

**Final Questions on Notice List Education and Training Portfolio**  
**Total Questions on Notice = 278**

PDR No	Spoken/Written	Question Submitted By	Question Date	Hansard Page	Outcome	Subject	Full Question Text
SQ18-000003	Spoken	Collins, Jacinta	1/03/2018	4	Cross Portfolio	School funding model advertising campaign	Senator JACINTA COLLINS: I think it will become clear why I would prefer that sooner rather than later as I go through a few issues about the government's guidelines and questions on this round of estimates and the previous round of estimates. To the department: I'd like to know when you were instructed by the minister or his office to prepare an advertising campaign promoting the government's school funding model? I assume you'd need to take that one on notice as well. Dr Bruniges: I'm happy to take it on notice.
SQ18-000005	Spoken	Collins, Jacinta	1/03/2018	6	Cross Portfolio	Open tender of advertising company	Ms Ulrick: The advertising agency was engaged on 1 November. That agency was undertaken to develop creative material. Just to be clear, we didn't have an advertising agency for the first phase, which was mainly digital and social, as Ms Smith referred to. That was design work undertaken in-house within the department. Senator JACINTA COLLINS: I have the AusTender material before me. Both of them were an open tender. When was that open tender made? Ms Ulrick: That level of detail I will have to get for you. But be assured that that process is in line with the government guidelines on campaigns, and we get referral of those advertising agencies to approach through the Department of Finance through a multiuse list for campaigns. I will get you the exact date. I just don't have that at hand. Dr Bruniges: We can bring that back in the schools section as well, if that would suit. Senator JACINTA COLLINS: That would be helpful.
SQ18-000006	Spoken	Collins, Jacinta	1/03/2018	7	Cross Portfolio	Trigger for Independent Advertising Committee	Senator JACINTA COLLINS: So the research, which may indeed be the first of the tender processes, is what might be the trigger for the independent advertising committee? Ms Ulrick: It would be, not necessarily the trigger, but it would be your understanding of how you might want to approach the communication. It would be looking at awareness of a particular issue, the target audience, understanding, and the sorts of channels you might need to undertake. I am not trying to be evasive, but the actual application of the guidelines is not something that the department necessarily—in terms of the intricacies of the process that is something more appropriate for the Department of Finance. .... Dr Bruniges: Perhaps we could also follow that up for you and make sure that in the breaks or during the day we get more information for you on that actual process. Senator JACINTA COLLINS: In that, could you please reference for me the line item in the budget papers, then the line item in the MYEFO that we're looking at? I suspect it will simply be Quality Schools, but let's see how it looks there and why our attempt to unpack that, at least at one level, completely failed in the first instance. Dr Bruniges: We are happy to do that.
SQ18-000007	Spoken	Collins, Jacinta	1/03/2018	9	Cross Portfolio	Media to be used for school advertising	Senator JACINTA COLLINS: What types of media will the school advertising be on? Will it be on social media, television advertising—the various forms of media? Ms Ulrick: I can answer that for you now. The advertising is— Senator JACINTA COLLINS: Since I only have three minutes, perhaps we can return to this. As Doctor Bruniges suggested, if I let you know the questions first, the Chair can then move on to other senators
SQ18-000008	Spoken	Collins, Jacinta	1/03/2018	10	Cross Portfolio	Public communications campaign - market research	Senator MOLAN: Was that on the research in relation to a public communications program? Mr Cook: Again, this information indicates to me that there were two stages of market research. In that total, it cost \$432,000 for one part of the market research, \$144,000 for the second part and \$11.3 million on advertising itself—on media placement. There was then a second phase of the campaign in July 2013, which cost \$6.2 million. So the total expenditure was \$21.4 million. Senator MOLAN: That must go almost to be the biggest public communications campaign in this area that we have on record? Mr Cook: I would have to take that on notice. Senator MOLAN: Could you take that on notice please and get back to us as soon as possible.

SQ18-000010	Spoken	Collins, Jacinta	1/03/2018	12	Schools and Youth	Remuneration for Professor Halsey	Senator O'NEILL: Yes. In the last estimates hearing, Mr Cook stated that the hourly rate for Professor Halsey, and I quote you here, is 'around the rem tribunal rate'. Yet the answer to this question on notice that we're discussing revealed that the rem tribunal rates are \$1,280 per day for chairs of similar panels. This was supplied in your question on notice in relation to the Gonski review—and for your reference that is Senate question 17-1112. So my first question is: why is Professor Halsey paid an extra 50 per cent, some \$750 extra per day, than the relevant rem tribunal rate? Mr Cook: I'd have to take that on notice. I'm not sure—I'd have to look at the evidence of what I provided as well—about whether I said 'guided by' or whether actually it was. I'm not sure. I'm happy to take that on notice. Senator O'NEILL: The hourly rate for Professor Halsey is 'around the Remuneration Tribunal rate'. That's what the record shows. Mr Cook: Is around, yes. So the question for me is: I think, with Professor Halsey, it's a contract as opposed to a committee. The rem tribunal rate is exactly for the Gonski committee, whereas Professor Halsey is actual contract. So I think there might have been guidance, but I'm very happy to take it on notice.
SQ18-000012	Spoken	Collins, Jacinta	1/03/2018	14	Schools and Youth	Mr Halsey - additional funds	Senator O'NEILL: The QON from Mr Cook indicated it was \$2,000 a day for his personal payments, so there may be additional funds that you're referring to there. Dr Bruniges: I'm saying it may be inclusive of that. But I'm happy to check. Mr Cook: The \$300,000 includes travel, accommodation and administration expenses for Professor Halsey. Senator O'NEILL: Do you want to break that down for us, and we can come back to that later? Mr Cook: Happy to do that, yes.
SQ18-000016	Spoken	O'Neill, Deborah	1/03/2018	16	Cross Portfolio	Function and capability reviews	Senator O'NEILL: I would be very interested in a copy of the report that is informing this important practice that you have just described. Can you provide a copy of that report to the committee? Ms Smith: The report? Senator O'NEILL: The report that was provided by the outside help at the cost of \$496,519 to inform your action. .... Senator O'NEILL: Would you provide a copy of those reports to the committee, please? Dr Bruniges: We are happy to take that on notice.
SQ18-000017	Spoken	O'Neill, Deborah	1/03/2018	17	Cross Portfolio	Staff redundancies	Senator O'NEILL: .... How many voluntary redundancies did you offer? Dr Bruniges: There will be a number of voluntary redundancies. I am happy to take that on notice so that you can ask your other question. Senator O'NEILL: If you can provide the detail of the number and the amount that each one of those involved? Dr Bruniges: Yes. Let me see and I can take that on notice for you.
SQ18-000289	Spoken	O'Neill, Deborah	1/03/2018	17	Cross Portfolio	Consultancies by funding source	Senator O'NEILL: That would be good. My final question is: how much did you actually spend on consultants in total in the last financial year, and will it be a similar amount this year? I am waiting for the volume of that, but I am frightened by how large I expect it to be. Ms Smith: That was the number of consultancies in the 2016-17 financial year? Senator O'NEILL: Yes. So how many last year? Ms Smith: In the 2016-17 financial year, the value of consultancies was \$10,570,750. Senator O'NEILL: That's a lot of \$80,000 jobs. Ms Smith: My understanding is that is not necessarily all in departmental dollars. Some of those might be administered dollars as well, which of course we could not spend on staff. Senator O'NEILL: Can we get the detailed breakdown on that, and where you are tracking for this year? Dr Bruniges: We are happy to do that, remembering of that with the use of consultants we really try to bring in outside expertise where we don't have the capability in-house to do it. Part of the overall strategy of that function and capability review that Ms Smith talked about is to have a good look to be able to skill internal staff in areas such as data analysis and strategic policy advice and to try to build that capability in-house. When we do go to consultants it's because we don't have the capability residing in particular areas.
SQ18-000018	Spoken	Carr, Kim	1/03/2018	20	Agency: ARC	ARC - research income	Senator KIM CARR: Let's go to a couple of issues. I will start with research income. The report makes the observation on page 23 that total income from institutions identified as cash support from end users has varied greatly across the four piloted reference codes. How much variation occurred? What was the size of the variation? Ms Harvey: I will have to take the specifics on notice. It is important to note that, with the different disciplines we tested under the pilot, you would expect some variation in the cash contribution. But I would be happy to take that on notice.
SQ18-000019	Spoken	Carr, Kim	1/03/2018	27	Agency: ARC	ARC - engagement with Chinese universities, companies and research institutes	Senator KIM CARR: What is the rate of engagement with the Chinese universities and Chinese companies and Chinese research institutes at the moment? Prof. Thomas: Just one moment, Senator. I'm not sure whether we have that precise piece of information to hand, Senator. Senator KIM CARR: I would be very surprised if you don't. Prof. Thomas: We'll take that on notice, if you don't mind, Senator. Senator KIM CARR: I have actually seen the graphs on this. I'm sure you could lay your hands on that pretty quickly. Prof. Thomas: Senator, I don't have it with me here at the table. Senator KIM CARR: How many countries do we collaborate with? Prof. Thomas: Numerous countries, Senator. Senator KIM CARR: And what is the Chinese share of that collaboration? Ms Harvey: That information is on our website. My recollection, but I would have to confirm, is that China would be our second- or third-highest collaborator.

SQ18-000020	Spoken	Carr, Kim	1/03/2018	29	Agency: ARC	ARC - allegations raised by Professor Hamilton and Mr Joske	Senator KIM CARR: all of the major defence apparatus in this country. Professor Chubb chaired that inquiry and has set up a number of protocols and procedures. Have you, at any point, had any cause to withdraw money or in any way raise concerns about the application of the law or those protocols, with any grant that's been issued by the Australian Research Council to any of the Australian universities? Ms Harvey: I think we'd have to take on notice those things. To my knowledge, no, but we're happy to take it on notice. Senator KIM CARR: I would appreciate it if you would. Specifically on the matters that have been raised in the articles that have been published in The Australian—and I've mentioned the one on 10 June 2017—I would like a response from the ARC to the allegations raised by Professor Hamilton and Mr Joske. Are you able to provide that? Ms Harvey: Which are— Senator KIM CARR: The specific cases referred to in these matters. .... Ms Harvey: To my knowledge. I've taken that on notice. Senator KIM CARR: To your knowledge. I accept that. I'm not asking you to have the files in your head. You've taken that on notice, but I'd like your response to the specific allegations that have been raised in the articles that have appeared about specific university grants and the Australian Research Council's expenditures. Ms Harvey: We'll take that on notice.
SQ18-000021	Spoken	Carr, Kim	1/03/2018	29	Agency: ARC	ARC - Australian IP	Senator KIM CARR: .... There are other provisions, apart from the national security question. There's also Australian IP. Has there been any cause for you to raise any issues about Australian IP in those matters? Ms Harvey: We'll take that on notice. Senator KIM CARR: Thank you.
SQ18-000022	Spoken	Carr, Kim	1/03/2018	29	Agency: ARC	ARC - ranked collaborators	Senator KIM CARR: And which countries are above it? Ms Harvey: We'll get that for you. The United States, the United Kingdom and Germany. Senator KIM CARR: Yes, of course. There are a number of countries that engage with Australian researchers on matters of military significance. Is that the case? Prof. Thomas: I would assume so. Senator KIM CARR: You would presume so. You don't know? Ms Harvey: We'd have to take it on notice, but I believe so, given the range of grants that I've seen
SQ18-000023	Spoken	Carr, Kim	1/03/2018	30	Agency: ARC	ARC - applications for funding round in 2016	Senator KIM CARR: There was no funding round at all in 2016. Why was that? Ms Harvey: I'm advised that there actually has been a round every year, but there were some timing issues with regard to when the funding rules were put out on different things. So we actually have issues where it says 'when funding commences'. I think you're referring to funding commencing in a certain year and the funding rules applying to those certain things. So there has actually been a round every year. Senator KIM CARR: There was a round in 2016, was there? Ms Harvey: Yes. Senator KIM CARR: All right. When were applications called? Ms Harvey: I'd have to take that on notice for 2016.
SQ18-000025	Spoken	Cameron, Doug	1/03/2018	32	Agency: ASQA	ASQA - relationship with VET Student Loans Ombudsman	Senator CAMERON: .... I want to ask some questions about the relationship between ASQA and the VET Student Loans Ombudsman. Do you have an arrangement with the VET Student Loans Ombudsman to share information and intelligence about providers that present a risk to quality? Prof. Lavarch: The short answer is, yes, information is shared between ourselves, the department and the student ombudsman. Senator CAMERON: What is that arrangement? Do you have an MOU? Prof. Lavarch: I don't think we have a specific MOU with the ombudsman; we certainly have an MOU with the department. We sit on a joint steering group or working group, if you like, which the ombudsman runs and which also has representatives from the department, us and the Department of Finance. That meets every six weeks or so. Senator CAMERON: You said you don't think you've got an MOU. Can you just take on notice to have a look for me and provide it if you do have one? Prof. Lavarch: Yes, I will double-check that for you.
SQ18-000026	Spoken	Cameron, Doug	1/03/2018	32	Agency: ASQA	ASQA - steering group meetings	Senator CAMERON: Can you provide me details of the meetings that take place, the dates of the meetings? Prof. Lavarch: Understanding that ASQA doesn't organise the meetings, we're simply a member of it, we can make inquiries and see if we can provide that information. Senator CAMERON: But if you're a member, you're there. You can tell me when you're there. Prof. Lavarch: Yes, but understanding we're not running the meetings. But, yes, we'll get that information for you. Senator CAMERON: I didn't say you were running the meetings; I was simply asking you to provide me details of when you were there—not you personally, but ASQA—and, if you can, to provide any details of any MOU that facilitates this steering group. Prof. Lavarch: Yes.
SQ18-000027	Spoken	Cameron, Doug	1/03/2018	33	Agency: ASQA	ASQA - referred complaints from the ombudsman	Senator CAMERON: But you do have an overarching position on quality of training. Prof. Lavarch: Yes, indeed we do. Senator CAMERON: So how many complaints has the ombudsman referred to you? Prof. Lavarch: I'd have to take that on notice. Senator CAMERON: How long have these meetings been taking place? When was this formal position adopted. Prof. Lavarch: I'd have to take on notice when it precisely began. From recollection, say about September last year. Senator CAMERON: Okay, so it hasn't been around for long.

SQ18-000028	Spoken	Cameron, Doug	1/03/2018	33	Agency: ASQA	ASQA - complaints by students against providers	<p>Senator CAMERON: Are you aware of how many providers are still operating that have been the subject of complaints by students? Prof. Lavarch: Particularly in relation to the VET student loan? Senator CAMERON: Not just on the loan but on any issue that could implicate quality issues. That's more than just the loan issue. Prof. Lavarch: Each year ASQA receives in the order of about 1,200 or so complaints. A bit over 50 per cent of those complaints are sourced from students or those representing a student. On the whole, several hundred providers in a given year will be subject to a complaint. If you're asking beyond the VET student loan domain, and about providers generally, we'll have to take that on notice to provide how many are still operating that have received a complaint. Senator CAMERON: That would be good if you could take that on notice. I'm not sure if you did respond to this: of the 231 complaints that related to training providers that are still operating, how many have you received from the ombudsman? Prof. Lavarch: I don't know the number of complaints that we've received from the ombudsman. I'll check it and obviously provide it on notice. My understanding is that the number of complaints that ASQA has received from the VET student ombudsman is quite small, given that the vast majority of the complaints that they are dealing with go to issues of loan and debt, which do not come within the remit of ASQA.</p>
SQ18-000029	Spoken	Cameron, Doug	1/03/2018	33	Agency: ASQA	ASQA - number of complaints received from the ombudsman	<p>Senator CAMERON: This goes back to the issue that I've raised with ASQA on a couple of occasions: if a company's getting into debt and if students are getting into debt because of bad behaviour by a training provider, it usually means there are other problems there. And some of those problems, as you're aware, have got an effect on the quality of the training provider. So I'm pretty keen for you to provide me details of how many complaints have come from the ombudsman. Can you also advise what the outcome has been of you dealing with those complaints? What action have you taken in relation to these complaints? Prof. Lavarch: We'll take that on notice. Senator CAMERON: Can you advise me if you know of any complaint that you've acted on that's come from the ombudsman? Prof. Lavarch: Again, no, I will have to take that on notice. A very small number of complaints are coming to ASQA from the VET student ombudsman. While, obviously, this is a shared regulatory space, and a given set of behaviours from a provider might enliven ASQA's regime, it equally and more likely is going to enliven the regime of the primary regulator, if you like, in this area, which is the department, which has responsibility for the loans scheme and the administration of the loan scheme.</p>
SQ18-000030	Spoken	Cameron, Doug	1/03/2018	34	Agency: ASQA	ASQA - arrangement with the ombudsman concerning complaints	<p>Senator CAMERON: If students are complaining about them, as you're aware, it's not predominantly the loan that's an issue; in many cases, this then reflects problems with quality. Prof. Lavarch: But a student is probably more likely, with a concern around quality, to come directly to ASQA. It won't be channelled through the ombudsman. The remit of the ombudsman is not primarily going to be dealing with quality issues. Senator CAMERON: I understand that. I think you've made that point loud and clear. But I don't care if it's one complaint or ten complaints. What I'm trying to establish is: what is the arrangement between yourself and the ombudsman, and what have been the outcomes of issues that have been raised, if there have been issues raised? It's simple. I don't need that explanation again. Prof. Lavarch: We will take that on notice and provide those answers to you.</p>
SQ18-000031	Spoken	Cameron, Doug	1/03/2018	35	Agency: ASQA	ASQA - handling of complaints	<p>Senator CAMERON: So it's on record? On notice, can you provide details of how you've dealt with those complaints and any problems with providers that have meant you are not prepared to provide them authority to continue operating? Mr Paterson: Could you be a little bit more specific in relation to that question, given that we've had, on average, over the last few financial years in excess of 2,000 complaints. A breakdown of how we deal with every complaint would be— Senator CAMERON: I have been specific. I have narrowed it to complaints that have led to you not providing an ongoing authority for these companies to operate. Mr Paterson: Once again, we have previously outlined to you the nature of the risk based regulatory model that we manage. Some of that will be informed by complaints, some of it will be informed by intelligence— Senator CAMERON: That is not what I'm asking. I am simply asking, of those complaints, how many are not now operating because you have stopped giving them authority to operate? Mr Paterson: Over what period? Senator CAMERON: Over the three years. Mr Paterson: I will take it on notice.</p>
SQ18-000032	Spoken	Cameron, Doug	1/03/2018	36	Agency: ASQA	ASQA - MoU with the department	<p>Senator CAMERON: I'm aware of that. There's a June MOU between the ASQA and the department, isn't there? Prof. Lavarch: Correct. Senator CAMERON: Can you provide a copy of the MOU? Prof. Lavarch: Yes, I believe so. Senator CAMERON: Does that outline specific areas of information sharing, such as access to student progression data, access to student completion rates and published duration of courses? Prof. Lavarch: It does go to information sharing between the department and ASQA. In terms of the individual things you've mentioned, I'd have to double check. I'd have to take that on notice. I don't believe, in fact I'm quite certain, that it doesn't go to course duration issues. Senator CAMERON: The course duration issue is a problem.</p>

SQ18-000297	Spoken	Cameron, Doug	1/03/2018	37	Agency: ASQA	Training Packages	Senator CAMERON: Do you need regulatory or legislative change to fix this problem? Mr Paterson: We think there needs to be change. We think the change needs to be made in the design and specification of training packages. We don't think that there's a one-size-fits-all solution and we don't suggest that there is a blanket minimum, nor do we suggest that it needs to be identified for all courses. Senator CAMERON: Are these three recommendations on the public record? Mr Paterson: They are, Senator. We've published our report and I'm happy to provide on notice a copy of the unduly short duration report and the recommendations that we've made.
SQ18-000033	Spoken	Cameron, Doug	1/03/2018	38	Skills and Training	VET Student loans - monitoring processes	Senator CAMERON: Yes, thanks, Minister. So these for-profit providers are consistent with the obligations on them if they've got at least 20 per cent revenue from other sources? Senator Birmingham: That is one of the conditions of access into the VET student loans scheme. Senator CAMERON: Okay, so how do you monitor that? Senator Birmingham: However, they have to provide their financial accounts at the time that they are approved. If you want, we can go through the process for that in more detail with Dr Banerjee and the department. But, in terms of a rapid escalation in enrolment numbers, that is tightly controlled insofar as VET student loan enrolments can occur nowadays. Senator CAMERON: Dr Bruniges, can you, on notice, provide details of how you monitor this process and how many companies could be operating outside the 20 per cent revenue external to public funding limit? Dr Bruniges: We will certainly do it on the process from the application, as the minister said, on the financial statements receipt. If they are receiving funding from a state government or another source, I'm not sure I can provide that full picture, but I can certainly provide it on the VET student loans component. ... Dr Bruniges: Senator Cameron, just to clarify, we will do everything we can to meet your request. I'm just flagging there may be some information that sits outside our system that's held by other sources of funding to private providers that comes from states or other revenue sources that we're not aware of. Senator CAMERON: If that's the case, how can you establish the ratio is being adhered to? Dr Bruniges: On application, getting the financial statements, as the minister said before. Senator CAMERON: Okay, so you get financial statements. Dr Bruniges: We have financial statements on application for approval Senator CAMERON: What about ongoing monitoring? Dr Bruniges: We can outline that. I'm happy to take that on notice. Senator CAMERON: Yes, that's good if you take that on notice. Thanks.
SQ18-000035	Spoken	O'Neill, Deborah	1/03/2018	46	Agency: TEQSA	TEQSA - compliance assessment	Senator O'NEILL: And are these recently accredited organisations, or are these ones that have been accredited for a longer term? Mr McClaran: It's a mixture. Senator O'NEILL: How many of the eight are recently accredited? Mr McClaran: I'd have to take that question on notice.
SQ18-000037	Spoken	O'Neill, Deborah	1/03/2018	49	Higher Education Research and International	Higher Education Standards Panel	Senator O'NEILL: Have there been any changes to the members of the panel? Mr English: There have been no changes to the members of the panel at this point, although the terms of a number of the members of panel are expiring and consideration of the membership is underway at this point. Senator O'NEILL: Who's giving that consideration to the panel? Mr English: The government. Senator O'NEILL: Are you preparing a list of suitable candidates? Dr Bruniges: We would normally provide advice to government on boards that were coming up and so forth, so I'm presuming that we would have input on that issue. Senator O'NEILL: How many positions on the panel are due for renewal or change? Dr Bruniges: I'd have to take that on notice. I haven't got it. Senator O'NEILL: If you can give me an update on where that's up to, that would be great.
SQ18-000038	Spoken	O'Neill, Deborah	1/03/2018	59	Agency: AITSL	AITSL - accredited programs	Senator O'NEILL: That was fast, thank you. Mr Misson, could you table today the list of the 199 that are accredited and the 140 that are still in abeyance? Mr Misson: Certainly not today, Senator. Again, we don't actually have the list of those programs; that's held by the regulatory authorities. We maintain a list of accredited programs but we don't have the names of the individual programs that haven't had their transition plans approved. Senator O'NEILL: What I would like, on notice, is a state-by-state break-up of what's accredited, what's not accredited and which institutions are at stage one and stage two—basically the lie of the land: who's where in the queue—as soon as you possibly can. Mr Misson: We'll endeavour to provide that, subject to the state regulatory authorities being willing to release that to us. Senator Birmingham: We'll take that on notice and we'll happily also tell you, because they're not always terribly cooperative, which states refused to give us the information.
SQ18-000039	Spoken	O'Neill, Deborah	1/03/2018	60	Agency: AITSL	AITSL - evaluation of the implementation of the TEMAG recommendations	Ms Rodgers: We are undertaking an evaluation of the implementation of the TEMAG recommendations. AITSL has been working across states and territories to think through what the next steps might be in terms of TEMAG. We do have some advice coming up to the Education Council about what we believe are some of the things that need to be put in place to further the teamwork strengthen reforms and to ensure that every student that goes through Initial Teacher Education is met with the best form of education they can get. Senator O'NEILL: If you could provide any detail of that on notice, that would be appreciated.

SQ18-000040	Spoken	O'Neill, Deborah	1/03/2018	60	Agency: ACARA	ACARA - Literacy and Numeracy Learning Progressions development	Senator O'NEILL: Thank you for that summary. My other question around that is: how much did it cost to develop the Literacy and Numeracy Learning Progressions? Mr Randall: I'll undertake to give you a more detailed answer on notice on the full cost of it, but it is certainly in the vicinity of a few hundred thousand dollars, because it was a figure I was looking at just recently. But, because it involved partnership between us and New South Wales to do, if you like, not only a cash outlay but staff costs, I'll take that on notice and come back to you, if that's okay.
SQ18-000041	Spoken	O'Neill, Deborah	1/03/2018	61	Higher Education Research and International	Research Training Programs	Senator O'NEILL: Do you receive indications of the number of students on RTP stipends? Mr Hart: We're just getting that information. Senator O'NEILL: Thank you. Senator MOLAN: What was that abbreviation, please? Senator O'NEILL: RTP. Mr Hart: Research Training Programs. We'll have to take that on notice .... Senator O'NEILL: Great. So the number of students on RTP stipends you'd be able to provide to me on notice? Mr Hart: Yes. Senator O'NEILL: By institution? Mr Hart: We'll have to take that on notice whether we can do that. I would presume we would be able to. Senator O'NEILL: Yes, great. Do you also have the rates of the stipends that they receive? Mr Hart: I'd have to take that on notice too. Senator O'NEILL: Could you do that for me nationally as well as down to the university level.
SQ18-000042	Spoken	O'Neill, Deborah	1/03/2018	62	Higher Education Research and International	Decision Date	Senator O'NEILL: Those are my only question on that particular matter. Can I go to some questions around consultation. Minister, when did you decide to bypass the parliament and make billions of dollars of cuts to the university sector at MYEFO? Senator Birmingham: The MYEFO changes were determined through the usual cabinet processes leading up to MYEFO. Senator O'NEILL: When did you decide to do that? Senator Birmingham: That was a decision of cabinet. Senator O'NEILL: Is there a date on which you made this decision to bypass the parliament? Senator Birmingham: I don't think it's common practice to reveal the timing of budget decisions through those cabinet processes, but I'll take that on notice.
SQ18-000181	Spoken	O'Neill, Deborah	1/03/2018	62	Higher Education Research and International	Difference between the RTP stipends conditions and those of the APA conditions	Senator O'NEILL: How do the conditions of the RTP stipends differ from those of the APA? Mr Hart: The Australian postgraduate award? Senator O'NEILL: Yes. Mr Hart: That was a component of the previous arrangements in which research block grants and training scholarships were allocated. It's now been amalgamated, so it is rolled in under the RTP arrangement. Senator O'NEILL: I understand where it's gone to, but how does it differ? Mr Hart: In terms of quantum? Senator O'NEILL: In terms of design, eligibility, quantum and numbers who have received it. Mr Hart: I would have to take that on notice in terms of the comparison between the two. Senator O'NEILL: That's my first cut of the detail, but if you can think of anything else I might be interested in, I'd love to hear from you. Mr Hart: Okay. Senator O'NEILL: How does the provision of acknowledgement of scholarship differ in the RTP model from the APA provisions? Ms Robertson: In what sense? Senator O'NEILL: Is provision 1655 the same in the RTP stipend new model as it was in the APA, or has it changed? Ms Robertson: We would have to go back and look at that. I don't have that with me. I've only been in the job a few weeks.
SQ18-000298	Spoken	O'Neill, Deborah	1/03/2018	62	Higher Education Research and International	Number of overseas students receiving grants	Senator O'NEILL: How many of the students who receive these grants are overseas students? Mr Hart: It can't be more than 10 per cent international students. Senator O'NEILL: That is the limit but do you know the numbers? Mr Hart: I will have to give you the specific number on notice, but it can't be more than 10 per cent. Senator O'NEILL: Could you have a look at that and give me the historical figures for 2015, 2016, 2017. Mr Hart: Yes. Senator O'NEILL: That would be great. Thank you. You can't give me the numbers for this year, can you?
SQ18-000043	Spoken	Cameron, Doug	1/03/2018	68	Skills and Training	Builders licence - work experience	Senator CAMERON: I was pretty clear; you put it on the record to get a builders licence, but they've never worked in the industry. So they get a builder's licence— Ms Lynch-Magor: Yes. Senator CAMERON: and they can go and say to somebody, 'I can build you a house', but they've never built a house. Ms Lynch-Magor: Under the pilot, they will have access to work experience where they will get on-the-job experience. Senator CAMERON: What is the minimum amount of work experience they'll get? Ms Lynch-Magor: I'll have to take that on notice.
SQ18-000045	Spoken	Cameron, Doug	1/03/2018	69	Skills and Training	Higher Apprenticeships	Senator CAMERON: Will these higher apprenticeships include a contract of employment and a contract of training? Mr Palmer: They may, but it's not a requirement. It would depend on how they were brought forward by the states and territories. Our expectation was that it would involve work. Senator CAMERON: Well, if you're going to be an apprentice, you've got to have both a contract of employment and a contract of training. If these are called higher apprenticeships, then surely they would contain both a contract of training and a contract for employment; is that correct? Mr Palmer: We don't specify that in the agreement, but it would be my understanding that it would involve those two elements, yes. Senator CAMERON: How can we get that clarified? We need to ensure that there is a contract of training and a contract of employment for it to be an apprenticeship. Mr Palmer: I can just read out the definition of higher apprenticeship that is in the proposed agreement that's out with the states and territories. Senator CAMERON: Can we get a copy of the proposed agreement? Mr Palmer: I can get you a copy. I've written on the one I have here, so I'd rather not give you one with my notes on it, but I can get you a copy.

SQ18-000047	Spoken	Cameron, Doug	1/03/2018	70	Skills and Training	Difference between and apprentice and a trainee	Senator CAMERON: And can you establish what is an apprentice and what is a trainee? Mr Palmer: In terms of apprenticeships and traineeships, yes. Where states are looking to also count like activity, we would need to establish a baseline against the like activity. Senator CAMERON: Give me them if you have got them. Mr Palmer: I think we have provided these notice last time. Senator CAMERON: I think I may have seen them. Take it on notice and we will have a look at that.
SQ18-000048	Spoken	Cameron, Doug	1/03/2018	72	Skills and Training	Reduction in training support	Senator CAMERON: I'm aware there have been reductions everywhere, including the Commonwealth, is that correct? Mr Palmer: In which year? Senator CAMERON: What has been the amount of money that's been pulled out of training since the government has come to office? Senator Birmingham: I think you'd find that over the period since we came to office the amount provided to the states and territories for training support would exceed the amount provided over the preceding five years. But we're happy to take that on notice.
SQ18-000049	Spoken	Cameron, Doug	1/03/2018	74	Skills and Training	Australian Apprenticeship Management System - IT upgrade	Senator CAMERON: Will the department be able to provide me with the details of the high-risk issue and the worsening overall status, or do I need to ask the Digital Transformation Agency? Dr Banerjee: We will take it on notice. In the broad it goes to the issues we have canvassed in evidence here, which is where the project is up to. .... Senator CAMERON: Please, Dr Banerjee, it's a simple question. Have they provided you anything in writing? That's all I'm asking. Dr Banerjee: I'll take that on notice. Senator CAMERON: You don't know? Dr Banerjee: We've certainly had consultations with them. Specifically, I have had meetings with them. Whether or not that has been put in terms of formal correspondence is something that I would have to check. Senator CAMERON: Mr Morling, have you received any formal correspondence? Mr Morling: Not that I'm aware of. As Dr Banerjee said, we have met with the DTA. Senator CAMERON: So you'll take that on notice. Can I ask, then: if there is a written review, can you provide me details of that? Dr Banerjee: We'll take that on notice. Senator CAMERON: Can you also provide any correspondence in relation to the project between yourselves and the DTA, any file notes between yourselves and the DTA on this project? Dr Banerjee: We'll take that on notice.
SQ18-000050	Spoken	Cameron, Doug	1/03/2018	75	Cross Portfolio	Cost of PwC review	Senator CAMERON: Why have we paid \$12.9 million, then? Dr Banerjee: There are aspects that could be improved in terms of thinking about the functionality of the system. The project was intended to improve the functionality. Senator CAMERON: ITNews has said that DET paid PwC to come in and undertake the review—is that right? Dr Banerjee: Yes. Senator CAMERON: What is the cost of that review? Dr Banerjee: I would have to take that on notice.
SQ18-000051	Spoken	Cameron, Doug	1/03/2018	75	Cross Portfolio	PwC review report	Senator CAMERON: What are the terms of this review? What are the terms of reference you've given to PwC? Dr Banerjee: Broadly, the department engaged PwC to conduct an independent assessment with a specific focus on project and contract management, stakeholder engagement and communication management. Senator CAMERON: When will the review report? Dr Banerjee: It is expected to be completed in March. Senator CAMERON: Can I ask for a copy of the review report in March? Dr Banerjee: We will take that on notice.
SQ18-000053	Spoken	Cameron, Doug	1/03/2018	77	Skills and Training	Dealing with egregious exploitation of apprentices across state borders	Senator CAMERON: Yes, because some of these employers might have operations across states. An individual state may not be in a position to deal with the issue, so then I think it becomes a Commonwealth matter to try to deal with. The Fair Work Ombudsman is engaging in it, and the department has some responsibility and we have a minister for skills and apprenticeships. We should be dealing with that. I might put some questions on notice to you on this. Perhaps you could, on notice, advise me on the steps you are practically taking before the next estimates to try to deal with the egregious exploitation of apprentices across state borders. Dr Bruniges: I'm happy to do that update, Senator. Senator CAMERON: And within state borders, as you were prepared to do as well.
SQ18-000056	Spoken	Cameron, Doug	1/03/2018	77	Skills and Training	Up-front fees to undertake diplomas and advanced diplomas under VET student loans	Senator CAMERON: We have just been talking about 300,000 more apprentices and trainees and these apprentice like programs. This is something that could either fit into either the higher apprenticeships or that program. And yet here, in an area where we have a skill shortage, a young woman wants to increase her skills and contribute to the economy but the up-front fees are just leaving her completely unable to do this because she is on income support. Has there been any analysis done as to up-front fees that are being paid by people enrolling in a diploma of nursing? Mr Morling: No. I don't believe we have done any specific work on nursing diplomas and up-front fees. Senator CAMERON: Do you think that this something you should do—look at how the fees differ across providers and whether this is becoming prohibitive for students? Mr Morling: I'd have to take that on notice. Dr Bruniges: You raised an issue about the transparency of the same course—I think you used the example before of two different costs for the same course at two different locations. This, to me, sits within that same bailiwick—is it the same from every provider? We will take it away and have a look at nursing in particular. If there is anything in the particular case that you have, I am more than happy to follow it up.

SQ18-000055	Spoken	Collins, Jacinta	1/03/2018	77	Skills and Training	Recommendations from the ombudsman	Senator JACINTA COLLINS: Could I ask whether the ombudsman's actually made any recommendations about how to deal with matters such as this? Not to your knowledge? Dr Bruniges: I'd have to take that on notice. As I said, I wasn't aware of the case, but I'm happy to take that on notice and find out if there are recommendations. Senator JACINTA COLLINS: Thank you.
SQ18-000057	Spoken	Cameron, Doug	1/03/2018	78	Skills and Training	Complaints for the student loans ombudsman stats	Senator CAMERON: Do you know where the stats on the complaints are up to? Dr Banerjee: The complaints for the student loans ombudsman? Senator CAMERON: Yes. Dr Banerjee: I can take that on notice but it is primarily a matter for the ombudsman and his reporting. Senator CAMERON: Do you know whether any of the training operators that the ombudsman is referring to are approved VSL providers? Mr Morling: I'd have to take that on notice. Senator CAMERON: Thanks. Has the department taken any action on this, to your knowledge? Mr Morling: Without knowing the provider, I would have to take that on notice. Senator CAMERON: Okay, you can do that. Is this just the tip of the iceberg? Is there any other information that this could be a more widespread problem? Mr Morling: We have the first quarterly report from the ombudsman and we will get the second quarterly report at some point in the near future. Obviously we have a number of ongoing investigations ourselves but, as we have said previously here, we don't comment on those. Senator CAMERON: This is a legacy issue, isn't it? What you could have is people reaching the debt threshold and then receiving demands for compulsory repayment when they are completing their tax return. Dr Bruniges: It depends what the 352 complaints refer to—whether it is related to VET student loan providers that are current or whether it relates back to the VET FEE-HELP scheme. I'm not sure whether they apply to the same thing, but I am happy to follow it up. Senator CAMERON: I'm happy for you to take that notice.
SQ18-000301	Spoken	Collins, Jacinta	1/03/2018	80	Higher Education Research and International	MYEFO grants freeze	Senator JACINTA COLLINS: You've not received any advice as to what the intent of the provisions in the legislation may have been? Senator Birmingham: The advice I have received has been that the action the government has undertaken is consistent with the way the legislation is drafted and enacted. Senator JACINTA COLLINS: You haven't received advice as to whether using the power in this fashion might be subject to challenge? Senator Birmingham: I don't believe I have received legal advice—not that I would usually speak about legal advice in estimates hearings anyway. Senator JACINTA COLLINS: I am not asking you for the detail of any legal advice; I am asking you whether concern around the use of this power in this way, rather than what might be proposed as was originally intended, has been the subject of advice to you. Senator Birmingham: I'll take it on notice to double-check
SQ18-000060	Spoken	Collins, Jacinta	1/03/2018	81	Higher Education Research and International	Additional funding for additional places	Senator JACINTA COLLINS: How many locations do these factors pertain to? Senator Birmingham: That'll all be resolved and revealed in reviewing the budget process. Senator JACINTA COLLINS: I'm not asking what the resolution is; I'm asking: in how many higher education institutions, are there government funded capital expansion activities that mean that government needs to consider growth in the number of places? I mentioned that there are reports about the University of Sunshine Coast and the Southern Cross University. How many more are there? Dr Bruniges: I'm happy to take that on notice. Senator JACINTA COLLINS: It doesn't seem to be an issue that needs to be taken on notice in the sense that it's not information at hand. Given that there have already been some public reports about some of these places, I don't understand why you're unable to provide the committee with information about where else these factors might apply. Dr Bruniges: They'll be part of the budget process, as my colleagues have said. Senator JACINTA COLLINS: I can ask the question a different way: how many institutions are affected by the issue or problem that the minister's outlined and are unable to meet the student demand associated with the recent capital expansion activities? Dr Bruniges: And I said I was happy to take that on notice. I don't have that information with me.
SQ18-000062	Spoken	Collins, Jacinta	1/03/2018	82	Higher Education Research and International	Number of universities that had plans for growth in undergraduate Commonwealth supported places in 2018- 19?	Senator JACINTA COLLINS: Can you tell me how many universities had plans for growth—quite independently from the capital expansion activities—in undergraduate Commonwealth supported places in 2018- 19? Mr English: I think that would apply to the majority of universities. There were one or two exceptions, I think, who had planned for a reduction in numbers in their enrolments for that period. Senator JACINTA COLLINS: Isn't that the easier way to answer the question, then, that you're aware of one or two, whichever they are, that weren't planning growth? Mr English: I believe that's what I just said. Senator JACINTA COLLINS: I'm asking if you can tell me which of the one or two there were. Mr English: I'd like to take on notice and consult with the relevant universities about revealing their— Senator JACINTA COLLINS: Growth plans? Mr English: previous projections, individually, which is not something we typically do. Senator JACINTA COLLINS: Can you give me a sense of which disciplines? Mr English: I could; I don't have that information with me. Senator JACINTA COLLINS: So this is something you could give us a sense of on notice? Mr English: Yes.

SQ18-000036	Spoken	Collins, Jacinta	1/03/2018	88	Higher Education Research and International	Disaggregation of the Higher Education Reforms - Revised Education Measures table	<p>Senator JACINTA COLLINS: Could I perhaps give you a project to do over the dinner break, which is to disaggregate that table as best you're able? You may need to take elements of it on notice if you need to canvass other agencies, particularly Finance or Treasury. But, to the extent that you are able to describe the components for us across the forwards, that would be helpful. Dr Bruniges: Let's see what we can do in the dinner break. It's a very short dinner break. It's a big ask, but we'll see what we can do, and, if not, we'll take it on notice. Senator Birmingham: I would like officials to have some dinner as well, because it is a long night ahead. Senator JACINTA COLLINS: I understand that. The only reason I ask it that way is because, at least in terms of producing portfolio budget statements, it is a process that you would partly be routine with. I understand it might not have occurred with MYEFO, but these are such significant changes. I don't even know if it would help to refer back to the last budget to have an understanding of the components. That may be something that would help inform us, but do the best you can. I do understand if you need to take it completely on notice. Dr Bruniges: Thank you. ... Senator JACINTA COLLINS: When you answer my first question, can you please ensure that it also includes the reversals, rather than just the components going forward? Dr Bruniges: I will be taking that one on notice.</p>
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SQ18-000044	Spoken	Collins, Jacinta	1/03/2018	91	Higher Education Research and International	CSP Sub-bachelor and Post-graduate Planned Growth	<p>Senator JACINTA COLLINS: What growth in sub-bachelor and post-graduate CSP places has the government planned over the forwards and the medium term? Senator Birmingham: You mean in the budget allocation for— Senator JACINTA COLLINS: Firstly in the budget allocation, if any, but, secondly, in the medium term as well. Mr English: The places are fixed in number, and the funding that attributes to those depends on the mix of courses and the topic areas they're in. Senator JACINTA COLLINS: At this stage, it's fixed across the forwards? Mr English: That's my recollection, but I will confirm that. Senator JACINTA COLLINS: What's been the growth over the last four years? Mr English: In those particular allocations? Senator JACINTA COLLINS: Sub-bachelor and post-graduate CSP places. Mr English: All those allocations are reasonably stable. We allow budget-neutral variation to the number of places if the universities want to change the mix, but I will have to take that on notice—to have the deconstruction of the CSP numbers that way. Senator JACINTA COLLINS: Thank you.</p>
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SQ18-000046	Spoken	Collins, Jacinta	1/03/2018	95	Higher Education Research and International	Net Increase in the Number of Additional Places	<p>Senator JACINTA COLLINS: What is the overall net increase in the number of places that have been provided in the agreements? You've mentioned that, yes, there is a net increase for the University of the Sunshine Coast and a net increase for Southern Cross University. What is the overall net increase in the allocation of places that this next budget is going to need to accommodate? ... Mr English: I think it would be more efficient if I took it on notice.</p>
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SQ18-000054	Spoken	Collins, Jacinta	1/03/2018	96	Higher Education Research and International	Commonwealth Expenditure on Higher Education - GDP and MYEFO	<p>Senator JACINTA COLLINS: For example, the NTEU claims that last year's cuts would mean—and I assume their position is the previous arrangements rather than the legislation—that Commonwealth expenditure on higher education would fall from 0.82 per cent of the GDP in 2015-16 terms to 0.68 per cent of the GDP by 2020-21. Perhaps I could ask you to take that on notice. Senator Birmingham: We can take it on notice and, if need be, we'll refer the NTEU's economic modelling to the Treasury and see what they think of it. Senator JACINTA COLLINS: I'm interested in the department's understanding of the impact on proportion of GDP. Senator Birmingham: The department doesn't model GDP. Senator JACINTA COLLINS: No? Senator Birmingham: That's what the Treasury is for.</p>
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SQ18-000061	Spoken	Collins, Jacinta	1/03/2018	98	Higher Education Research and International	Universities With Change in Allocation that has a Budgetary Impost	<p>Senator JACINTA COLLINS: We now understand there are only two universities that have a change in allocation that has a budgetary impost, and they're the two that I mentioned, Sunshine Coast and Southern Cross universities. Is that correct? This is the \$69 million and the \$12.9 million. Are they the only examples? Senator Birmingham: I'd have to check on that. In terms of some of the reallocations and so on, that should all net itself out, I'm pretty sure. We'll have to take that on notice. Senator JACINTA COLLINS: When were these two agreements finalised? Mr English: The date's a matter of public record, of the agreements that were signed and published. I would need to check those, but they— Senator JACINTA COLLINS: Where are they published? Mr English: On the department's website, the final agreements are published. I don't have the precise dates with me, but it was a few weeks ago for the variations of those agreements. I can get you those. We'll take it on notice.</p>
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SQ18-000063	Spoken	Collins, Jacinta	1/03/2018	98	Higher Education Research and International	Number of international students in Australia	<p>Senator JACINTA COLLINS: What proportion of these international students are Chinese? Ms Sandercock: That would be 38 per cent. Senator JACINTA COLLINS: Is that just mainland China? Ms Sandercock: We don't disaggregate, to my recollection, by the semi-autonomous regions. Senator JACINTA COLLINS: So when we say Chinese, we're talking mainland China, Hong Kong and Taiwan. Ms Sandercock: I will take that on notice, but I would think so.</p>
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SQ18-000064	Spoken	Collins, Jacinta	1/03/2018	99	Higher Education Research and International	Level of university marketing	<p>Senator JACINTA COLLINS: Senator McKenzie used to talk about the level of university marketing, but I don't know whether she just aggregated that to overseas markets. Senator Birmingham: No, we— Senator JACINTA COLLINS: I used to be part of her lines around salaries of vice chancellors and marketing. Senator Birmingham: We are able, out of university accounts, to distil elements of marketing and advertising budgets, which, from memory, have been about \$1.7 billion over the last few years. Senator JACINTA COLLINS: That would be both domestic and international. Senator Birmingham: The ability to disaggregate that is harder to tell, although I'm not sure that footy club sponsorships and stadium sponsorships, that you can see around the country, appear particularly obvious to me in their connection to the international student market. Senator O'NEILL: If you could find that out, it would be of interest. I'm not sure if you will be able to do that. Senator Birmingham: We can take it on notice and we can always ask them.</p>
SQ18-000300	Spoken	Lines, Sue	1/03/2018	101	Higher Education Research and International	International Education market	<p>Senator O'NEILL: Is there any specific advice that the department has given Austrade on the international education market and the need for diversification? Have you given any particular advice? Is there any policy or strategy that is determining this? There is a lot of action. I could hear from what you're saying that there is a lot of action. The question is: in what direction is that action headed and how is the department determining the outcomes that you seek? And has any of that got to do with market diversification? Senator Birmingham: We seek to grow international education markets that we are in and we would like to still see growth in the China market. That may well be the case. But we seek to grow other markets as well, to give Australia even greater reach and depth. I imagine—but we can take it on notice—that, for example, some of the market analyses that were previously conducted in relation to South American opportunities would have been shared in various ways with the likes of Austrade, noting, as Ms Sandercock highlighted, that the council does bring together the Foreign Affairs and Trade portfolios, the Immigration portfolio, the Industry portfolio, our portfolio and I may have missed somebody. That is one of the strengths that I know international ed providers in the sector say is remarked upon elsewhere around the world—that nowhere else do education providers feel that they get such a comprehensive whole-of-government approach to engagement with their issues. We will maintain that, because we are determined, as I say, to sustain international ed, and that is not just in terms of diversification, as you put it; it is a case of supporting all the markets that we are in and growing new ones where we can. Senator O'NEILL: Thank you.</p>
SQ18-000065	Spoken	Lines, Sue	1/03/2018	102	Higher Education Research and International	Formal contact with ANU regarding flood damage	<p>Senator LINES: Have you had any formal contact with ANU? Dr Bruniges: No, I haven't, and I don't have my deputy secretary here tonight; he's gone home sick. So I will take that on notice. He may have. But certainly the enormity of the task in front of them in doing a stocktake of what's there and not—we're certainly ready to give support following on from the minister's conversation if need be. Senator LINES: But you're not sure what's— Dr Bruniges: As I said, I'd take it on notice. Mr Learmonth isn't here. But I haven't personally had contact with the ANU at this point. Senator LINES: Okay. Perhaps you could take on notice what assistance you've offered, if any, and what has been asked of you or what reports you've received from the library or, indeed, the in-charge people. Dr Bruniges: Will do, Senator.</p>
SQ18-000066	Spoken	Collins, Jacinta	1/03/2018	105	Cross Portfolio	Increase of funding for advertising	<p>Senator JACINTA COLLINS: One of the contracts for advertising on spending schools originally was valued at \$210,000 and then upgraded to \$7.7 million. How did that happen? Ms Smith: Which contract are you referring to? Senator JACINTA COLLINS: It is not a misunderstanding between the two. Let me put that on notice. Ms Smith: Happy to look into it.</p>
SQ18-000075	Spoken	Lines, Sue	1/03/2018	107	Early Childhood and Child Care	New Child Care Package - number of childcare providers currently using the CCMS portal	<p>Senator LINES: ...I want to focus on the new Child Care Package, which begins in July. I am assuming that is still the start date? Yes. How many approved childcare providers are currently using the CCMS portal? Ms Wilson: I'm not sure if we have the detail of the number of people using the portals. But everyone has to come in through CCMS, so I imagine it's the same as the number of services. As at the March quarter, it was 18,318 services. Senator LINES: When you say you 'imagine', you— Ms Wilson: I can double-check that for you. Whether there are multiple services that come in through one channel, for example. Senator LINES: Yes, that would be good.</p>
SQ18-000076	Spoken	Lines, Sue	1/03/2018	108	Early Childhood and Child Care	Contingency plans for all different scenarios	<p>Mr Yannopoulos: We have a detailed contingency plan for all of the different scenarios, ranging from a software provider not being ready; to families not responding in enough numbers through the call-to-action phase, which we will also commence in April; to providers not being ready and not completing their transition steps. Senator LINES: Is that a written document? Mr Yannopoulos: Yes, it's a written document. Senator LINES: Is that available to the committee? Mr Yannopoulos: I'll take that on notice. Senator LINES: Thank you.</p>

SQ18-000077	Spoken	Lines, Sue	1/03/2018	111	Early Childhood and Child Care	Number of P&C providers who currently have an electronic sign-in.	Senator LINES: So these P & C providers have the iPads and all of that? Ms Wilson: I don't think we have the stats on how many have gone to iPads versus not iPads. Senator LINES: There are some out there that presumably do not have iPads— Ms Wilson: That's right. Senator LINES: so that's a cost to them? Ms Wilson: Yes. Senator LINES: You don't have the data at all about how many currently have an electronic sign-in? Or is it that you do have it and can give it to us on notice? Ms Wilson: I think we'd have to take that on notice. Dr Bruniges: We'll take it on notice, Senator.
SQ18-000078	Spoken	Lines, Sue	1/03/2018	113	Early Childhood and Child Care	Activity test exemption	Senator LINES: We are being contacted by a lot of families and early education services that are concerned about how they'd be impacted. We've put together some scenarios from the information that we've been given by families and educators to see if you could confirm them. Will the activity test apply to veterans who have been medically discharged from the ADF and unable to work? Ms Wilson: Currently an activity test exemption is being on the disability support pension. That sounds like it's of a similar medical criteria. I would need to double check that, but I would say that an exemption would apply to that group. Senator LINES: Can you take that on notice? Ms Wilson: Yes.
SQ18-000079	Spoken	Lines, Sue	1/03/2018	114	Early Childhood and Child Care	ORIMA research survey results	Ms Wilson: There was research—I can't remember if it was 2016 or 2017 now—which did a survey and basically talked to people about the policy settings in the package. Based on the survey, there was an extrapolation which included 230,000 people showed a preference that the benefits of the package would encourage them back into work—or work more. Senator LINES: I think we asked you at the time if you could give us those survey results; I think you said you'd take it on notice, or you might have said a straight no. I can't remember. Can you consider that again? Ms Wilson: Yes, I can.
SQ18-000080	Spoken	Lines, Sue	1/03/2018	115	Early Childhood and Child Care	Family childcare subsidy estimator	Ms Mitchell: The campaign funds did not pay for the estimator. That was separate funding that we had internally within our budget. The total cost of that estimator was seventy thousand— Senator LINES: Which part of the budget did it come from? Ms Mitchell: I'd have to take that on notice. It was existing funding that we had. Senator LINES: But it was not part the \$16.54 million? Ms Mitchell: No, not at all. Ms Wilson: We got funding for other parts of the package as part of the 2015 budget. Senator LINES: Sure, and you'll take that on notice. Do you do any monitoring of how many times the family childcare subsidy estimator's used?
SQ18-000081	Spoken	Lines, Sue	1/03/2018	115	Early Childhood and Child Care	Number of unique users that have used the estimator	Senator LINES: How many unique users have used the estimator? Ms Mitchell: As at 24 February, I've got total hits of 771,211. Senator LINES: But you don't know if they're unique users? Ms Mitchell: No, I don't have that disaggregation. Senator LINES: But you can get it? Ms Mitchell: Yes, I can.
SQ18-000082	Spoken	Lines, Sue	1/03/2018	117	Early Childhood and Child Care	Number of families by electorate and income range to receive zero subsidy under the new package	Senator LINES: Can you take on notice for us—these are big questions—to confirm the number of families receiving zero subsidy under the new package in each electorate. Can you confirm by electorate the number of families better off, worse off and the same across the six combined family income cohorts. Ms Wilson: Yes.
SQ18-000083	Spoken	Lines, Sue	1/03/2018	117	Early Childhood and Child Care	Breakdown across the states by electorate of families currently subject to withholding	Senator LINES: Will it be in the DHS letter? Ms Wilson: Not in the first letter, but it will be in part of something. About 67 per cent of families are currently subject to withholding. Senator LINES: The 15 per cent? Ms Wilson: That's right. Senator LINES: Are you able to give that to us in a breakdown across the states by electorate? Ms Wilson: I'll take it on notice. Mrs Pearce: That is CCR payments where there is a component of CCB.
SQ18-000067	Spoken	Collins, Jacinta	1/03/2018	121	Schools and Youth	Enrolment Growth	Senator Jacinta Collins: So the extra \$300 million is essentially the existing program, adjusted with some catch-up for enrolment and a continuation of the building indexation? Senator Birmingham: Adjusted with a catch-up for enrolment, embedding enrolment projections in future growth and maintaining the building indexation as well. Senator JACINTA COLLINS: Are these enrolment projections for 10 years? Mr Cook: No, Senator— Senator JACINTA COLLINS: What are they? Mr Cook: which is a normal practice. Senator JACINTA COLLINS: Yes. What are they? Mr Cook: I'm happy to take that on notice. I don't know what they are off the top of my head. It would depend on the sector and state. Senator JACINTA COLLINS: It would be great to see, across sectors, what your enrolment projections might be.

SQ18-000293	Spoken	Collins, Jacinta	1/03/2018	123	Schools and Youth	Capital Grants Funding Projects	<p>Senator JACINTA COLLINS: Okay. I looked at a couple of recent examples and I was hoping to understand how they fit the guidelines. Just bear with me; I seem to have lost my pages. Loreto Normanhurst, a school in Sydney—as I understood the guidelines—how does it meet being a school that would not have access to sufficient capital resources, given that it is currently embarking on a \$100 million redevelopment and has fees of more than \$20,000 a year? The school has 71 per cent of their kids in the top income quartile and a surplus of \$2.3 million in 2016. How is it that particular school needs Commonwealth support for a building project? Mr Cook: There are a few things on this. This is the Block Grant Authority of the actually state that makes these decisions and recommendations to the department. Senator JACINTA COLLINS: Well, they're applying the guidelines, yes. Mr Cook: Yes. So I don't know the detail of this particular school and that particular application. I don't know when it happened. I would have to seek— Senator JACINTA COLLINS: You'll need to take that on notice? Mr Cook: We would have to go into the actual—the Block Grant Authority provides us—the providers—and the case. Their board approves it and then it comes to us for final approval. We would have to unpack the reasons that particular Block Grant Authority recommended that particular project. Senator JACINTA COLLINS: Can you do that for me, please? Mr Cook: Sure. Absolutely. I will take it on notice. Do you know what year it was? Senator JACINTA COLLINS: I will give the year on my questions on notice, so you can— Mr Cook: As I understand it was for \$65,000? Is that the—I just have a note here about— Senator JACINTA COLLINS: I don't have the actual amount. I can put that in my questions on notice to you.</p>
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SQ18-000068	Spoken	Collins, Jacinta	1/03/2018	124	Schools and Youth	Commonwealth funding support for Launceston Church Grammar School	<p>Senator JACINTA COLLINS: Yes, indeed. The other example I'd like you to look into is Launceston Church Grammar School. Here we have a school that is spending \$12.8 million in capital over five years with Commonwealth funding support. I don't have the actual quantum at the moment, but I should be able to get that to you. This is a school that has an art gallery, a school hall, a gymnasium and a swimming pool. More than half the kids are from families in the top income quartile and it charges \$16,000, which is relative in Tasmania in terms of fees, for a year 12 student. Why does that school need extra capital funding from the Commonwealth? In this case, it seems the capital funding is being used to chip in to provide a cafe for the school. Mr Cook: I'm happy to take it on notice. We will look at the application. Senator JACINTA COLLINS: Check those facts and details. Mr Cook: Happy to.</p>
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SQ18-000069	Spoken	Collins, Jacinta	1/03/2018	126	Schools and Youth	States that will receive less student-with-disability funding	<p>Senator JACINTA COLLINS: I think our question was somewhat diverted by the fact there will be a catch-up once the 2018 data becomes available. I'd like to know what states will receive less student-with-disability funding ahead of the catch-up this year than they did the previous year? Mr Cook: Based on 2017 data, not 2018 data? Senator JACINTA COLLINS: Yes. Dr Bruniges: That would mean we are comparing 2016 data with 2017. Senator JACINTA COLLINS: Yes. .... Senator O'NEILL: Could you just put that clearly into the document so that we can read it with that context and within those parameters you just identified. Mr Cook: The different definitions? Senator O'NEILL: Yes. Then we can actually do some comparing. Mr Cook: Just to clarify, you're after the Commonwealth funding that went under the student disability loading in 2017? Senator O'NEILL: Yes. Mr Cook: Then, up until the final adjustment payment, what the Commonwealth funding is projected to be under the NCCD definition, so up until about August or so 2018? Senator JACINTA COLLINS: Yes. The previous year we want broken down into— Mr Cook: A monthly basis? Senator JACINTA COLLINS: the monthly so we can see what difference the catch-up made in 2017. Mr Cook: Sure.</p>
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SQ18-000070	Spoken	O'Neill, Deborah	1/03/2018	127	Schools and Youth	Number of schools that had their NCCD student with disability numbers or adjustment categories changed due to post-collection moderation in 2016 and in 2017	<p>Senator O'NEILL: I have just a couple more. How many schools have had their NCCD student with disability numbers or adjustment categories changed as a result of a post-collection moderation in 2016 and in 2017? Mr Cook: I'll have to take that on notice. I think we said in response to a question on notice we contacted over 600 schools. I don't think I have with me how many of those schools actually made an adjustment as a result of that contact.</p>
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SQ18-000071	Spoken	O'Neill, Deborah	1/03/2018	127	Schools and Youth	Number of times contact made with schools	<p>Senator O'NEILL: That's not a good sign for my next question, which is going directly to that one, on 113, which stated 610 schools were contacted as part of the 2017 data collection process. If somebody can help us with that, I have a few questions. I just want to interrogate that a little. Mr Cook: We will take that on notice. I'm sorry; we don't have that. Senator O'NEILL: With regard to the 610 schools, how many were contacted more than once? Mr Cook: I think we said in the answer some of them were contacted more than once, but I'm not sure we've got the records in relation to that. I don't know whether we've actually kept the records, but again I'll take it on notice and ask my staff who've made the phone calls whether we have that information. Senator O'NEILL: I can't understand why you wouldn't keep a record of something like that. .... Senator O'NEILL: No, it would be much better if they had a spreadsheet. It'd be a lot easier to get the data out of it rather than individual case files. How many schools were contacted more than once, if you can get that data? Mr Cook: Sure.</p>
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SQ18-000072	Spoken	O'Neill, Deborah	1/03/2018	127	Schools and Youth	School visits	Senator O'NEILL: How many of these schools were visited in person? I'm sure these things would interact. If there is concern—you've contacted them and haven't heard, and you've contacted them again and haven't heard—I'm assuming that there would be a process trigger there for a visit to the school. How many schools were visited in person? Mr Cook: That wouldn't be our usual practice—to fly one of my staff to Western Australia, for example, to visit a school in relation to a query like that. But again I'm happy to take it on notice.
SQ18-000073	Spoken	O'Neill, Deborah	1/03/2018	127	Schools and Youth	Request for supporting information to support NCCD numbers	Senator O'NEILL: How many of the 615 schools were asked for further supporting information to back up their NCCD numbers? Mr Cook: Again, I'm happy to take that on notice.
SQ18-000074	Spoken	Collins, Jacinta	1/03/2018	130	Schools and Youth	Announcement of the additional financial assistance for low growth independent schools in 2018	Senator JACINTA COLLINS: So, when you made the decision around continuing the system-weighted average arrangements whilst the SES review was occurring, are you saying that you made another arrangement for independent schools that were going to be receiving low indexation to receive additional funding in 2018—is that how I understand what you just said? Senator Birmingham: No. I compared the two because both are 2018-only decisions and both were taken in those days around the legislation passing in terms of— Senator JACINTA COLLINS: And my concern is: I'm fully cognisant of the first one; I'm not aware at all of this second one, so I'd like to understand when it was announced. Given the nature of the passage of the legislation, I'm not surprised that I may not have comprehended everything at the time, but this is the first I've heard of this one. So I would like to understand when it was announced and where the detail of this extra arrangement was made available. Senator Birmingham: I'll try to go back and check the comments. Senator JACINTA COLLINS: Okay, if you could take that on notice.
SQ18-000009	Spoken	Collins, Jacinta	1/03/2018		Cross Portfolio	Redrafting of QoNs	Senator O'NEILL: Do you consider that good practice? How many of those questions did you send back to the department for editing? Senator Birmingham: I couldn't tell you. Senator O'NEILL: Would you be able to find that out and provide the answer in the course of the day? Senator Birmingham: I'll take it on notice and see whether we have a record. .... Senator O'NEILL: In your estimate, Dr Bruniges—as you might have a better recollection than Senator Birmingham—how many of those 394 were sent back by the minister for editing? Dr Bruniges: I'd have to take that on notice. Senator O'NEILL: Would you be able to ask somebody to look it up now? Dr Bruniges: I'm happy to have a look at whether we've got records of that and happy to take it on notice. I will do it as quickly as possible.
SQ18-000011	Spoken	Collins, Jacinta	1/03/2018		Schools and Youth	Professor Halsey - contract	Senator O'NEILL: How much money has Professor Halsey been paid in total for undertaking the regional and remote review? Mr Cook: I will have to take that on notice. I have got in my brief the rate of \$2,000 per day. Senator O'NEILL: That's \$720 extra per day, in addition to what the rem tribunal— Mr Cook: Well, as I indicated, it is because this is a contract—as opposed to the Gonski, where it's a panel, which is appointed by the government and therefore the rem tribunal directs that payment. So there's a difference between the arrangements with Mr Halsey and the Gonski panel. The total contract value was \$300,000, but I'll have to ask, when my staff are here, for the breakdown of that, in terms of actually how much Mr Halsey himself has been paid.
SQ18-000014	Spoken	Collins, Jacinta	1/03/2018		Higher Education Research and International	Letters to Universities on Grant Freeze	Senator JACINTA COLLINS: I'll probably come back to this issue, but while we're still dealing with the grants freeze: Minister, how many universities have you written to about the freeze? Senator Birmingham: How many universities have I written to? I'm not sure. I'll look into that as to what communications in particular we've had in that regard. Senator JACINTA COLLINS: Okay. So that's on notice? Senator Birmingham: Yes.
SQ18-000015	Spoken	Collins, Jacinta	1/03/2018		Higher Education Research and International	Number of Regional and Outer Suburban Universities that have a Significant Growth Strategy for 2018-21	Senator JACINTA COLLINS: You will probably need to take this on notice, relating to the earlier questions I asked: how many universities in outer suburban areas have a significant growth strategy for 2018 to 2021? Senator Birmingham: This is relating to your earlier questions, so we'll take it on notice. Senator JACINTA COLLINS: Yes. Sometimes Mr English can at least give a partial answer, but we'll see how we go. Similarly, how many regional universities have a growth strategy for 2018 to 2021? Whilst we were talking about— Senator Birmingham: I think I saw a strange shaking of the head from Mr English; he was taking it on notice. Senator JACINTA COLLINS: I'm sorry; I assumed that!
SQ18-000154	Written	Cameron, Doug	9/03/2018		Skills and Training	Number of VSL students paying full fees	How many VSL students were full fee paying from 1 Jan 2017-30 June 2017; and from 1 July 2017 – 31 Dec 2017; and from 1 Jan 2017 to 31 December 2017: •By VSL course (ranked by highest to lowest) •By provider (ranked highest to lowest) •By gender (excluding non-capped courses) •By gender (including non-capped courses)
SQ18-000155	Written	Cameron, Doug	9/03/2018		Skills and Training	VSL students - Average upfront costs	What are the average upfront costs paid by VSL enrolled students? By VSL course (ranked by highest to lowest) •By provider (ranked highest to lowest) •By gender (excluding non-capped courses) •By gender (including non-capped courses) Please provide as average by fees per student, and average fees per EFTSL.
SQ18-000156	Written	Cameron, Doug	9/03/2018		Skills and Training	VSL students - Average upfront costs	What are the average upfront costs paid by VSL students enrolled in each of the 10 most popular courses from 1 Jan 2017-30 June 2017; and from 1 July 2017 – 31 Dec 2017; and 1 Jan 2017 – 31 Dec 2017: •By Provider (ranked highest to lowest) Please provide as average upfront fees per student and average upfront fees per EFTSL.

SQ18-000157	Written	Cameron, Doug	9/03/2018		Skills and Training	Australian Industry Skills Committee	<ul style="list-style-type: none"> <li>What is the role of the AISC in determining the standards for Training Packages?</li> <li>On what grounds can the AISC refuse to approve changes to Training packages that have been agreed and approved through Industry Reference Committees?</li> <li>On how many occasions has the AISC overturned suggested changes to training packages that have been made by IRCs? Please provide details of each occasion this has happened, the relevant IRC involved, the details of the provisions that were overturned, the reasons why, and the final outcome.</li> </ul>
SQ18-000158	Written	Cameron, Doug	9/03/2018		Skills and Training	Membership of Industry Reference Committees	<ul style="list-style-type: none"> <li>What is the process that is undertaken to determine the membership of the Industry Reference Committees?</li> <li>Who has final responsibility for determining the membership of each of the Industry Reference Committees?</li> <li>Are there appeal processes available, and if so, what are they?</li> <li>What authority do the IRCs have in setting the standards in training packages?</li> <li>Have IRC members undertaken training to enable them to perform their roles? If so, please describe the training, the training provider, the duration of training and the cost of the training.</li> <li>Are there any instances whereby a member of the AISC is also a member of an IRC? If so, please provide any details of dual membership, including the identity of the member and the IRCs involved.</li> </ul>
SQ18-000159	Written	Cameron, Doug	9/03/2018		Skills and Training	Skilling Australians Fund	<ul style="list-style-type: none"> <li>Have the budget estimates for the Skilling Australians Fund been reworked on the basis of the recent decline in numbers of 457 visas being applied for and granted? If so, please provide any new estimates for each year over the forward estimates.</li> <li>Will the current 2017-18 budget for the Skilling Australians Fund be expended in this financial year?</li> <li>If not, will the fund accumulate such that any unspent portion of the budget will be added to the 2018-19 budget?</li> <li>Will payments be made to the states and territories on for individual projects?</li> <li>How will payments be triggered – will they be made upfront for each project; based on milestones and performance benchmarks in each project, or in arrears for each project?</li> <li>What is the estimated cost to the Commonwealth of administering the Skilling Australians Fund?</li> <li>Will the Fund cover administrative costs to the Commonwealth or will this be funded from outside of the Fund?</li> <li>Will the Fund cover administrative costs to the States and Territories, ie will administrative/project management costs be covered by the Fund?</li> <li>If any, which states and territories have signed the agreement, and on what dates?</li> </ul>
SQ18-000160	Written	Cameron, Doug	9/03/2018		Skills and Training	Apprentice exploitation	<p>In a recent case of employee exploitation, the owner operator of Plutis Plumbing Pty Ltd was found guilty by the court of underpayment, and it was also found that five of the employer's previous apprentices were employed for less than 100 days.</p> <ul style="list-style-type: none"> <li>Has Plutis Plumbing Pty Ltd ever received Commonwealth incentives, or any other monetary supports, to employ an apprentice or trainee? If so, how much money has the owner operator received from the Commonwealth; and for how many apprentices/trainees?</li> <li>Are there systems in place that enable AASN providers and/or DET to detect where an employer may be 'churning' through apprentices and/or trainees?</li> <li>Is there capacity within the system for AASN providers and/or DET to access the apprentice employment history of an employer prior to signing-up a commencing apprentice or trainee with that employer?</li> <li>If so, are AASN providers obliged to examine the apprentice employment history of an employer seeking to sign up a commencing apprentice/trainee?</li> <li>Are there any other systematic means by which either AASN providers or DET can establish the apprentice/trainee employment history of an employer?</li> <li>What actions can the AASNs or DET take where it is clear that an employer has a history of 'churning' through apprentices or trainees?</li> <li>Have any guidelines been developed by DET to outline what should be done in the case where an employer appears to be churning through apprentices and/or trainees?</li> <li>Are there provisions in AASN contract to ensure that appropriate reporting and/or action is taking place with regards to apprenticeship/traineeship churn? If so, what are they?</li> </ul>
SQ18-000161	Written	Cameron, Doug	9/03/2018		Skills and Training	VET FEE HELP tuition assurance and re-crediting debt	<p>At a recent meeting with Department of Education and Training officials it was reported that \$19.7 million of debt has been 're-credited' to 1,635 students who had been enrolled in 'open' units of study at seven training providers that have ceased operation.</p> <ul style="list-style-type: none"> <li>How many open units of study led to the re-crediting of \$19.7 million?</li> <li>How many of the 1,635 students were studying part time?</li> <li>On average, how many units of study were 'open' for a student; for a fulltime student; and a part time student?</li> <li>What action will be taken to recoup re-credited debt from tuition assurance providers TDA and ACPET?</li> <li>What action will be taken by the Department if the tuition assurance providers have insufficient coverage to service the Department claims for repayment?</li> </ul>
SQ18-000162	Written	Cameron, Doug	9/03/2018		Skills and Training	Defining and monitoring the status of units of study for VFH and VSLs programs	<ul style="list-style-type: none"> <li>What is the definition of a 'completed' unit of study for the purposes of tuition assurance?</li> <li>How does the Department track the status of units of study to assess and monitor their completion?</li> <li>Is the Department confident that they have accurate data relating to the status of units of study?</li> </ul>
SQ18-000163	Written	Cameron, Doug	9/03/2018		Skills and Training	VET student Loans – open units of study per student	<p>On average, how many units of study were open for a student studying with a VET Student Loan at July 1 2017, and at Dec 31 2017? Please also provide the average number of open units of study for a part time and for a fulltime student.</p>

SQ18-000164	Written	Cameron, Doug	9/03/2018	Skills and Training	VET student enrolments by electorate – updated data	Please provide the total number of VET students (and program enrolments) in each electorate for the latest available full year, broken down by level of qualifications studied. Also indicate how many of those students are attending government providers, and how many are attending not-for-profit, and other provider types. If possible, please provide for each of the last five years. Please provide for government funded VET; and for Total VET activity. If this data is not available for 2017, please advise when 2017 data will become available.
SQ18-000165	Written	Cameron, Doug	9/03/2018	Skills and Training	Trade Support Loans	•Please provide the total number of apprentices and trainees eligible to receive a trade support loan and the total number of apprentices and trainees who have received a trade support loan. Please also indicate the proportion of eligible apprentices and trainees who are in receipt of a TSL. •In three additional tables, please also provide the above data by state; and by electorate; and by gender. •How many loan recipients have dropped out of their apprenticeship? oWhat is the total debt that those people hold? •How many loan recipients have completed their apprenticeship or traineeship and have had their debt reduced by 20 per cent? oWhat is the total amount that has been 'discounted' due to completion?
SQ18-000166	Written	Cameron, Doug	9/03/2018	Skills and Training	Apprentice and trainee numbers	•Please provide apprentice and trainee numbers for each quarter over the last five years by electorate. •Please provide trade occupation apprentice and trainee numbers for each quarter over the last five years by electorate. •Please provide non-trade occupation apprentice and trainee numbers for each quarter over the last five years by electorate. •Please provide apprentice and trainee numbers for each quarter over the last five years by state and territory. •Please provide trade occupation apprentice and trainee numbers for each quarter over the last five years by state and territory. •Please provide non-trade occupation apprentice and trainee numbers for each quarter over the last five years by state and territory.
SQ18-000177	Written	Cameron, Doug	9/03/2018	Skills and Training	Australian Apprenticeship Management System (AAMS) – IT upgrade project	1.Please provide a copy of the original request for tender for the AAMS project. 2.How many Expressions of Interest were received in response to the AAMS request for tender? 3.How many tenders were lodged? 4.Please provide details of the companies that lodged tenders; the full price of each proposal tendered; and methodologies prescribed in each proposal.
SQ18-000178	Written	Cameron, Doug	9/03/2018	Skills and Training	Australian Apprenticeship Management System (AAMS) – IT upgrade project	1.Please provide the total amount paid to NEC for the project; and a breakdown of all the payments that have been made to NEC for the project, including a description of each milestone b.The payment amount and scheduled date in the contract for the completion of each milestone c.The amount paid to NEC for achieving each milestone d.The date on which each milestone payment was made 2.Please provide any written progress reports provided by NEC to the Department in relation to the project.
SQ18-000179	Written	Cameron, Doug	9/03/2018	Skills and Training	Australian Apprenticeship Management System (AAMS) – IT upgrade project	1.Please provide a description of any milestone that has not been met – and the payment amount associated with that milestone. 2.When is it expected that each of the outstanding milestones will be met? 3.When is it expected that the project will be completed? 4.Will any of the work that has been done need to be redone? If so, what work will need to be redone? 5.How much of the work that has been done will be used in the future? Please specify which elements will be retained and used.
SQ18-000180	Written	Cameron, Doug	9/03/2018	Skills and Training	Australian Apprenticeship Management System (AAMS) – IT upgrade project	1.Have any evaluations, internal or external reviews of the project been undertaken? 2.If so, when were those evaluations/reviews conducted and when were they completed? 3.Please provide copies of any reports from those evaluations/reviews. 4.What is the scope and what are the terms of reference that are guiding the PwC review that is currently being conducted? 5.What is the cost of the review? 6.When will the review be finalised? 7.Please provide a copy of any reports from the review.
SQ18-000115	Written	Carr, Kim	8/03/2018	Higher Education Research and International	Research Training Program - Reporting Requirements	1. What are the reporting requirements for universities under the Research Training Program? 2. In the haring it was mentioned that universities are required to report PhD completions, what other data are universities required to report to the Department? 3. Does this include the RTP stipend amounts, the number of students on RTP stipends, whether they are domestic or overseas students, and what field of study and research they are enrolled in? 4. When are universities required to report this data?
SQ18-000129	Written	Carr, Kim	8/03/2018	Higher Education Research and International	Research Training Program Scholarship Policy	1. Have all eligible HEPs provided a copy of their RTP Scholarship Policy to the Department? 2. If not, why not? 3. What actions can the Department take if a HEP does not supply a copy of a RTP Scholarship Policy, or if the said policy is not publically available? 4. What are the matters an RTP Scholarship policy cover? 5. What actions can the Department take if a HEP's RTP Scholarship Policy does not cover the required matters? 6. How is the Department or TEQSA monitoring that HEPs abide by their RTP Scholarship policies? 7. What processes are open to students who have grievances against a HEP on RTP Scholarship matters?
SQ18-000130	Written	Carr, Kim	8/03/2018	Higher Education Research and International	Eligible Higher Education Providers for Research Training Program	1. Who are the eligible HEPs under the Research Training Program? 2. What are the requirements for a HEP to becoming an eligible HEP under the RTP?
SQ18-000133	Written	Carr, Kim	8/03/2018	Higher Education Research and International	High and Low Cost Fields of Education	How are high and low cost fields of education for the purposes of the RTP determined?

SQ18-000136	Written	Carr, Kim	8/03/2018	Higher Education Research and International	Research Training Program Fees Offset	What is the purpose of the RTP Fees Offset mentioned in 1.6.1 (1) of the Commonwealth Scholarships Guidelines (Research) 2017? What fees would the grant amounts be used to offset?
SQ18-000138	Written	Carr, Kim	8/03/2018	Agency: ARC	ARC - Special Research Initiative - PFAS Remediation Research Program	1. What is the funding profile and length of the ARC SRI - PFAS Remediation Research Program? 2. What is the source of the funding? Is it new funding or coming from existing ARC programs? If it is existing ARC programs, which programs, and by how much year calendar year? 3. Who is eligible to participate in the SRI?
SQ18-000139	Written	Carr, Kim	8/03/2018	Agency: ARC	ARC - Impact & Engagement Assessment	What is the funding profile of the \$11.2 million across the forward estimates for the impact and Engagement assessment?
SQ18-000140	Written	Carr, Kim	8/03/2018	Agency: ARC	ARC - Paper Procurement	1. According to Finance QoN F65, in the last financial year you purchased only no Australian made paper. Is this correct and can I get an update on that figure? 2. Is the ARC looking to improve its usage of Australian made paper in the current financial year? 3. When is the ARC's contract with COS office supplies due for review?
SQ18-000142	Written	Carr, Kim	8/03/2018	Agency: ARC	ARC - Industrial Transformation Research Hubs	Why did the number of applications for the Research Hubs fall from 11 applications in the 2015 funding round to 5 in the 2017 funding round? What impact do ministerial priorities have on the number of applications? Why exactly was there no funding round for the ITRF Research Hubs in 2016?
SQ18-000143	Written	Carr, Kim	8/03/2018	Agency: ARC	ARC - Cost burden to Universities of Impact and Engagement Assessment	Did the ARC collect data on the additional regulatory and cost burden of the Impact and Engagement Assessment during the pilot? Will the ARC be collecting data on the regulatory and cost burden of ERA during the 2018 exercise? If not, why not? Has the ARC's optimism about the costs burden of universities been borne out to date?
SQ18-000144	Written	Carr, Kim	8/03/2018	Higher Education Research and International	Supporting Collaboration in RTP Program	What data will be collected to allow the Department to judge whether HEPs are using their RTP grant amounts to "support collaboration between HEPs and industry and other research end-users"?
SQ18-000148	Written	Carr, Kim	8/03/2018	Cross Portfolio	Contract notices	In reference to each of the contract notices, CN3478122, CN3481261, CN3484029, CN3484032, CN3487565, CN3487981, and CN3487985: (a) What is the purpose of the contract? (b) What are the expected outcomes of the contract? (c) Why could this work not be completed by the Department? (d) Where the work has been completed, copies of any relevant reports
SQ18-000149	Written	Carr, Kim	8/03/2018	Higher Education Research and International	Annual Assessment Research System	In reference to SQ17-001083 why has an assessment not yet been developed? When does the Department expect that such an assessment will be complete? Will the Department be engaging external consultants?
SQ18-000086	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	Consultancies for the child care package	Can the Department advise how much has been spent on consultants that are working with the Department to prepare for the new child care package? Please provide total spending for 2016/17 and 2017/18. How many consultant FTEs are working on the project? How much has PwC been paid to date? How many Department FTE are working on the project? How many 2016/17 and 2017/18 How many staff? Are PwC staff liaising directly with families and service providers on the rollout? How many staff on the project are currently on sick leave?
SQ18-000087	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	Child care package – departmental staff	How many team members does the department have working on the implementation of the new child care package? Have team members been required to work longer than usual hours? Has there been staff movement/turn over in this team? Is this higher than usual? Have there been any members been required to go on stress relief? Have there been any reports of work, health and safety incidents? Have any of these been found to be in direct correlation to the rollout of the package?
SQ18-000088	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	Compliance measures and savings	Can you please confirm the compliance measures and savings the government has committed to since 2014? Can you please confirm how much of these target savings have been realised to date? The latest announcement, from MYEFO in December, for \$1 billion in new compliance measures in Family Day Care – can you please advise what these new compliance measures consist of? How do they differ from previously announced compliance measures? Can the Department advise what consultation has occurred with the sector regarding these savings?
SQ18-000089	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	BBF services and applications for the Community Child Care Fund	How many services currently receive funding under the BBF? Can the department provide the list of services which access funding under the BBF? How many families utilise these services? How many applications have been received from applicants to the Community Child Care Fund? Was the funding round undersubscribed? Have applicants been advised if they have a funding agreement for funding from July? If services have not received funding agreements, can you advise when they will? How long will the funding agreements run for? Is the funding intended to be transitional? Can you confirm if these services will be required to demonstrate they can be financially viable in order to qualify for funding?
SQ18-000090	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	Impact of the new child care package on the early childhood education workforce	Has the Department undertaken any modelling of the potential impacts of the new child care package on the early childhood education workforce? Does the Department know how many staff will be required to meet the increasing demand for early learning in the coming years?

SQ18-000091	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	National Quality Framework	Is the government still committed to the full implementation of the National Quality Framework by 2020 as per the current National Partnership Agreement? Does the department have a plan for where the additional bachelor level educators will come from as required under the Quality Framework?
SQ18-000092	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	Enrolment cancellations under the Child Care Subsidy System	Why has the Department set the time for when a child's enrolment has been cancelled under the Child Care Subsidy System at 8 weeks when vacation times for OSHC services are at least 10-14 weeks apart? Do OSHC services know about this? What feedback has the Department received? Does this mean families will have to re-register for the subsidy every 8 weeks?
SQ18-000093	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	Removing 'education' from child care package material	Why has the Department of Education removed the word "education" from the services providing education and care in all the material around the new Child Care package despite the services being called education and care services in the National Law and Regulations they are approved under?
SQ18-000094	Written	Collins, Jacinta	7/03/2018	Schools and Youth	Announcement of the extension of Universal Access funding	The Minister's press release announcing the extension of Universal Access funding on 3 February 2018 showed that ABS data finds that NSW enrolls just 84.9% of children in the Year Before School Cohort in preschool programs in 2016, which is well short of the 95% benchmark in the National Partnership Agreement. How much performance based funding was withheld from NSW for failing to reach this benchmark? Is it possible to see a copy of the annual performance report from NSW under the National Partnership Agreement for 2016?
SQ18-000095	Written	Collins, Jacinta	7/03/2018	Schools and Youth	Updating of SQ17-000735 with performance payments for 2016 and 2017	Can the Department provide updates on; Update SQ17-000735 with performance funding payments for 2016 and 2017
SQ18-000096	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	Updating of SQ17-000893 following MYEFO 2017-18	Can the Department provide updates on; Update SQ17-000893 following MYEFO 2017-18
SQ18-000097	Written	Collins, Jacinta	7/03/2018	Early Childhood and Child Care	CCB and CCR data by electorate	Can the Department please provide the number of families who received Commonwealth payments (Child Care Benefit and Child Care Rebate) in 2016/17 by electorate?
SQ18-000099	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	HELP	<ul style="list-style-type: none"> <li>•What is the updated assessment of the size of the HELP debt held by the Commonwealth?</li> <li>•What write-downs have occurred in the size of HELP debt held by the Commonwealth in the last four years?</li> <li>•How much has been collected by Australians living overseas since changes were made to allow overseas collection?</li> <li>•What impact does the abandoning of the 2017 higher education reforms have on the size of the HELP debt?</li> <li>•What is the Department's assessment of HELP repayments and the intersection with the tax and social security systems?</li> <li>•What materials, briefings, or modelling have been provided to crossbench senators in relation to HELP in the past 12 months?</li> <li>•What briefings have been provided by the Department or the Minister's office to crossbench senators in relation to changes to HELP in the past 12 months? If so, when did these occur?</li> </ul>
SQ18-000100	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Course Fees	What is the Department's view of how much Australians pay for their university education, compared to other countries? How do we rank in the OECD?
SQ18-000101	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Allocated courses in universities	<ul style="list-style-type: none"> <li>•How many allocated sub-bachelor and postgraduate CSP places have been cut by the Government in the 2018-20 funding agreements?</li> <li>•How many universities will have a net increase in allocated places in the next four years? Which universities are these and in which disciplines?</li> <li>•How many universities will have a net decrease in allocated places in the next four years? Which universities are these and in which disciplines?</li> <li>•How many allocated places have been cut from the system since 2017?</li> </ul>
SQ18-000102	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Mobility funding	<ul style="list-style-type: none"> <li>•What is the total expenditure each year by the Department on mobility programs?</li> <li>•How much is spent on the New Colombo Plan, and how much on other programs?</li> <li>•How many students are currently funded by the Government to take overseas study? How many will be over the next four years? What has the growth rate been over the past 4 years in funded mobility?</li> <li>•Can the Department break down which funding programs students have taken, and to which country?</li> <li>•How many VET students are funded for mobility programs? Can we also have the number of VET students who have been funded for mobility programs from 2011 – 2018, and the projection for the next four years?</li> <li>•Similarly, how many students are taking out OS HELP loans? What has been the number of students taking OS HELP loans from 2011-2018, and again the projection for the next four years?</li> </ul>
SQ18-000103	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Detailed expenditure for each higher education program for 2013 to 2017	Please provide a table (preferably an excel spreadsheet) detailing the expenditure that occurred under each higher education program for each of the calendar years 2013 to 2017 and each of the financial years 2012-13 to 2016-17. Expenditure for HELP programs should be the amount lent to students which was paid to universities (not just the estimated expense of loans to the Commonwealth). In this request 'higher education program' is intended to cover both teaching and research programs (including the ARC), irrespective of whether paid under the Higher Education Support Act 2003 or an annual appropriation.

SQ18-000104	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Commonwealth Grant Scheme and Higher Education Support program expenses	Please provide the program expenses for Programs 2.1 and 2.3 detailed in the PAES on pages 32 and 33 by calendar year for 2018 to 2021.
SQ18-000105	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Total amount the Government has committed to support Deakin's Warnambool Campus	What is the total amount the Government has committed to support Deakin's Warnambool Campus since 2013? •What appropriations was this money drawn from? •When did the Minister publicly announce these grant amounts? •What process is in place to allow other universities with campuses of marginal viability to apply for assistance?
SQ18-000106	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Provider Integrity Bill 2017 – FEE-HELP providers	In 2017, the Government legislated to give itself additional powers in respect of providers? How many providers have had restrictions placed on the amount of FEE-HELP their students may access? Please provide the names of these providers. •How many students have had their access to FEE-HELP removed due to failing units of study? •How many of these have had paid their fees upfront and how many were unable to continue their studies? •How many civil penalties have been issued for each of the civil penalty provisions included in that Bill (i.e. separate number for each by provision)?
SQ18-000107	Written	Collins, Jacinta	8/03/2018	Higher Education Research and International	Provider Integrity Bill 2017 – Department compliance practices	•What compliance measures has the Department put in place to ensure that providers: oare assessing each student's suitability to undertake a unit of study before enrolling the student in that unit; oare not offering any benefit likely to induce a person to apply for a loan; and oare not implying that HELP is not a loan? •How many ASL is devoted to this compliance activity? •How is the Department satisfying itself that it will be aware of such inappropriate behaviours?
SQ18-000114	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA – New investigatory unit	In Senate Estimates hearing on 1 March 2018, TEQSA stated that it was establishing a plan and investigation teams to conduct out of cycle investigations into specific issues where there appears to be a significant risk that a breach of standards has taken place or where there could be one. Can TEQSA please advise: a.the key functions of the new investigatory unit b.the number of staff that will be employed in the new investigatory unit, their APS levels and whether they are contracted or permanent positions c.the recruitment timetable for these positions d.the skills and experience sought for each of these positions
SQ18-000116	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA – New investigatory unit	Given TEQSA's expectation that its new investigation team will consider issues relating to student safety and wellbeing can TEQSA please advise how it intends to access and utilise expertise in sexual violence expertise in relation to these investigations, and whether or not experts from sexual assault services will be involved in assessing the appropriateness of complaints handling by universities?
SQ18-000117	Written	Collins, Jacinta	9/03/2018	Agency: TEQSA	TEQSA – Cost of the new investigatory unit	What will be the annual cost of the new investigatory unit?
SQ18-000118	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - Student Expert Advisory Group	In Senate Estimates hearing on 1 March 2018, TEQSA stated that its student expert advisory group was meeting for the first time on 2 March 2018. Can TEQSA please advise: a.the mandate of the student expert advisory group b.the membership of the student expert advisory group i.How members were determined (ie was there an application process or was membership by invitation) c.How often it is intended the student expert advisory group will meet d.the processes for setting the agenda for the membership of the student expert advisory group i.Are individual members able to propose agenda items and raise issues?
SQ18-000119	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - investigation of sexual violence complaints	In an article published by news.com.au on 19 February 2018, Penis drinking one of many degrading rituals at University of Newcastle, the following comments were attributed to a statement from Minister Birmingham: "I'd urge anyone who has been abused or assaulted to speak up and approach police and the tertiary regulator TEQSA will be investigating these examples to ensure that universities are adhering to the strict student safety and wellbeing standards they set." ( <a href="http://www.news.com.au/lifestyle/real-life/news-life/penis-drinking-one-of-many-degrading-rituals-at-university-of-newcastle/news-story/d7cfa0beb4a26bed2dc7a8df1afbff0">http://www.news.com.au/lifestyle/real-life/news-life/penis-drinking-one-of-many-degrading-rituals-at-university-of-newcastle/news-story/d7cfa0beb4a26bed2dc7a8df1afbff0</a> ) TEQSA in a statement on 22 February 2018 advised that ( <a href="https://www.teqsa.gov.au/latest-news/articles/no-place-sexual-assault-higher-education">https://www.teqsa.gov.au/latest-news/articles/no-place-sexual-assault-higher-education</a> ): TEQSA will continue to take any complaint received regarding sexual assault and harassment seriously. Any complaint received is thoroughly investigated by the agency who will work with the complainant and higher education provider to resolve the complaint through the consistent and fair application of policies and procedures. However, in Senate Estimates hearing on 1 March 2018, TEQSA stated that it was not their intention to investigate individual claims of sexual harassment or sexual assault. 1.Given TEQSA's statement of 22 February 2018 and the Minister's recent comments, can TEQSA please clarify its intentions to thoroughly investigate all complaints received regarding sexual harassment or sexual assault. 2.Can TEQSA outline their policies and procedures to investigate complaints received regarding sexual harassment or sexual assault? 3.What are the expected timeframes for resolution of such a complaint?

SQ18-000120	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - identifying areas for investigation and review – students filing complaints	In Senate Estimates hearing on 1 March 2018 Minister Birmingham said: we all hope to see firstly that there are fewer complaints because there are fewer instances and that culture changes on campus and in associated areas. But secondly where instances of harassment or violence occur that they are all reported, and that they are all thoroughly investigated and that appropriate action is taken. But if any of those fail or fall down, that's where we expect the regulator to be stepping in and making sure universities are exposed if they have breached their obligations. 1. What mechanisms are available for students to make complaints to TEQSA about universities' handling of incidents of sexual assault or harassment? 2. What, if any, are the current requirements for a student to file a complaint about a university's response to sexual assault or sexual harassment?
SQ18-000121	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - identifying areas for investigation and review – TEQSAs role	In Senate Estimates hearing on 1 March 2018 TEQSA stated that it is not their intention to investigate individual claims of sexual harassment or sexual assault, that this function is the university institution's responsibility. TEQSA stated their role is to make sure the institution is fulfilling its obligations under the Higher Education Standards, which make it clear they are responsible for providing a safe and secure learning environment. How will TEQSA determine whether or not a university is providing a safe and secure learning environment as it relates to sexual violence?
SQ18-000122	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - identifying areas for investigation and review – intelligence gathering processes	In Senate Estimates hearing on 1 March 2018 when asked how TEQSA will be made aware of complaints of sexual violence TEQSA referenced a range of intelligence gathering processes. In the absence of individual complaints and/or media coverage what will TEQSA's intelligence gathering processes be to ascertain whether institutions are fulfilling their obligations under the Higher Education Standards, in relation to providing a safe and secure learning environment for students?
SQ18-000123	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - wellness and safety guidance	In Senate Estimates hearing on 1 March 2018 TEQSA indicated that the wellness and safety guidance note makes it quite clear that if an incident of sexual assault occurs on the campus, the institution has a responsibility to report it to TEQSA as a material change. 1. Will TEQSA be seeking data from sources other than universities to ensure that TEQSA is aware of all situations where allegations of sexual assault have occurred. For example – will TEQSA be seeking information from police or sexual assault services about reports of assault at university and residence addresses? 2. How will TEQSA ensure that it is aware of allegations of sexual assault when they have occurred within residential colleges? 3. What is TEQSA's process for investigating a student complaint about a university's response if a victim of sexual assault does not want to put themselves through the additional trauma of a report to police or court process, but needs to be protected from their perpetrator on campus?
SQ18-000124	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - oversight of university commitments re addressing sexual violence	In Senate Estimates hearing on 1 March 2018 Minister Birmingham stated that the Government had asked TEQSA to continue to work with the Australian Human Rights Commission to make sure there is a firm and watchful eye on universities, and to ensure universities have to report back on their progress. 1. Can TEQSA please advise how it is working with the Australian Human Rights Commission to ensure there is a firm and watchful eye on universities? a. What processes does this involve? b. As TEQSA employed any expertise in sexual violence in undertaking these tasks?
SQ18-000125	Written	Collins, Jacinta	8/03/2018	Agency: TEQSA	TEQSA - publication of findings	In Senate Estimates hearing on 1 March 2018 TEQSA stated that it would publish information on the overview of universities responses, and good practice, in addition to the annual report. 1. Can TEQSA please advise how it will make information publicly available when university practice does not meet good practice standards? 2. Can TEQSA please advise what powers it has to take action when university practice do not meet good practice standards?
SQ18-000135	Written	Collins, Jacinta	9/03/2018	Higher Education Research and International	HELP	The Government recently introduced a system of collecting HELP debt from Australians living overseas. When did this commence? Does the Department support the administration of this? If so, how much does it cost?
SQ18-000182	Written	Collins, Jacinta	9/03/2018	Cross Portfolio	Departmental Staffing	How many part-time staff are there currently in the Department? Broken down to division and classification How many staff have been recruited this year? Have there been any staff reductions this year?
SQ18-000183	Written	Collins, Jacinta	9/03/2018	Cross Portfolio	Legal Staff and Expenses	What is the total Budget for legal staff in the Department? How much is spent on external legal advice? How many lawyers are seconded from private firms to work in the Department?
SQ18-000184	Written	Collins, Jacinta	9/03/2018	Cross Portfolio	Freedom of Information	How many FOI applications were received by the Department in 2017? How many were received late by the applicant? Do all Departmental FOIs go to the Minister's Office for clearance or information prior to being released by the Department? What proportion of Departmental FOI requests went to the Minister's Office for information or clearance prior to being provided by the Department to the applicant? How many FOI applications to the Minister were re-allocated to the Department in the past year?
SQ18-000185	Written	Collins, Jacinta	9/03/2018	Cross Portfolio	Part-time staff	What proportion of Departmental staff currently work in part-time roles, in the following categories? Total SES Band 2 SES Band 1 L2 L1 APS levels What proportion of part-time staff in the Department are female? What proportion of the Department's total staff are female?

SQ18-000186	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Staff redundancies/dismissals	<ul style="list-style-type: none"> <li>How many voluntary redundancies were provided in the last financial year? Please also provide this by level (APS4-SES3)</li> <li>What was the total cost of all voluntary redundancies provided in the last financial year? How many staff were dismissed or terminated in the last year and at what levels?</li> </ul>
SQ18-000187	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Executive Training	<ul style="list-style-type: none"> <li>How much money has been spent on executive training, leadership coaches, other development and hospitality for the Secretary, Associate Secretary and Deputy Secretaries? Please provide a list of the dates, cost and purpose of the training.</li> <li>How much money has been spent on executive training, leadership coaches or other development and hospitality for the Senior Executive Service staff in the Department? Please provide a list of the dates, cost and purpose of the training.</li> </ul>
SQ18-000188	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Gender Equality Action Plan 2017-19	<ul style="list-style-type: none"> <li>Please provide an update on progress in achieving goals set out in the Department of Education and Training Gender Equality Action Plan 2017-19.</li> <li>Please provide a copy of the report and recommendations in relation to item 1.1 of the Gender Equality Action Plan "Investigate the lower take up of flexible work arrangements by male employees," which was due to be completed by 30 June 2017.</li> </ul>
SQ18-000189	Written	Collins, Jacinta	9/03/2018		Higher Education Research and International	Overseas postings and offices	<ul style="list-style-type: none"> <li>How many offices does the department have outside of Australia? What is the annual cost for running each one? What are the staffing costs for each office? Allowance costs? Accommodation for staff Other expenses</li> <li>In the last two financial years did the department lease any apartments or homes overseas? If yes, what was the cost for each property?</li> <li>How much funding was spent on entertaining, such as dining, events, alcohol, or allowances for this to Departmental staff based overseas in the last financial year?</li> </ul>
SQ18-000190	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Overseas staff travel	<ul style="list-style-type: none"> <li>How much funding was spent on overseas travel for all Departmental staff in the last financial year, including: Airfares</li> <li>Accommodation</li> <li>Entertainment/representative dining including alcohol</li> <li>Functions</li> <li>Incidentals</li> </ul>
SQ18-000191	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Advertising funding	<ul style="list-style-type: none"> <li>How much has been spent on advertising by the Department on Government policy initiatives over the past 12 months? How much is forecast to be spent on advertising by the Department in the 12 months 2018-19?</li> </ul>
SQ18-000192	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Quality Schools Campaign costs	<ul style="list-style-type: none"> <li>What is the cost since June 2017 for advertising, research and communications for the Quality Schools campaign?</li> </ul>
SQ18-000193	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Schools funding advertising campaign	<ul style="list-style-type: none"> <li>Did the Department provide advice to the Minister to initiate work on the schools funding advertising campaign, or did the direction come from the Ministers Office to start work on the advertising campaign? Please provide a copy of all documentation submitted to the Independent Communications Committee by the Department.</li> <li>Did the Department undertake any work on a schools funding advertising campaign prior to the 26 June 2017? If yes, please detail the nature of the work.</li> <li>What page in MYEFO was the \$8.2m funding for schools funding advertising detailed?</li> </ul>
SQ18-000194	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Schools funding communications campaign	<ul style="list-style-type: none"> <li>Please provide a detailed timeline of the history of the Schools funding communications campaign, including: Dates proposals were considered by Cabinet in relation to the funding.</li> <li>Dates the funding was approved by Government.</li> <li>When the Department submitted materials (and what the materials covered) to the Independent Communications Committee.</li> </ul>
SQ18-000196	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Approval of Schools funding advertising campaign	<ul style="list-style-type: none"> <li>Who was the schools funding advertising approved by and when?</li> </ul>
SQ18-000197	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Advertising in Tasmania	<ul style="list-style-type: none"> <li>How much money was spent advertising in Tasmanian in the five weeks leading up to the 3 March 2018?</li> </ul>
SQ18-000198	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Advertising in South Australia	<ul style="list-style-type: none"> <li>How much money was spent advertising in South Australia (or is estimated to be spent) in the six weeks leading to the 17 March 2018?</li> </ul>
SQ18-000199	Written	Collins, Jacinta	9/03/2018		Cross Portfolio	Schools advertising campaign	<ul style="list-style-type: none"> <li>How much of the funding for the schools advertising campaign came from the Departmental budget? What program or line item was the funding re-directed from? Please provide a copy of all Austender records for all funding and contracts related to the schools funding advertising campaign.</li> <li>Has the Department undertaken any preparation work or briefing the Minister or his office about a potential phase 3 of the schools funding advertising campaign? Is a phase three of the schools funding advertising campaign being considered by Government?</li> </ul>
SQ18-000200	Written	Collins, Jacinta	9/03/2018		Agency: ACARA	ACARA - literacy and numeracy learning progressions	<ul style="list-style-type: none"> <li>How much did it cost to develop the literacy and numeracy learning progressions? What feedback have you received about existing learning progressions? To what extent have each state and territory implemented the learning progressions? Is ACARA monitoring progress and use of learning progressions? If so, how? Will further refinements be made to existing learning progressions? If so, over what timeframe? How is teacher feedback being sought over the existing learning progressions?</li> <li>Does ACARA have plans to develop further learning progressions? If so, in what areas, and what is the estimated cost?</li> </ul>
SQ18-000201	Written	Collins, Jacinta	9/03/2018		Agency: ACARA	ACARA - NAPLAN sample tests costs	<ul style="list-style-type: none"> <li>How much does it cost to run the following NAPLAN sample tests each year: Civics and citizenships</li> <li>Science and literacy</li> <li>ICT proficiency</li> </ul>
SQ18-000202	Written	Collins, Jacinta	9/03/2018		Agency: ACARA	ACARA - NAPLAN sample tests development costs	<ul style="list-style-type: none"> <li>How much did it cost to develop the following NAPLAN sample tests: Civics and citizenships</li> <li>Science and literacy</li> <li>ICT proficiency</li> </ul>

SQ18-000203	Written	Collins, Jacinta	9/03/2018		Agency: ACARA	ACARA - Number of schools that participated in each sample test	How many schools participate in each sample test: • Civics and citizenships • Science and literacy • ICT proficiency
SQ18-000204	Written	Collins, Jacinta	9/03/2018		Agency: ACARA	ACARA - Development of a formative assessment system	Are you developing a formative assessment proposal with ESA and AITSL? Provide copies of any formative assessment papers that have been developed, either by ACARA or with ESA and AITSL. Have you estimated how much it will cost to build a formative assessment system? What assumptions are underlying any assessment of cost? What areas and year levels would your proposed formative assessment system focus on?
SQ18-000205	Written	Collins, Jacinta	9/03/2018		Agency: ACARA	ACARA - Regional and rural breakdown of NAPLAN scores	Regional and rural breakdown of NAPLAN scores – by each year level and subject area and state. • What proportion are at each band of NAPLAN and how does that compare to kids in metropolitan schools?
SQ18-000206	Written	Collins, Jacinta	9/03/2018		Agency: AITSL	AITSL – Graduate Teacher Performance Assessment Tool	Please provide a brief update about where the trial of the Graduate Performance Assessment tools is at? Who is monitoring the efficacy of the assessment tools and the trial process? Can you share the findings with the committee?
SQ18-000207	Written	Collins, Jacinta	9/03/2018		Agency: AITSL	AITSL - Development of a formative assessment system	Are you developing a formative assessment proposal with ESA and ACARA? Provide copies of any formative assessment papers that have been developed, either by AITSL or with ESA and ACARA. Have you estimated how much it will cost to build a formative assessment system? What assumptions are underlying any assessment of cost? What areas and year levels would your proposed formative assessment system focus on?
SQ18-000208	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Schools Data	Please provide one consolidated spreadsheet (not pdf) that included the following information: • Approved authority name, state, ID number • Proportion of SRS provided by the Commonwealth, estimated total proportion of SRS (Commonwealth + State) using the best estimates available • The total funding that each approved authority is estimated to receive each year from 2017 – 2027 from the Commonwealth and from the state government • The per student funding that each approved authority is estimated to receive each year from 2017 – 2027 from the Commonwealth and the state government. • Total increase in funding over 10-years that each approved authority will receive. • The amount each approved authority receives for each loading and the number of students assumed to be in each loading category for 2018. • Each school's SES score (for non-government approved authorities) • Each school's ICSEA score • Each school's regional or remote status
SQ18-000230	Written	Collins, Jacinta	13/03/2018		Schools and Youth	Schools receiving more than 100 per cent of their Schooling Resource Standard in gross income	Please provide a list of schools resourced at levels above their schooling resource standard (including all funding from both levels of government, fees, charges, parental contributions and other private sources for 2016). Please include the actual SRS calculation for each school (in \$\$ terms), it's Government funding per student and its private funding per student (in a spreadsheet, not pdf).
SQ18-000231	Written	Collins, Jacinta	13/03/2018		Schools and Youth	Catholic and Independent Schools by Each State Receiving More Than 100% SRS	What proportion of catholic and independent schools by each state receive more than 100% SRS (Commonwealth + State)?
SQ18-000233	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Commonwealth Funding for Each Independent School or Non-Government System	How much total Commonwealth funding will each independent school or non-government system receive over 10-years and what increase does that represent on 2017 funding?
SQ18-000235	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Catholic and independent schools receiving more than 15% of their SRS entitlement from their state government	How many catholic and independent schools receive more than 15% of their SRS entitlement from their state government?
SQ18-000236	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Catholic and Independent Schools Receiving More Than 20% of their SRS Entitlement From Their State Government	How many catholic and independent schools receive more than 20% of their SRS entitlement from their state government?
SQ18-000238	Written	Collins, Jacinta	9/03/2018		Schools and Youth	SES Scores	Has the Department recalibrated the SES scores for non-government schools using the 2016 Census Data? If so, please provide a copy of the estimated SES scores for all non-government schools, using 2016 data.
SQ18-000239	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Capital Grants Program	What is the total funding being provided to non-government schools as part of the capital grants program in 2018? Please provide a table showing the names and locations of the schools that are receiving money in 2018, the amount and what the money is allocated for.
SQ18-000240	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Capital Grants Funding Projects	Please provide an explanation of what projects capital grants funding was allocated for in the following high SES schools and how much was given to each in total between 2014 and 2017: Loreto Normanhurst, Launceston Church Grammar, Rosebank College, Brindabella Christian School, Canberra Christian School, Blue Mountains Grammar, Kingswood College, St Andrews Christian College, Kinma School, Alia College and Melbourne Montessori Brighton East campus.
SQ18-000241	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Estimated Allocation for the Capital Grants Program	What is the estimated allocation for the capital grants program each year over the forward estimates period?

SQ18-000242	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Per Student Value of the Capital Grants Program by Each State and Sector	What is the per student value of the Capital Grants program (actual and estimated) from 2014-2027, by each state and sector?
SQ18-000243	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Capital Grants Program	Does the Capital Grants program increase in funding if more students are enrolled in a state or sector?
SQ18-000244	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Capital Grants Program Indexation	What will the Capital Grants program be indexed by going forward? Please provide the estimated rate of indexation over the period to 2027.
SQ18-000245	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Students with Disability – Number Funded	How many students with disabilities will be funded in 2018 compared to 2017?
SQ18-000246	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Release of 2017 NCCD Data	When will the 2017 NCCD data be released publicly? What is the hold up with its release?
SQ18-000247	Written	Collins, Jacinta	9/03/2018	Schools and Youth	PWC Report on Continuous Quality Assurance of the NCCD	In 2016 you released a PWC report on continuous quality assurance of the NCCD. Did PWC do similar work for the 2017 data collection? •If yes, can you please provide a copy to the committee? •If yes, what did their report say about the reliability of data at the school level?
SQ18-000248	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Change of NCCD SWD Numbers or Adjustment Categories	How many schools have had their NCCD SWD numbers or adjustment categories changed as a result of a post-collection moderation in 2016 and 2017? •What was the overall financial impact? •How many schools had changes to the number?
SQ18-000249	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Number of Schools that had their Data Moderated or Validated in 2016 and 2017	How many schools had their data moderated or validated by the Department in 2016 and 2017? How many schools had their data audited in 2016 and 2017?
SQ18-000250	Written	Collins, Jacinta	9/03/2018	Schools and Youth	2017 Data Collection Process	Your QON 1137 stated that 610 schools were contacted as part of the 2017 data collection process. •How many of these schools were contacted more than once? •How many of these schools were visited in person? •How many of these schools were asked for further supporting information to back up their NCCD numbers?
SQ18-000251	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Number of schools that had their data moderated or validated in 2018	How many schools will have their data moderated or validated by the Department in 2018? How many schools data will you be able to audit with the funding that has been allocated to you?
SQ18-000252	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Funding Arrangements	Outside the funding model, how many arrangements are in place to provide extra funding to state governments, catholic systems, independent systems or independent schools? What is the total value of this funding – in 2018 and each year up to and including 2027? What was the application process that schools had to go through to apply for this money? Were there terms of reference or guidelines about how this funding was to be distributed? If yes, please provide a copy.
SQ18-000253	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Independent schools	What is the breakdown - school by school - of the \$7.1m paid in 2018 to Independent schools with low growth? Please provide copies of letters from the minister to Independent school representative bodies regarding this funding.
SQ18-000254	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Additional Funding for Schools with Low Growth in 2018	At what point did the Minister or Government agree to provide an additional \$7.1m for schools with low growth in 2018? Who requested this \$7.1m additional funding be allocated to low growth schools? How did the Government/Department decide which schools should receive this funding? Will this funding be continued in 2019?
SQ18-000255	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Catholic and Independent Schools Receiving Funding Outside the funding model in 2018	How many Catholic and Independent schools are receiving funding outside the funding model in 2018 via a negotiated arrangement such as system weighted average funding, the ACT special deal or the \$7.1 million additional funding for Independent schools?
SQ18-000256	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Additional funding for Tasmania (SQ17-001185)	In SQ117-1185 you stated that the \$20 million special deal for Tasmania was for literacy and numeracy programs. Precisely what literacy and numeracy programs will this fund, at what year levels, and in how many schools? Did you sign a formal funding agreement with the Tasmanian Government? If so, please provide a copy. Has any of the \$20 million been provided to Tasmania yet?
SQ18-000257	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Criteria for access to the \$40 million adjustment fund for overfunded schools	What are the criteria for access to the \$40 million adjustment fund for overfunded schools? Please provide a school by school breakdown of any extra funding provided outside the legislated funding model.
SQ18-000258	Written	Collins, Jacinta	9/03/2018	Schools and Youth	Increase of Extra Funding for NT Outside the Model	Why has the total envelope for extra funding for NT outside the model increased from \$38.5m to some \$78.5m as specified in SQ17-1176? What reforms does the NT have to implement in exchange for this extra funding?

SQ18-000259	Written	Collins, Jacinta	9/03/2018		Schools and Youth	2018 Starting Shares of the Schooling Resource Standard for Government Schools	•What are the 2018 starting shares of the Schooling Resource Standard being provided in each state and territory for government schools? •What progress has been made in determining the starting SRS shares for state and territory governments? •How are you working with state and territory departments on this? •What research or analysis is being done to inform that process? Please provide copies of any papers shared with states and territories about the methodology for starting shares •What existing data sources on recurrent funding are being considered? •When will the shares be finalised and will they be published by the department?
SQ18-000260	Written	Collins, Jacinta	9/03/2018		Schools and Youth	2018 Starting Shares of the Schooling Resource Standard for Non-Government Schools	What are the 2018 starting shares of SRS being provided to each non-government school by the state and territory governments?
SQ18-000261	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Extra Funding Committed by State and Territory Government	•How much extra funding will each state and territory government be required to commit to meet the Commonwealth legislative target of 75% for government schools? •Has any state and territory agreed to provide this funding yet?
SQ18-000262	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Alternative Transition Paths	Which jurisdictions have asked for alternative transition paths to reach 75% SRS for public schools?
SQ18-000263	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Funding Cuts to Private Schools to Meet the Legislated Target of 15%	Have you estimated how much each state and territory government will have to cut funding to private schools to meet the legislated target of 15%?
SQ18-000264	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Funding cuts to non-government schools	Will state governments be able to cut funding to non-government schools, where they currently fund them about 15%? Will they be able to cut funding to non-government schools, where states and territories currently fund them above 20%?
SQ18-000265	Written	Collins, Jacinta	9/03/2018		Schools and Youth	State and territory relative funding share	Please provide a calculation of each state and territories relative funding share over the life of the proposed agreement under Gonski 2.0 compared with the Commonwealth's relative funding share? Please provide a calculation for each state and territory about how much funding non-government should would lose if State Governments reduced their contribution to them to 20% of the SRS
SQ18-000268	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Draft funding agreements – 2019 onwards	Have draft agreements for school funding from 2019 onwards been provided to states and territories? Will draft agreements go through Education Ministers or will they proceed straight to COAG?
SQ18-000269	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Soft landing offered in new funding model	Is it true that the new funding model offers a “soft landing” for “overfunded” standalone independent schools, with a 10-year downward transition to 80% of the SRS, yet moves systemic schools from “overfunded” to “underfunded” in one year because they went from over-funded in 2017 to the system-average level of SRS in 2018 (which is below 80% of the SRS for most systems)?
SQ18-000270	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Financial advantage for overfunded schools	Why should some of the most overfunded schools in the country receive a financial advantage relative to schools with similar funding levels simply because they're not part of a system? Are systems being asked to use internal redistribution to cover up funding cuts in some schools?
SQ18-000271	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Formal arrangement in place for the system weighted average one-year reprieve	Besides the letter to the then Executive Director of the National Catholic Education Commission, has any more formal arrangement been put in place for the system weighted average one-year reprieve? a. Will a formal funding agreement be provided? b. If one has been signed please provide a copy.
SQ18-000272	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Estimated 2018 figures for the SWD loading by state and sector	•Please provide the estimated 2018 figures for the SWD loading by state and sector, using the latest 2017 NCCD data. Please include the SWD loading received by states and sectors in 2017 (final) as a comparison point
SQ18-000273	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Schools' funding indexation projection	Was the schools' funding indexation projection changed in MYEFO? What is the current indexation projection once the indexation is a floating rate? What is the Wage Price Index assumption underlying that? And the CPI assumption? What impact did the change in indexation have on the overall schools funding envelope – how much did it /decrease/increase by?
SQ18-000274	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Number of meetings with members of the Regional and Remote review	How many times has the Minister or representatives from his office met with the Chair or individual panel members of the Regional and Remote review over the last year? How many times have representatives from the Executive or SES of the Department met with the Chair or panel of the Regional and Remote review over the last year?
SQ18-000275	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Final report into regional and remote education by Professor Halsey	Have you received the final report from the Professor Halsey Review being conducted into regional and remote education? a. If yes - How many recommendations did the report make? b. What was the nature of those recommendations? c. When will the report be released publicly?
SQ18-000276	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Professor Halsey remuneration	Given Professor Halsey was being paid \$2,000 a day – how much did he end up being paid in total for conducting the review? Given the Remuneration Tribunal rates are \$1280 per day for Chairs of similar panels – as you supplied in your QON in relation to the Gonski Review (SQ17-1112) – why is Professor Hasley paid an extra 50% - some \$720 extra per day?

SQ18-000277	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Review to Achieve Educational Excellence in Australian Schools	<ul style="list-style-type: none"> <li>How many times has the Minister or representatives from his office met with the Chair or individual panel members from the Review to achieve educational excellence?</li> <li>How many times have representatives from the Executive or SES of the Department met with the Chair or panel members from the Review to achieve educational excellence?</li> <li>Has the Government or Department received a draft report, interim recommendations or findings from the Review being chaired by David Gonski (on educational excellence)? If yes, please make a copy of these available to the Committee?</li> <li>Is this review still on track to report at the end of March?</li> <li>When will the final report be released by the Government?</li> <li>When will the submissions made to the review be made public?</li> <li>How many submissions were received by the Review?</li> <li>How much has David Gonski received to date for his work on the Review Panel?</li> <li>How much have all the other panel members received in total?</li> <li>How much has the review spent on consultancies?</li> <li>What is the cost of the Departmental staff allocated to the review secretariat?</li> <li>What is the total cost of the Review to date?</li> </ul>
SQ18-000278	Written	Collins, Jacinta	9/03/2018		Schools and Youth	National Schools Resourcing Board	<ul style="list-style-type: none"> <li>How many times have the Minister or representatives from his office met with the Chair or individual panel members of the National Schools Resourcing Board over the last year?</li> <li>How many times have representatives from the Executive or SES of the Department met with the National Schools Resourcing Board chair or members?</li> <li>Is the National Schools Resourcing Board on track to finalise the SES Review by the end of June this year?</li> <li>Have you received any preliminary findings or recommendations from the National Schools Resourcing Board? If yes, please make them available to this committee.</li> <li>Has the Schools Resourcing Board commenced their review into the Students with Disability loading?</li> <li>What is the timeline for that review?</li> <li>When will draft terms of reference be made public?</li> <li>When will public submissions be called for?</li> <li>How much funding has been provided to the National Schools Resourcing Board for consultancies and other similar costs?</li> <li>Are the staff of the National Schools Resourcing Board Departmental staff? How many staff have been allocated, at what levels? What has the cost of staff been in the year-to-date that are allocated to the National Schools Resourcing Board?</li> </ul>
SQ18-000279	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Review of School SES scores – terms of reference	<ul style="list-style-type: none"> <li>When was the draft terms of reference for the SES Review released and when was the final terms of reference released?</li> <li>Did the department/Government receive any comments/feedback from stakeholders on the draft Terms of Reference for the review of SES scores?</li> <li>Were these changes incorporated? If not, why not?</li> <li>Did the department/Government make any changes to the Terms of Reference for the review of SES scores in response to comments/feedback provided by stakeholders?</li> <li>What advice did the department provide to the Minister about stakeholder comments/feedback on the draft Terms of Reference? Did the department suggest any changes to the Terms of Reference based on stakeholder comments/feedback?</li> <li>Did the department/Government receive an independent report from Victoria University about school SES scores before the Terms of Reference for the review of SES scores were released?</li> <li>Did the Victoria University report recommend that work be undertaken in the review of SES scores to validate the concept of capacity to contribute – to clarify its purpose and objective?</li> <li>Does the Terms of Reference for the review of SES scores encompass any work to validate the concept of capacity to contribute? If not, why not?</li> </ul>
SQ18-000280	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Recalibration of SES Scores for non-government schools	<ul style="list-style-type: none"> <li>Has the National Schools Resource Board recalibrated the SES scores for non-government schools using the 2016 Census Data, as part of their considerations (or commissioned that work)? If so, please provide a copy of the estimated SES scores for all non-government schools, using 2016 data.</li> </ul>
SQ18-000281	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Analysis of school SES scores	<ul style="list-style-type: none"> <li>Has the Department/Government or National Schools Resourcing Board undertaken further analysis of school SES scores – to test claims made by Catholic education that SES scores disadvantage Catholic schools relative to independent schools?</li> </ul>
SQ18-000282	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Tax return data	<ul style="list-style-type: none"> <li>Has the Department/Government or National Schools Resourcing Board analysed tax return data – to test claims made by Catholic education that SES scores disadvantage Catholic schools relative to independent schools?</li> </ul>
SQ18-000283	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Claims made by Catholic education	<ul style="list-style-type: none"> <li>Does the work undertaken by the Department/Government or National Schools Resourcing Board validate the claims made by Catholic education? In particular, does it find that Catholic schools are disadvantaged relative to independent schools in middle class and upper class areas?</li> </ul>
SQ18-000284	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Resource Standard Estimates	<ul style="list-style-type: none"> <li>Please provide schooling resource standard estimates for the following list of schools. The estimates should be SRS (required income from all sources – i.e. before any deductions for capacity to contribute), exclude any impacts of transition arrangements, and be in total \$ and \$/student terms for 2015 and 2016 (see attached list of schools)</li> </ul>
SQ18-000285	Written	Collins, Jacinta	9/03/2018		Schools and Youth	Student with Disability Estimates	<ul style="list-style-type: none"> <li>Please provide a summary of the 2017 NCCD data – what proportion of students in each state and each sector are classed as having a disability under the NCCD?</li> <li>For each state and system please provide a breakdown of the proportion of kids with disability by each level of adjustment.</li> <li>What is the estimated funding for students with disability in 2018, based on the 2017 NCCD data, by state and sector?</li> </ul>



SQ18-000216	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – resolution timeframes	Minister Birmingham on 19 February 2018 was reported in a news.com.au article as stating that “I’d urge anyone who has been abused or assaulted to speak up and approach police and the tertiary regulator TEQSA will be investigating these examples to ensure that universities are adhering to the strict student safety and wellbeing standards they set.” Given that the Minister has public directed students to TEQSA, and given that we are talking about a complaint of sexual violence, is the timeframe for the resolution of this complaint acceptable?
SQ18-000217	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – investigation of complaints	In terms of TEQSA’s prioritisation of its activities, where does where does investigation of complaints relating to sexual violence sit?
SQ18-000218	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – number of staff dedicated to investigation of complaints	How many TEQSA staff are dedicated to TEQSA’s investigation of complaints relating to sexual violence?
SQ18-000219	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – reviewing of response to AHRC report	TEQSA has previously advised, in response to a Question on Notice, that it was “in the process of reviewing [university] responses [to the AHRC report] in detail and will consider the shape and content of its guidance to the sector once that review is complete.” a. Where is that review is up to? b. What guidance has TEQSA provided to the sector in light of that review?
SQ18-000220	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – University reports made public	TEQSA previously advised, in response to a Question on Notice: “As the Minister wrote to the universities, it is a matter for the Minister to decide whether the responses will be made public.” Has this position been reconsidered? Will the university reports be made public?
SQ18-000221	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – management of risks regarding sexual assault and sexual harassment	In its statement of 22 February 2018 TEQSA advised that it had asked non-university higher education providers to outline how they were managing risks regarding sexual assault and sexual harassment. a. How many of these providers have responded? b. Will these responses be made public by TEQSA
SQ18-000222	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – contact with universities regarding media reports	In its statement of 22 February 2018 TEQSA advised that it had contacted a number of universities in response to recent media reports, requesting information regarding what actions they were taking in response to the reports. a. Which universities has TEQSA sought responses from? b. Will these universities’ responses be made public by TEQSA?
SQ18-000223	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – complaint mechanism	In relation to affiliated entities (such as residences and university colleges), what is the current complaint mechanism available through TEQSA for a university student who has a complaint against a residence or university colleges for a failure to comply with the Threshold Standards?
SQ18-000224	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – failure to comply with the Threshold Standards in relation to Wellbeing and Safety	If a residence or university is found to fail to comply with the Threshold Standards in relation to Wellbeing and Safety, what is the mechanism or recourse for ensuring they do?
SQ18-000225	Written	Hanson-Young, Sarah	13/03/2018		Agency: TEQSA	TEQSA - failure to comply with the Threshold Standards	If a residence or university is found to fail to comply with the Threshold Standards, how will this be made public so that current and prospective students are aware of this failure?
SQ18-000226	Written	Hanson-Young, Sarah	12/03/2018		Higher Education Research and International	Universities response to the Australian Human Rights Commission’s survey findings and recommendations	In response to Questions on Notice in October, TEQSA confirmed that Minister Birmingham’s request was that universities respond to TEQSA regarding their response to the Australian Human Rights Commission’s survey findings and recommendations. TEQSA advised: “As the Minister wrote to the universities, it is a matter for the Minister to decide whether the responses will be made public.” a. Will the university reports requested by the Minister be publicly released? b. Why hasn’t this information already been made public? (surely transparency is in the public interest?)
SQ18-000227	Written	Hanson-Young, Sarah	12/03/2018		Schools and Youth	Loadings for school students with disabilities	In reference to loadings for school students with disabilities, what research underpins the percentages that are attached to each level of disability? Were other percentages considered?
SQ18-000228	Written	Hanson-Young, Sarah	12/03/2018		Schools and Youth	Scale loadings for indigenous students	Regarding the decision to scale loadings for indigenous students based on the concentration of indigenous students in the classroom, why was this option preferred over a simple, per-student loading? Were other options considered and rejected?
SQ18-000229	Written	Hanson-Young, Sarah	12/03/2018		Schools and Youth	Breakdown of costs for students of differing levels of disability	Can the Department provide a breakdown of costs for students of differing levels of disability, as determined by the NCCD, as well as the source of the data underpinning this estimate?

SQ18-000290	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – End Rape on Campus Australia (EROC Australia) complaint	<ul style="list-style-type: none"> <li>• End Rape on Campus Australia (EROC Australia) lodged a complaint with TEQSA, on behalf of a student, on 8 September 2017. The complaint was against a university who had failed to comply with several of the Threshold Standards as they relate to instances of sexual violence within the university community. The complaint was made to TEQSA after the complainant had unsuccessfully pursued action with the relevant university for almost 18 months. Almost two years have passed since the complainant first approached the Deputy Vice Chancellor at the relevant university in April 2016. More than six months have now passed since the complaint was lodged with TEQSA. Can TEQSA advise how they are responding to this complaint?</li> <li>• How long does TEQSA estimate that it will take to process and resolve this sexual violence complaint?</li> </ul>
SQ18-000291	Written	Hanson-Young, Sarah	12/03/2018		Agency: TEQSA	TEQSA – complaints received	<ul style="list-style-type: none"> <li>• TEQSA’s statement of 22 February 2018 stated that TEQSA would pursue “any complaint received regarding sexual assault and harassment seriously” in accordance with “the consistent and fair application of policies and procedures.” a. Can TEQSA outline those policies and procedures? b. What are the expected timeframes for resolution of such a complaint? • How have TEQSA’s budget and resources constraints affected the resolution of this complaint?</li> </ul>
SQ18-000167	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Ministerial functions	In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio in calendar year 2017, can the following please be provided: •List of functions •List of attendees including departmental officials and members of the Minister’s family or personal staff •Function venue •Itemised list of costs (GST inclusive) •Details of any food served •Details of any wines or champagnes served including brand and vintage and •Details of any entertainment provided.
SQ18-000168	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Departmental functions	In relation to expenditure on any functions or official receptions etc. hosted by the Department or agencies in the portfolio in calendar year 2017, can the following please be provided: •List of functions; •List of attendees; •Function venue; •Itemised list of costs (GST inclusive); •Details of any food served; •Details of any wines or champagnes served including brand and vintage; and •Details of any entertainment provided.
SQ18-000169	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Executive office upgrades	Were the furniture, fixtures or fittings of the Secretary’s office, or the offices of any Deputy Secretaries, upgraded in calendar year 2017? If so, can an itemised list of costs please be provided (GST inclusive)?
SQ18-000170	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Facilities upgrades	Were the facilities of any of the Department’s premises upgraded in calendar year 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? Can any photographs of the upgraded facilities please be provided?
SQ18-000171	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Staff travel	What was the total cost of staff travel for departmental employees in calendar year 2017?
SQ18-000172	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Media monitoring	What was the Department’s total expenditure on media monitoring in calendar year 2017?
SQ18-000173	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Advertising and information campaigns	What was the Department’s total expenditure on advertising and information campaigns in calendar year 2017?
SQ18-000174	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Promotional merchandise	What was the Department’s total expenditure on promotional merchandise in calendar year 2017?
SQ18-000175	Written	Kitching, Kimberley	9/03/2018		Cross Portfolio	Ministerial overseas travel	Can a copy of all correspondence exchanged between Ministers or Assistant Ministers in the portfolio and the Prime Minister in relation to approval for overseas travel in calendar year 2017 please be provided?
SQ18-000209	Written	Kitching, Kimberley	9/03/2018		Agency: ACARA	ACARA - Agency functions	In relation to expenditure on any functions or official receptions etc. hosted by the Department or agencies in the portfolio in calendar year 2017, can the following please be provided: •List of functions; •List of attendees; •Function venue; •Itemised list of costs (GST inclusive); •Details of any food served; •Details of any wines or champagnes served including brand and vintage; and •Details of any entertainment provided.
SQ18-000210	Written	Kitching, Kimberley	13/03/2018		Agency: AITSL	AITSL - Agency functions	In relation to expenditure on any functions or official receptions etc. hosted by the Department or agencies in the portfolio in calendar year 2017, can the following please be provided: •List of functions; •List of attendees; •Function venue; •Itemised list of costs (GST inclusive); •Details of any food served; •Details of any wines or champagnes served including brand and vintage; and •Details of any entertainment provided.
SQ18-000211	Written	Kitching, Kimberley	13/03/2018		Agency: AIATSIS	AIATSIS - Agency functions	In relation to expenditure on any functions or official receptions etc. hosted by the Department or agencies in the portfolio in calendar year 2017, can the following please be provided: •List of functions; •List of attendees; •Function venue; •Itemised list of costs (GST inclusive); •Details of any food served; •Details of any wines or champagnes served including brand and vintage; and •Details of any entertainment provided.
SQ18-000212	Written	Kitching, Kimberley	13/03/2018		Agency: ARC	ARC - Agency functions	In relation to expenditure on any functions or official receptions etc. hosted by the Department or agencies in the portfolio in calendar year 2017, can the following please be provided: •List of functions; •List of attendees; •Function venue; •Itemised list of costs (GST inclusive); •Details of any food served; •Details of any wines or champagnes served including brand and vintage; and •Details of any entertainment provided.

SQ18-000213	Written	Kitching, Kimberley	13/03/2018		Agency: ASQA	ASQA - Agency functions	In relation to expenditure on any functions or official receptions etc. hosted by the Department or agencies in the portfolio in calendar year 2017, can the following please be provided: •List of functions; •List of attendees; •Function venue; •Itemised list of costs (GST inclusive); •Details of any food served; •Details of any wines or champagnes served including brand and vintage; and •Details of any entertainment provided.
SQ18-000214	Written	Kitching, Kimberley	13/03/2018		Agency: TEQSA	TEQSA - Agency functions	In relation to expenditure on any functions or official receptions etc. hosted by the Department or agencies in the portfolio in calendar year 2017, can the following please be provided: •List of functions; •List of attendees; •Function venue; •Itemised list of costs (GST inclusive); •Details of any food served; •Details of any wines or champagnes served including brand and vintage; and •Details of any entertainment provided.
SQ18-000176	Written	Leyonhjelm, David	9/03/2018		Early Childhood and Child Care	Nanny Pilot Program	The Government is winding up its Nanny Pilot Program. Did the program increase the costs of getting a nanny by nearly as much as the subsidy? Did the evaluation of the Program indicate that Program was undermined by time-consuming paperwork and requirements to have child care qualifications? Did the Program also suffer from the requirement to involve nanny agencies as middle men between nannies and parents? Is the Government taking lessons on these factors into account for future child care arrangements?
SQ18-000151	Written	Molan, Jim	8/03/2018		Agency: ASQA	ASQA – TAFE SA – risk profile	In relation to TAFE SA, ASQA stated that the risk profile had shifted and warranted a further audit of a broader range of qualifications in 2018 •What specific factors contributed to the change in risk profile?
SQ18-000152	Written	Molan, Jim	8/03/2018		Agency: ASQA	ASQA – TAFE SA – compliance issues	•Please provide a list of the most serious non-compliance issues with TAFE SA •Can you advise the extent to which ASQA takes into account potential risk to the public in the courses it selects for audit – eg those caring for the most vulnerable in the community such as child care or aged care? Does TAFE SA have child care qualifications on its scope?
SQ18-000153	Written	Molan, Jim	8/03/2018		Agency: ASQA	ASQA – High standard of skills training	Can ASQA list what requirements it considers a training provider needs to do to deliver a high standard of skills training? Does a minimum share of public funding guarantee a training provider will deliver high quality vocational education and training?
SQ18-000126	Written	Paterson, James	8/03/2018		Early Childhood and Child Care	New Child Care Package	There have been public claims that carers would no longer be able to access subsidised child care under the new child care package starting 2 July 2018. Is this correct? Can you advise how the new activity test applies to carers?
SQ18-000127	Written	Paterson, James	9/03/2018		Early Childhood and Child Care	Access to subsidies under the new Child Care Package	Can you explain how the Department is ensuring that families working unpredictable hours will be able to advise of their activity so they can access subsidies under the new child care package starting 2 July 2018?
SQ18-000128	Written	Paterson, James	9/03/2018		Early Childhood and Child Care	BBF Transition to the new Child Care Package	Please provide an update regarding the BBF transition to the new child care package.
SQ18-000131	Written	Paterson, James	9/03/2018		Agency: ACARA	ACARA – NAPLAN online	What is the benefit to moving to NAPLAN online and difference to the current NAPLAN arrangements?
SQ18-000132	Written	Paterson, James	9/03/2018		Schools and Youth	Funding for students with disability	How much extra funding is the Government providing for students with disability over the next six years? How does this rate of growth compare with growth in schools funding as a whole?
SQ18-000134	Written	Paterson, James	9/03/2018		Schools and Youth	Quality Schools funding reforms	Under the Turnbull Government’s Quality Schools funding reforms, does Commonwealth funding for public schools’ increase? How much does it grow between 2017 and 2021?
SQ18-000294	Written	Watt, Murray	15/03/2018		Higher Education Research and International	Medical School at Macquarie University	<ul style="list-style-type: none"> <li>• Is it correct that the new private full fee medical school at Macquarie University will charge domestic students over \$250,000 for a medical degree?</li> <li>• How many students will the medical school host?</li> <li>• How many of those will be domestic students and how many international?</li> <li>• Does this result in a net increase in the number of medical student places nationally?</li> <li>• Won’t this see extra students added to an already flooded training pipeline, with absolutely no consideration of rural workforce needs?</li> <li>• How will this affect their chances of gaining an internship?</li> <li>• Was the school created without the Minister’s prior knowledge and oversight?</li> </ul>