001010	ED0379_15	Carr, Kim	5/6/14	2-89-2	Outcome 3 - Higher Education, Research & International	1999 cabinet submission	<p>Senator KIM CARR: I will take you through another cabinet submission that has been made public, and that relates to the Dr Kemp submission from 1999.... (see attached)</p> <p>Senator KIM CARR: ... The 1999 submission refers to prudential limits that would be set on student loans to manage the Commonwealth exposure to bad debts and manage the risks that an individual might become overindebted. What prudential limits of this kind have been proposed in this package?</p> <p>Ms Paul: I am sorry?</p> <p>Senator KIM CARR: What prudential limits of the kind that were spoken of in 1999 have been applied in this package?</p> <p>Ms Paul: We do not know what they were in 1999, so we cannot comment here. We can take it on notice. We are happy to take it on notice.</p> <p>Senator KIM CARR: Take it on notice, if you like, because I am quite happy to read them out to you here. It might be better if I just table the cabinet submission.</p>

SQ14-001015	ED0380_15	Rhiannon, Lee	5/6/14	2-94-2	Outcome 3 - Higher Education, Research & International	new repayment threshold of \$50,638	<p>Senator RHIANNON: Thank you. I am also interested in how many graduates will be impacted when the new repayment threshold of \$50,638 is implemented. I thought you would have all these figures because the costs have been estimated. I thought you would have had figures to have worked out the costs.</p> <p>Ms Paul: We may have some of them, so we will keep going. If not, we can get them on notice for you.</p> <p>Mr Griew: Do we have an estimate of the number who will be in that band between the \$50,000?</p> <p>Mr Warburton: No. For the budget figuring, I think we need to take it on notice.</p> <p>Mr Griew: I think we do need to take it on notice.</p> <p>Senator RHIANNON: But you would have a number, though, would you not? You must have to have worked out the costs.</p> <p>Ms Paul: We will take it on notice.</p> <p>...</p> <p>Ms Paul: In other words, we may not have needed the number to have made the estimate because we had dollars. But nonetheless we have taken it on notice and we will give you what we can.</p> <p>Mr Griew: There is a point of explanation here. We work with the Australian Government Actuary on everything to do with the HELP estimates. So they will use actuarial methodology. As Mr Warburton says, it may not be as transparently based on a set of numbers.</p> <p>Senator RHIANNON: If they are not based on student numbers, can you share with the committee the assumptions that you worked off to come to the costs?</p> <p>Ms Paul: Sure. We will take that on notice.</p> <p>Senator RHIANNON: Thank you</p>
SQ14-001044	ED0381_15	Rhiannon, Lee	5/6/14	2-95-1	Outcome 3 - Higher Education, Research & International	Comparison with the US system	<p>Senator RHIANNON: Again, it is interesting how you arrived at this. I understand that in the United States, their federal government administered student loans fluctuate annually depending on the bond rate. However, the student's interest rate is fixed for the lifetime of their loan. Was this approach considered by the department when you were working on this?</p> <p>Ms Paul: We are not going to talk about what sort of considerations have been in the budget context. I am not familiar with the US approach, though. If you want us to give some analysis of differences, we can do that, unless some of my colleagues know it well. If we do not know the US system well, we are quite happy to take on notice an analysis for you of what those differences might be.</p> <p>Senator RHIANNON: Can you take it on notice if consideration was given to working with an interest rate that is fixed for the life of the loan?</p> <p>Ms Paul: No. I will not take that on notice because that would be going to the nature of advice given in a budget context and I do not think we would be able to give it. It would have been a consideration by cabinet in a budget process, so I cannot go to content. What I can do is take on notice to offer you an analysis of the similarities and differences between what is proposed and what is done in the US.</p>
SQ14-001048	ED0382_15	Rhiannon, Lee	5/6/14	2-95-2	Outcome 3 - Higher Education, Research & International	HELP loan system	<p>Senator RHIANNON: I want to stay with this international comparison. The minister has stated that the new HELP loan system is the most generous in the world. Is this based on advice from the department?</p> <p>Senator Ryan: I will take that on notice on behalf of the government. It is a question for the minister. I am representing him. I cannot answer on his behalf.</p> <p>Senator RHIANNON: Could you take it on notice where that advice comes from and what it is based on?</p> <p>Senator Ryan: I will ask the minister. I am here representing him. I will take it on notice on behalf of him. It is a question to the minister.</p> <p>Senator RHIANNON: Can it also be taken on notice whether the department gave that advice? Could you take that on notice, please?</p> <p>Mr Griew: I am not sure we have done a comparison-</p> <p>Senator RHIANNON: I am asking for it to be taken on notice.</p> <p>Senator Ryan: I will take it on notice on behalf of the government. I can do that, Senator Rhiannon.</p> <p>Senator RHIANNON: But I am asking the department to take it on notice as well.</p>



SQ14-001051	ED0383_15	Carr, Kim	5/6/14	2-102-1	Outcome 3 - Higher Education, Research & International	HELP special categories for visa holders	<p>Senator KIM CARR: Can I ask about the eligibility for HECS payments and New Zealanders. I understand that there has been an announcement concerning eligibility requirements for the Higher Education Loan Program for special categories of visa holders.</p> <p>Ms Paul: Yes, that is right.</p> <p>Senator KIM CARR: What is that about?</p> <p>Mr Griew: This is a subgroup of New Zealanders who have lived in Australia for most of their lives since they were children. There is a specific class of New Zealanders as well who, because they have permanent resident status, would not normally be eligible for HELP. They have been made eligible for HELP as a result of a government decision, which required a special exemption from the normal exclusion of permanent residents from the HELP scheme. They are not large in number, but they are essentially people who hold New Zealand nationality-I think a lot of them are Pacific Islanders in ethnic origin-and have essentially grown up since they were children in Australia. For all intents and purposes, they regard themselves as being Australians, but they are not citizens.</p> <p>Senator KIM CARR: I understand the point you are making. You say that it is not a large number of people, but what is the effect on the budget?</p> <p>Mr Griew: My recollection is that there was about a \$12 million cost, but Mr Warburton will find it. I think this was a MYEFO measure, which maybe be why we are not immediately pulling it up in these papers. I could be wrong about that. I can take it on notice.</p>
SQ14-001052	ED0384_15	Carr, Kim	5/6/14	2-102-2	Outcome 3 - Higher Education, Research & International	Students with disabilities	<p>Senator KIM CARR: Thank you, if you would not mind. On students and graduates with disabilities, has the government or department done any modelling on the projected HECS debts and repayments periods for graduates with disabilities?</p> <p>Mr Griew: Not specifically.</p> <p>Senator KIM CARR: I am just wondering whether these are the graduates more likely to enjoy lower average graduate incomes?</p> <p>Mr Griew: I would have to take that on notice. I do not know off the top of my head.</p> <p>Senator KIM CARR: I am wondering how much thought you have actually given to this issue.</p> <p>Mr Griew: We have a range of programs, including HELP, which support the participation of people with disabilities. I am simply making the point that I would have to take on notice the question of whether graduates who are people with a disability have lower graduate earnings.</p> <p>Senator KIM CARR: What about part-time study? Do we have any material on people with disabilities studying part time? Are they in significant numbers?</p> <p>Mr Griew: We might do. Again, I would have to take that on notice.</p> <p>Senator KIM CARR: What is the effect on the real rate of interest for people who are studying part time, such as people with disabilities? Would there be a significant increase in their debts while they are still studying?</p> <p>Mr Griew: We have taken on notice the question of whether there is more part-time study among students with a disability. Assuming that there is, then there are two things that happen when you study part time: you accrue fee-rated debt slower and you may have some income at the same time if you are a part-time student. That might include a bit less of the proportion of people with a disability or students part time. It is a bit hard to be conclusive about that, I would think. But we will take on notice whether there is any data we hold or studies that might shed light on that.</p>
SQ14-001053	ED0385_15	Carr, Kim	5/6/14	2-106-1	Outcome 3 - Higher Education, Research & International	Education Investment Fund	<p>Senator KIM CARR: You say that this fund in that particular year only funded 12 per cent. Was that the same in every year of the last five?</p> <p>Mr Griew: I would have to take that on notice.</p> <p>Senator KIM CARR: Was it about the same percentage each year?</p> <p>Mr Griew: I would have to take that on notice; I do not have those figures.</p>
SQ14-001057	ED0386_15	Carr, Kim	5/6/14	2-111-1	Outcome 3 - Higher Education, Research & International	Postgraduate HECS liabilities	<p>Senator KIM CARR: All right, you can correct my impression here. How many postgraduate higher degree students have HECS liabilities?</p> <p>Mr Griew: I do not have that off the top of my head, but I do have a figure here which is useful. About 56 per cent of domestic higher degree by research students start their degree when they are over the age of 30. Many are highly likely to have spent some time in the work force and may have paid off their HECS liability.</p> <p>Senator KIM CARR: They may have. Take this on notice: how many do have liabilities?</p> <p>Mr Griew: Sure, we will take that on notice.</p> <p>Senator KIM CARR: They may have spent time in the work force working two days a week at a local social welfare organisation.</p> <p>Ms Paul: We will take it on notice.</p>