



**Australian Government**  
**Department of Education,  
Skills and Employment**

Parliamentary Branch  
Assistant Secretary  
Ms Jocelyn Ashford

Committee Secretary  
Education and Employment – Legislation Committee  
Parliament House  
CANBERRA ACT 2600

**Corrections to Evidence — Supplementary Budget Estimates 28 October 2021**

I am writing in relation to the Education and Employment Senate Estimates — Legislation Committee Hearing of 28 October 2021.

On behalf of the Department of Education, Skills and Employment and portfolio agencies, I attach clarifications to the evidence provided to the Committee at the recent hearing (Attachment A).

Yours sincerely

Jocelyn Ashford

29 November 2021

ATTACHMENT A

Corrections to Evidence – 28 October 2021

**Witness Name:** Marcus Markovic

**Hansard Reference:** page 10

**Evidence Correction:**

On the topic concerning working arrangements during COVID

**The Hansard states:**

‘Obviously in the ACT and New South Wales and Queensland, there are some different arrangements.’

**The corrected statement is:**

Obviously in the ACT, New South Wales and Victoria, there are some different arrangements.

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**Witness Name:** Mr Harding

**Hansard Reference:** page 33

**Evidence Correction:**

On the topic concerning JobKeeper data.

**The Hansard states:**

Mr Harding: That is correct.

**The corrected statement is:**

Mr Harding: That is correct, we did not receive any JobKeeper data from the ATO or Treasury.

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**Witness Name:** Dr Ros Baxter

**Hansard Reference:** page 36-37

**Evidence Correction:**

On the topic concerning the provision of online learning for mathematics.

**The Hansard states:**

**Page 36**

‘It is an online learning, so it will be openly available. The idea of the MOOCs, the Massive Open Online Courses, and the maths hub is that they are generally available. My understanding is that they will include material for students but also professional and webinars focused on the teaching of maths for primary school teachers.’

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‘It includes Massive Open Online Courses, which are the openly available ones, and extending it into the development of professional learning and webinars also, so focusing on teachers as well. That is delivered by ESA.’

**The corrected statement is:**

While the Maths Hub will be freely available, the Mathematics Massive Open Online Courses (MOOCs) are specifically for registered teachers of Foundation to Year 10 students.

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**Witness Name:** Dr Ros Baxter

**Hansard Reference:** page 41

**Evidence Correction:**

On the topic concerning the provision of tutoring programs under the Emerging Priorities Program.

**The Hansard states:**

‘The two that are currently funded through Emerging Priorities don't relate specifically to tutoring, although hands-on learning is about engaging a group of children who are not engaged. My understanding is that at the moment we are not directly funding tutoring catch-up.’

**The corrected statement is:**

The Smith Family’s Catch-Up Learning Program, funded under the Emerging Priorities Program, relates to tutoring. This program will provide one-on-one tutoring to help improve the literacy and numeracy skills of 530 students who are struggling in these areas. At the moment the Australian Government is not directly funding states to provide catch-up tutoring.

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**Witness Name:** Dr Ros Baxter

**Hansard Reference:** page 42

**Evidence Correction:**

On the topic concerning the provision of tutoring programs.

**The Hansard states:**

‘I'm not aware of any instances where we're directly funding tutoring catch-up’

**The corrected statement is:**

The Australian Government is funding the Smith Family’s Catch-Up Learning Program under the Emerging Priorities Program which will provide one-on-one tutoring to help improve the literacy and numeracy skills of 530 students who are struggling in these areas.

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**Witness Name:** Dr Baxter

**Hansard Reference:** page 52

**Evidence Correction:**

On the topic concerning National Priority Initiatives that the Commonwealth prosecutes through the National School Reform Agreement.

**The Hansard states:**

‘Those cover things like trying to institute a universal student identifier so that we can actually track where students go.....’

**The corrected statement is:**

Those cover things like trying to institute a unique student identifier so that we can actually track where students go.....

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**Evidence Correction:**

On the topic concerning in-training commencement numbers.

'When we look at commencement numbers, we're seeing really strong commencements occurring. I think that's as a result of the BAC. There's been a really strong increase in commencements since the BAC was introduced in October 2021. At the moment, in-training numbers are sitting at around 380,000 apprentices. Since the BAC was introduced we've seen 184,235 commencements occurring more broadly within the system.'

**The corrected statement is**

When we look at commencement numbers, we're seeing really strong commencements occurring. I think that's as a result of the BAC. There's been a really strong increase in commencements since the BAC was introduced in October 2021. At the moment, in-training numbers are sitting at around 348,000 apprentices. Since the BAC was introduced we've seen 184,235 commencements occurring more broadly within the system.