

Education and Employment Committee 2020-21 Additional estimates - Questions on Notice Index
Education, Skills and Employment
Last updated: 4 May 2021

QON No	PDR No	Hansard / Written	Question Submitted By	Hearing Date	Proof Hansard Page	Outcome or Agency	Subject	Full Question Text	Date Due
1	SQ21-000001	Written	Helen Polley	25/03/2021		Department of Education, Skills and Employment	Enrolments figures for TAFE - Tasmania	Do you have enrolment figures for TAFE in Tasmania for this year? If yes, can you compare this with the previous 5 years?	7/05/2021
2	SQ21-000002	Written	Helen Polley	25/03/2021		Department of Education, Skills and Employment	Revitalising TAFE Campuses	Under the \$7 million investment from the revitalising TAFE campuses Across Australia, completion of site grading and construction of the utilities infrastructure for the Centre is due 03 May 2021. Is this on track? If not, why not?	7/05/2021
3	SQ21-000003	Written	Helen Polley	25/03/2021		Department of Education, Skills and Employment	Energising Tasmania	How much of the \$16.2 million towards the Energising Tasmania Initiative has been spent to date? Under the Energising Tasmania Initiative, it established a new training grants fund to deliver up to 2,500 fully subsidised training places in areas of identified skills of need and provide up to \$1,000 per learner to assist with non-tuition fee costs (such as training materials). By the end of April, this program is meant to deliver 950 fully subsidised training places at a payment of \$1,664,573. Is this on track to be delivered? If not, why not?	7/05/2021
4	SQ21-000004	Written	Helen Polley	25/03/2021		Department of Education, Skills and Employment	Burnie Industry Training Hub	The Burnie Industry Training Hub was established in March 2020. It is not a physical Hub, but one where a 'skills facilitator' will map shortages, and form partnerships between local employers, schools and those providing advice and education to students. What is the split of the \$50.6 million across the ten regions announced under this fund? How is the money being spent under this fund? Do you have any data or analysis of shortages in this region? Has there been any material change in the number of youths entering training and apprenticeships? How will this program be evaluated? If it is not being evaluated, why?	7/05/2021
5	SQ21-000005	Written	Helen Polley	25/03/2021		Department of Education, Skills and Employment	Productivity Review on the the National Agreement for Skills and Workforce Development	The Productivity Commission's undertook a review of the National Agreement for Skills and Workforce Development and it found that such payments as The National Skills and Workforce Development Special Purpose Payment, should promote greater accountability as these funds are largely untied. Recently negotiated agreements have also included additional conditions to improve accountability, including legal enforceability, bonus payments for outcomes and matched funding arrangements. Such arrangements should be among those considered for new funding agreements. Does the government have a plan to improve the accountability around this payment?	7/05/2021
6	SQ21-000006	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Long Day Care Centre - staffing waiver	1) How many long day care centres received a staffing waiver from the National Quality Framework in 2018, 2019, and 2020? Please provide nationally and by state and territory. 2) How many long day care centres have had their staffing waivers extended a) Once b) Twice c) Three or more times Between 2018 and 2020. Please provide nationally and by state and territory.	7/05/2021
7	SQ21-000007	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Additional Child Care Subsidy	How many families are currently accessing the Additional Child Care Subsidy by each category? Is this a significant increase on the number of families receiving the ACCS in 2019/20?	7/05/2021
8	SQ21-000008	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Activity Test Exemption	How many families are accessing the activity test exemption that will end in April 2021? How is the Department communicating with these families about the end of the activity test exemption?	7/05/2021
9	SQ21-000009	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Preschool Participation Rates	Did preschool participation rates fall in 2020 during the Covid19 pandemic? What is the Department doing to improve preschool participation rates?	7/05/2021
10	SQ21-000010	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Preschool Enrolment and Attendance Data	What has the Department done to improve the collection of preschool enrolment and attendance data? Has the Department agreed to share its data from the child care subsidy on enrolment and attendance so that the states and territories don't have to duplicate it?	7/05/2021
11	SQ21-000011	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Budget Based Funded (BBF) services	Can the Department advise how many of the former Budget Based Funded (BBF) services are still operating? How many of the 244 BBF services have closed? How much funding is currently allocated to BBF services in the Community Child Care Fund? How much of this funding is currently unallocated?	7/05/2021
12	SQ21-000012	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Youth Portfolio	1) How much is currently allocated to the Youth portfolio? How many FTE in the Department are currently allocated to the Youth portfolio? 2) What is the Youth Taskforce's budget for 2020/21? How much has been spent to date? 3) What is the current status of the Youth Policy Framework report? How much has been spent on it to date, and when will it be released publicly?	7/05/2021
13	SQ21-000014	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Suspensions	Under the new system, between the period of 7 December 2020 and 28 February 2021, how many people who were suspended have now reconnected and how many have not reconnected?	7/05/2021
14	SQ21-000015	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Estimated Program Numbers and Cost	Can you please provide estimated program numbers and the cost of each program going forward for Jobactive; WFD; DES; ParentsNext; PaTH; EST?	7/05/2021

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15	SQ21-000016	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Jobactive Participants	Can you provide the number of jobactive participants with part time work and the estimated number for the forward estimates?	7/05/2021
16	SQ21-000017	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	One Touch Payroll	1. Following the introduction of one touch payroll, are you changing the rules around PaySlip verified outcomes? 2. Is the Department considering automating pay information from one-touch payroll sources so that they do not need to chase job seekers for payslips?	7/05/2021
17	SQ21-000018	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Job Seekers - Training	1. What training can job seekers do instead of Work For the Dole in the AAR as announced in resumption of MO? 2. How does the DESE ensure this training is appropriate to the needs of individual job seekers? Who will provide that training and what fees will they be eligible for? 3. How many people are in WfD versus training in AAR?	7/05/2021
18	SQ21-000019	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Work for the Dole - natural disaster zones	1. How many people in work for the dole have worked in a natural disaster zone since jobactive started? What is the breakdown of roles completed during work for the dole in a disaster zone? 2. How many organisations with government funding, in a natural disaster zone, have hosted work for the dole participants? 3. What are the numbers of accidents recorded on a work for the dole site in a natural disaster zone? Please provide a state-by-state breakdown of accidents recorded? 4. What is the breakdown of; providers, not-for-profit, charities; local, state, territory or Australian Government organisations or agencies; or a not-for-profit arm of a for-profit organisation who have provided work for the dole services, in a disaster zone? 5. Are there any figures on employment outcomes from people who have worked in a natural disaster zone, where they have completed work for the dole for a private organisation?	7/05/2021
19	SQ21-000020	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Local Jobs Program	1. What is the breakdown of private companies and not-for-profit organisations receiving government contracts through the local jobs program? Please provide a list of companies awarded contracts through the local jobs program? Will contracts award workers with ongoing or long-term and sustainable employment?	7/05/2021
20	SQ21-000022	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Mutual Obligations	1. Since mutual obligations recommenced, how many female job seekers had a payment suspension? Please provide a breakdown by single parenting payment, jobseeker principal carer and First Nations status. 2. Since mutual obligations recommenced, how many female ParentsNext participants have had a payment suspension? 3. Since mutual obligations recommenced, how many female job seekers what granted an exemption for mutual obligations because of family and domestic violence? 4. Since mutual obligations recommenced, how many female ParentsNext participants were granted an exemption for mutual obligations because of family and domestic violence? Please provide a breakdown by single parenting payment and First Nations status.	7/05/2021
21	SQ21-000023	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Program Breakdowns	1. Please provide a breakdown of jobactive, parents next and transition to work program participants (latest month of data in 2021 and through 2020) broken down by: - Stream - Provider and online services (including NEST trials) - Age (15 to 20, 21 to 24, 25 to 34, 35 to 49, 50 or more) - Male or Female - Indigenous - People with Disability - Culturally and Linguistically Diverse - Sole Parent - Education (Year 1 to 9, Year 11 to 12, VET qualifications, university qualifications) - Income support payment (Jobseeker, Youth Allowance (Other), Disability Support Pension, Parenting Payment - Duration of unemployment (under 12 months, 12-24 months, 24 months or more).	7/05/2021

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22	SQ21-000024	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Participants - Wage Subsidy Program	1. Please provide the number of participants in the following wage subsidy programs (through 2020 and latest available month): - Restart - Long Term Unemployed - Indigenous - Parents - Young people	7/05/2021
23	SQ21-000025	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Jobseekers - Participation in Programs	1. Please provide the number of jobseekers participating in the following programs (through 2020 and latest available month): - Employability Skills Training - Career Transition Assistance - Jobtrainer - Skills for Education and Employment	7/05/2021
24	SQ21-000026	Written	Rachel Siewert	25/03/2021		Department of Education, Skills and Employment	Expenditure on jobactive services	1. Please provide a breakdown of expenditure on jobactive services from July to December 2020, broken down as follows: - By stream, where people were assisted by providers - By stream, where assisted by online services - Administrative, Outcome and Employment Fund expenditure respectively.	7/05/2021
25	SQ21-000027	Hansard	Deborah O'Neill	25/03/2021	9	Department of Education, Skills and Employment	Youth Working Group	Senator O'NEILL: You mentioned there was a cross-portfolio team. What other portfolios was youth embedded in that you have now, based on what you've just said, drawn completely to youth? So across what portfolios previously? Dr Bruniges: The previous one? There were a range of portfolios from central agencies to the NIAA, the Indigenous agency, and there was certainly us, the Department of Social Services. There were a number of secondments that were in that working group that we participated in as a portfolio. But, with the transfer of responsibilities to us, we, again, will think about how we reach out and interact with our other agency colleagues to ensure that we have a full picture for youth. Senator O'NEILL: If you could give me, on notice, the shape of that working group and the responsibilities that it had when it met, what its plans were and its forward program, that would be very helpful to get a sense of where it was headed? I have two clear questions to ask. Has that working group you're going to give me this information about been abolished?	7/05/2021
26	SQ21-000028	Hansard	Deborah O'Neill	25/03/2021	9	Department of Education, Skills and Employment	Budget Allocation - Youth	Dr Bruniges: Minister Tudge, whose title is the Minister for Education and Youth, has the lead on that. Hence, I spoke to you about schools. Minister Cash, as you know, in terms of employment and youth. We also have Assistant Minister Howarth, who has a lens on youth as well. Senator O'NEILL: Could you point to the line item in the budget for how much is allocated to them for the youth part of their portfolio? Dr Bruniges: I need to take that on notice, because there are a number of programs we'd have to pull out of the existing responsibilities of both ministers in order to answer that question. But I'm happy to take that on notice. You won't see a dedicated line in last year's budget around the issue of youth, because the integration within the schools sector, within the employment area, within higher ed, within skills and training is where you would find the support for youth.	7/05/2021

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27	SQ21-000029	Hansard	Deborah O'Neill	25/03/2021	11	Department of Education, Skills and Employment	Out of Pocket Expenses	<p>Senator O'NEILL: Dr Baxter, my question was quite specific. I want to know how much more people are paying in Brisbane, Sydney and Darwin than they were before the introduction of the childcare subsidy in 2018.</p> <p>Dr Baxter: So you are interested in the-</p> <p>Senator O'NEILL: I'm interested in how much is coming out of people's pockets.</p> <p>Dr Baxter: I would have to take it on notice. What I can tell you, for example, about Queensland is that, while there have been some rises in out-of-pocket costs since the childcare package, out-of-pocket costs in Queensland remain second to lowest in the country and that Queensland also has the highest rate of services that are charging at or below the fee cap. We do know that out-of-pockets across the board still remain a couple of percentage points lower than they were three years ago at the introduction of the package. Across the board, we see that those are 1.8 per cent lower than they were three years ago, despite the fact that, as I think you referenced, fees have increased.</p> <p>We also do know that, on the whole, out-of-pockets are not the same for all families, so the childcare package deliberately skews support towards those who earn the least and work the most. We've certainly seen that being the case in the latest data that you referenced and in the latest RoGS report as well. I don't have the dollar figures, before and after, broken down by capital city. We can get you that on notice.</p> <p>Senator O'NEILL: Thank you. I appreciate that.</p>	7/05/2021
28	SQ21-000030	Hansard	Louise Pratt	25/03/2021	23	Department of Education, Skills and Employment	Out of Pocket Expenses - Childcare	<p>Senator PRATT: Can you provide that in writing to us by state and show any regional variability about whether there are hotspots?</p> <p>Dr Baxter: We definitely don't have that granularity regionally. I can take that to the bank. We have it at state. We may have it at capital city. I can check. Can I just confirm what I'm going to provide you with on notice? It's this table that I'm looking at here, which is the average out-of-pocket costs per hour for centre based day care broken down by state for those quarters with the before, the June 2018, the September 2018 and the March 2020 quarters.</p> <p>Senator PRATT: Yes. In the context of out-of-pocket costs, are you confident in the ABS data that it won't erode the value of the subsidy this year? What modelling have you done around that?</p>	7/05/2021
29	SQ21-000031	Hansard	Benjamin Small	25/03/2021	43	Department of Education, Skills and Employment	Respect Matters program	<p>Senator SMALL: If I can return briefly to the Respect Matters program, how much will be spent this budget year?</p> <p>Ms Gordon: This financial year, we have funding that's still available to expend. I'll just wait for my colleague to come to the table.</p> <p>Senator Cash: And it will be expended, which the official will take you though.</p> <p>Ms Gordon: We're expecting it to be expended.</p> <p>Ms Jolly: I'll have to take that on Notice.</p>	7/05/2021
30	SQ21-000032	Hansard	Deborah O'Neill	25/03/2021	47	Department of Education, Skills and Employment	Gonski 2.0 recommendation implementation	<p>Senator O'NEILL: It's item 22(a) and (b) in part 2 which go through that. So it was actually agreed and we can go back to that.</p> <p>I'd like to go back to my questions about Gonski 2.0, probably to you, Minister Cash. Minister Birmingham was the minister for education at the time. When he announced the Gonski 2.0 review to achieve educational excellence in our schools there were a number of recommendations of that report which were to be implemented. I just want to go through those. Which recommendations-</p> <p>Senator Cash: I'll ask the secretary to-</p> <p>Senator O'NEILL: have not been fully implemented?</p> <p>Dr Bruniges: I'll need to take that on Notice and double check. Gonski 2 provided the basis upon which you'll notice the eight signature reforms that exist in the current national schools resourcing agreement. The evidence institute, the unique student identifier-</p> <p>Senator O'NEILL: Sorry, Dr Bruniges-</p> <p>Dr Bruniges: to go to each of the each of the recommendations-I'm happy to take on Notice a list of the recommendations and give you a summation about where they appear. I'm sorry, I don't have that with me.</p> <p>Senator O'NEILL: I'm happy that you will take that on Notice</p>	7/05/2021

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31	SQ21-000033	Hansard	Deborah O'Neill	25/03/2021	49	Department of Education, Skills and Employment	Reviews and task forces in relation to teaching quality and workforce issues	<p>Senator O'NEILL: How many reviews and task forces have taken place, since the government has been in power, into teaching quality and workforce issues? I can think of at least four. In 2014, Action Now; in 2014 TEMAG; in 2019, the Education Council's Alice Springs declaration; and, in 2019, the AITSL's National Teaching Workforce Strategy. Have the recommendations from those reviews been adopted and implemented?</p> <p>Dr Bruniges: You mentioned the Mparntwe declaration. That was the statement. That's not a review at all. We've got a statement after a consultative process to do Mparntwe. I'm happy to go through one by one and describe what we've got underway and what we've achieved.</p> <p>Senator O'NEILL: On Notice, could you give me a list of what recommendations from those reviews have been implemented?</p> <p>Dr Bruniges: Happy to do that.</p>	7/05/2021
32	SQ21-000034	Hansard	Deborah O'Neill	25/03/2021	49	Department of Education, Skills and Employment	Respect@Work report	<p>Senator O'NEILL: Thank you. I have further questions with regard to the Respect@Work report. Has the department been contacted by the Attorney-General's Department about the Respect@Work: National inquiry into sexual harassment in Australian workplaces report? It's very good reading. A lot of women will find their voice in this.</p> <p>Dr Bruniges: I'm just trying to think of the date in terms of advice. I'll have to take that on Notice.</p> <p>Senator O'NEILL: But you do believe that you were contacted by the Attorney-General's?</p> <p>Dr Bruniges: Yes. I believe so. I think I have had some either correspondence or conversations with the Attorney-General's on that.</p> <p>Senator O'NEILL: Somebody might be able to help you with that. When did the department first contact you? And what action or advice has the Attorney-General's Department sought from the Department of Education with regard to-</p> <p>Dr Bruniges: Again, I will take it on Notice.</p>	7/05/2021
33	SQ21-000035	Hansard	Louise Pratt	25/03/2021	13	Department of Education, Skills and Employment	CPI 2020	<p>Dr Baxter: What I'm saying to you, Senator, is that there are two things that have changed since the fee trajectory that was baked into those estimates. One is that there's a childcare package. The second is that you've had a 20/21 year, which that 4.9 per cent relates to, where for a very significant period of the year there were no fees and then there was a fee freeze. So, just looking at the odds of that 4.9 per cent being the case, I don't know that it necessarily will be. What I would say is that, while the average fee increase for the last 10 years is 5.3 per cent, that has been lower since the introduction of the childcare package, at 4.4 per cent. As you have quite rightly pointed out, we do have that estimate and we are required to make it as part of the mechanics of the model, but certainly my assessment, as the deputy responsible, looking at what has happened in 20/21, is that that kind of fee increase is unlikely. That being said, fees do increase in all areas of life. That's no less the case in child care, particularly because a very substantial proportion of childcare costs relates to wages and wages do tend to increase higher than CPI. So that's fees. Now the-</p> <p>Senator O'NEILL: Well, 'tend to', Dr Baxter, is a wish for Australians at the moment. Wage stagnation is not meeting that.</p> <p>Senator PRATT: Particularly for childcare workers.</p> <p>Senator O'NEILL: To be clear, last year there was an increase in fees of 4.5 per cent. What was the CPI?</p> <p>Dr Baxter: Last year? I'd have to take that on notice.</p>	7/05/2021

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34	SQ21-000036	Hansard	Deborah O'Neill	25/03/2021	49	Department of Education, Skills and Employment	Recommendation 10 [Respect@Work report]	<p>Senator O'NEILL: Are you aware of recommendation 10 of the report: All Australian governments ensure children and young people receive school-based respectful relationships education -----</p> <p>Dr Bruniges: Yes. I was aware of that.</p> <p>Senator O'NEILL: Have you produced any analysis of the current respectful relationships provision across the states and territories?</p> <p>Dr Bruniges: I have had a close look at the kind of provisions that exist across states and territories. In fact, state by state, we're happy to share that with you-</p> <p>Senator O'NEILL: Yes. So you personally have undertaken an audit of what is already out there?</p> <p>Dr Bruniges: No. The team has sat down in preparation for the AESOP meeting, the senior officials meeting that I will chair. We have looked across states and territories to outline some of the materials they have in the respectful relationships as a pre-cursor to that conversation. I'm sure that list will grow in each state and territory as the senior officials bring that together. But I'm happy to share with you, for the initial sharing, what we've got, which is quite public in terms of the New South Wales 25-Hour Life Ready Program for year 11 and 12.</p> <p>Senator O'NEILL: Yes. That's been around for a long time.</p> <p>Dr Bruniges: That's incredibly important. There are a number of pilots. There's a pilot in Western Australia-</p> <p>Senator O'NEILL: If you could provide that on Notice</p>	7/05/2021
35	SQ21-000037	Written	Alex Gallacher	25/03/2021		Department of Education, Skills and Employment	Centre for Augmented Reasoning at the University of Adelaide	<p>In the Budget Papers No. 2, p. 79, \$20 million was announced for a Centre for Augmented Reasoning at the University of Adelaide. There is no breakdown over the forward estimates.</p> <ol style="list-style-type: none"> Provide a breakdown of spending over the forward estimates. How much of this \$20 million has been spent so far? How will the Department measure the success of this program? 	7/05/2021
36	SQ21-000038	Written	Kimberley Kitching	25/03/2021		Australian Skills Quality Authority	ASQA Engagement with Services Australia	<ol style="list-style-type: none"> Did the department/agency engage with Services Australia in any capacity in the 2019-20 financial year? If yes, please provide full particulars. Has the department/agency engaged with Services Australia in any capacity in the current financial year to 31 March 2021? If yes, please provide full particulars. In the 2019-20 financial year, did the department/agency supply services or information to Services Australia? If yes, please provide full particulars. In the current financial year to 31 March 2021, has the department/agency supplied services or information to Services Australia? If yes, please provide full particulars. Does the department/agency employ technology or apps for users to access its services? If yes, did/does Services Australia have any involvement in the creation, development or ongoing maintenance of that technology or those apps? Please provide full particulars. Does the department/agency receive data, statistics or research information from Services Australia? If yes, please provide full particulars. 	7/05/2021
37	SQ21-000039	Hansard	Deborah O'Neill	25/03/2021	51	Department of Education, Skills and Employment	Current initiatives across the youth area	<p>Senator PRATT: Does he have a youth advisor in his ministerial office?</p> <p>Dr Bruniges: Yes, he does.</p> <p>Senator O'NEILL: Okay. On Notice, you're going to provide more of a plan of the work-</p> <p>Dr Bruniges: Yes. We can map the current initiatives across the youth area for you to make sure you'll be aware. I'm going through that exercise now, as at 18 March. We talked earlier about the task force, the previous task force, and the initiatives going forward-very importantly. At this stage, we're in the early days of us taking responsibility for youth, I'm more than happy to provide you with that information.</p>	7/05/2021
38	SQ21-000040	Hansard	Mehreen Faruqi	25/03/2021	18	Department of Education, Skills and Employment	National Workforce Census	<p>Senator FARUQI: Okay. I wanted to delve a little bit deeper into that, especially about cultural diversity in the workforce in the sector. I couldn't find much information at all. Does the department plan to ask questions about cultural diversity in the sector and the workforce in the National Workforce Census?</p> <p>....</p> <p>Dr Bruniges: To your question on the National Workforce Census: we will take it on notice and look at this. There are some questions that we asked around that and what data we have. If there's something we can share with you, we're more than happy to do that. As Ms Pierce pointed out, towards the end of this year we will have preliminary results on the next census, which will give us more up-to-date data.</p>	7/05/2021

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39	SQ21-000041	Hansard	Louise Pratt	25/03/2021	53	Department of Education, Skills and Employment	SRS funding	<p>Senator PRATT: That's kind of what I meant. It's 75 per cent versus what the state puts it. It's not matched, I understand that. But to work out what the Commonwealth puts in, you need to know what state and territory governments will be putting in under the bilateral agreement under that SRS figure. Do you have those figures?</p> <p>Ms Gordon: I have in front of me the commitments to the per cent of the SRS, and I can possibly give you also-do we have the SRS for each state and territory? I would probably need to take it on Notice. I would need to see the calculation for you. We have the Commonwealth funding amounts but not state and territory funding amounts with us.</p> <p>Senator PRATT: This is the point of the question, I guess. If you've got the Commonwealth amount, in terms of what you are going to ask the states for, do you have a figure at all on that?</p> <p>Ms Gordon: The states and territories have agreed to a per cent of the SRS. I just don't have that calculation in front of me. It's fairly straightforward to do. We can provide it to your notice.</p>	7/05/2021
40	SQ21-000042	Hansard	Mehreen Faruqi	25/03/2021	19-20	Department of Education, Skills and Employment	Participation Data	<p>Senator FARUQI: I'm looking at Productivity Commission as well, which talks about the Australian figures, and then there were reports from some sectors in New Zealand as well on their figures, so there are different references.</p> <p>Dr Baxter: I'm sure that they draw on this OECD reporting and I'd have to get back to you, if that's the case, out of session and we can do that. But the one that is relied on, the OECD Education at a Glance 2020, shows the four-year-olds split from the five-year-olds, so it doesn't take into account the fact that in Australia there are 21 per cent of five-year-olds in the preprimary category, to give a complete view of preschool education. It's actually-</p> <p>Senator FARUQI: I'm talking about three- to four-year-olds, so I'm only comparing three- and four-year-olds, not five-year-olds.</p> <p>Dr Baxter: Yes, but some of those are also in preschool, so it's how preschool is represented because in Australia some preschool takes place in school systems, in some states, and in early childhood, in others. I'm happy to take a more detailed explanation of the-</p> <p>Senator FARUQI: I guess my question would be: so you are saying that the numbers are the same, or are we higher or lower? Do you know the numbers?</p> <p>Dr Baxter: I am certainly not saying the numbers are the same. I'm saying I can take on notice for you what those numbers are and how the definitional differences would impact those numbers. I can tell you that, in terms of participation, we have seen over time, since the reporting has been done and certainly since the introduction of the childcare package, that we have seen an increase in participation.</p> <p>Senator FARUQI: Sure, but are they still lower than OECD countries like New Zealand and the UK?</p> <p>Dr Baxter: I can take on notice where we fall in relation to those and why we have some concerns about the definitional differences.</p> <p>Senator FARUQI: That would be good, but can you also take a notice the concerns? I know that they are lower: why are they lower and what are the barriers? We had a big discussion on cost and, obviously, out-of-pocket costs are barriers. But are there other barriers? You said earlier out-of-pocket costs are actually reducing-that's what you said earlier-then what are the barriers?</p> <p>Dr Baxter: They are, that's what the data says.</p> <p>Senator FARUQI: Then what are the other barriers, is really my question.</p>	7/05/2021
41	SQ21-000043	Hansard	Louise Pratt	25/03/2021	26	Department of Education, Skills and Employment	Closure of Childcare services due to the floods	<p>Senator PRATT: I want to ask very quickly: does the department know how many services have been shut down because of the floods?</p> <p>Dr Baxter: I'm not sure that we have an up-to-date number. We can probably check that and come back to you even in session.</p> <p>Senator PRATT: Okay. Feel free to take that-</p>	7/05/2021

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42	SQ21-000044	Hansard	Louise Pratt	25/03/2021	27-30	Department of Education, Skills and Employment	Service types - staffing waivers	<p>Senator PRATT: I would like, if possible, the service type broken down for the waivers, if that's okay.</p> <p>Dr Baxter: I don't have it with me for waivers, but I have it for the flood areas. It is 2,210 centre based day care; 931, OSH; 90 FDC, family day care; and five in-home care.</p> <p>Senator PRATT: Thank you. On notice, could you take down the waivers in terms of service type, but also- *****</p> <p>continued page 30</p> <p>Senator PRATT: But I understand the context. I'll ask this on notice, about the waivers in staffing: what is the extent to which a waiver can be granted for a small problem in staffing? How deep can your problem go in terms of the staffing ratios you're supposed to comply with before you actually become noncompliant? And on the volume of waivers: in which cohorts and where are the most significant problems in terms of not meeting those standards?</p>	7/05/2021
43	SQ21-000045	Hansard	Louise Pratt	25/03/2021	54	Department of Education, Skills and Employment	SRS funding	<p>Senator PRATT: That's fine. I just want to be able to work out whether that four per cent is going to be supplementary to that 72 or whether it's before that. If each state and territory were to fully utilise the four per cent allowance, what would it be worth in 2021 and 2023?</p> <p>Ms Gordon: I would need to take that on Notice.</p> <p>Senator PRATT: Can I ask, in you taking it on Notice, that you've got the available data that you will be able to give us on Notice to do that? -----</p> <p>Ms Gordon: As I mentioned earlier, we don't have the reconciliation for 2019-20. The 2018 report has been released on our website, The National School Resourcing Board has done the assessment of compliance and has found that each state and territory has complied with their commitments under section 22A of the act.</p> <p>Senator PRATT: I have no doubt that they have acquitted. I just want to know that they have claimed the full amount.</p> <p>Ms Gordon: I would need to go and check the report, but I am happy to take that on Notice.</p>	7/05/2021
44	SQ21-000046	Hansard	Louise Pratt	25/03/2021	27	Department of Education, Skills and Employment	Outside School Hours Care	<p>Senator PRATT: In terms of out-of-school-hours care, what are the current issues in relation to that? I have really noticed in local conversations in the community in WA that, even if there are vacancies at local providers, the children can't get there because the buses that go out to the particular providers are full. I'm interested in how you go about assessing access and supply for out-of-hours care, given that those sectoral dynamics in trying to match child care up with school hours can be quite difficult. What kind of approach do you take to that?</p> <p>Dr Bruniges: That all goes to whether or not an OSH centre is based in a school setting, where it's an easy transfer. I think the analogy of having the bus pick-ups and delivery to another centre is a complicated one, but we might take on notice anything we have in that area. They are normally state based decisions, I know a number of states and territories have deliberately put in place OSH programs in primary and secondary school settings, where that makes it easier. But I do take your point on the bus and transport; I'm not sure we have that level of detail, but we can see what we can provide.</p> <p>Dr Baxter: No, but, on the other hand, as an exchange of information, if you did have particular areas of concern you wanted to ask us about, we could undertake to give you what we know. As the secretary said, it really is a state based decision. They're closer to the school areas and understand the need. We have worked really closely with the OSH sector during COVID, because there have been particular COVID related impacts on OSH with the school closures.</p>	7/05/2021

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45	SQ21-000047	Hansard	Louise Pratt	25/03/2021	55	Department of Education, Skills and Employment	SRS funding	<p>Ms Gordon: I see. No. The Commonwealth contribution is set out in the act. The Commonwealth contribution doesn't vary depending on what the state puts in; it's set out as a calculation in the act. The state contributions are a condition of Commonwealth funding. If the states are found to be noncompliant then there's the potential for a sanction to be applied. Is that the bit that you are going to?</p> <p>Senator PRATT: If you can take that on Notice, that will be fine. I just wanted to know what would happen if they did not meet their commitment. The states clearly report to the department. Where can we get that information publicly? I know you have taken it on Notice. I just want to know how we systemically follow it up?</p> <p>Senator O'NEILL: Do they report publicly?</p> <p>Ms Gordon: The states and territories provide reports to the Commonwealth. Those reports aren't publicly available, but the report of the National School Resourcing Board, which assesses the compliance, is made public.</p> <p>-----</p> <p>Senator PRATT: In that context, the report doesn't specify the amount claimed, which is what we are seeking to get on Notice. There is no public reporting of that, is there?</p> <p>Ms Gordon: I would have to take that on Notice. I am not sure whether that detail is included in the board's report. I will need to go back and review it.</p>	7/05/2021
46	SQ21-000048	Hansard	Louise Pratt	25/03/2021	56	Department of Education, Skills and Employment	Impact of COVID on remote learning	<p>Senator O'NEILL: Can you provide an update on Notice to the committee on any of your findings. You have indicated NAPLAN is going to be critical, but the whole array of sources that you are using to gather data would actually be very helpful.</p> <p>Ms Gordon: We are happy to take that on Notice. I'll just note that we have really been relying very much on the work that education authorities have been doing with their schools, because they are the ones that have access to the assessment data in their schools.</p>	7/05/2021
47	SQ21-000049	Hansard	Louise Pratt	25/03/2021	76	Department of Education, Skills and Employment	National Customer Service Line contractors	<p>Senator PRATT: So the department of employment manages these temporary staff. Could you take on notice the job titles and job descriptions and salaries of those positions.</p> <p>Ms Shannon: Sure.</p> <p>Senator PRATT: I think you said there were 30 equivalent people doing those roles within the department. Are those contracted positions earning the same salaries as their equivalent departmental counterparts?</p> <p>Ms Shannon: It's a difficult comparison to make because the way that the remuneration is calculated for contractors includes certain entitlements. It includes-let me check that I'm providing the correct advice. In effect, the hourly rate includes superannuation, company tax, insurance costs and management fees, so it's not directly comparable.</p> <p>-----</p> <p>Senator PRATT: Are there cases where there is a departmental equivalent? I want to compare their salaries.</p> <p>Dr Bruniges: We will take it on notice and look. I can see the point you're trying to make. In terms of superannuation, that's going to depend on the age of people, how long they've been in the service-</p> <p>Senator PRATT: I know superannuation differs in the private and public sectors sometimes, but, if we look at people's rate of pay per hour-and I know one is salaried and one might be casual-we should still be able to compare, because otherwise we can't really see what's going on in working conditions in Australia.</p> <p>Dr Bruniges: We'll see what we can provide for you.</p>	7/05/2021
48	SQ21-000050	Hansard	Louise Pratt	25/03/2021	79	Department of Education, Skills and Employment	Underemployment statistics and Jobseeker	<p>Ms Jensen: In terms of the broader picture around underemployment, I have some statistics here. But, again, I would encourage you to do more unpicking of those trends with the National Skills Commissioner. The level of underemployment increased by 56,200 over the month, which is the latest labour force statistics released, to 1,178,700 in February 2021 but is 28,600 below the level recorded in March 2020. So that's currently where we stand. But I would suggest that the commission is best placed to help unpick those trends.</p> <p>Senator PRATT: What is the relationship-percentage, proportions-with the corresponding increase in the number of people claiming JobSeeker? Perhaps you could take that on notice.</p> <p>Senator Cash: We'd have to take that on notice.</p>	7/05/2021

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49	SQ21-000051	Written	Kimberley Kitching	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Engagement with Services Australia	<p>1. Did the department/agency engage with Services Australia in any capacity in the 2019-20 financial year? If yes, please provide full particulars.</p> <p>2. Has the department/agency engaged with Services Australia in any capacity in the current financial year to 31 March 2021? If yes, please provide full particulars.</p> <p>3. In the 2019-20 financial year, did the department/agency supply services or information to Services Australia? If yes, please provide full particulars.</p> <p>4. In the current financial year to 31 March 2021, has the department/agency supplied services or information to Services Australia? If yes, please provide full particulars.</p> <p>5. Does the department/agency employ technology or apps for users to access its services? If yes, did/does Services Australia have any involvement in the creation, development or ongoing maintenance of that technology or those apps? Please provide full particulars.</p> <p>6. Does the department/agency receive data, statistics or research information from Services Australia? If yes, please provide full particulars.</p>	7/05/2021
50	SQ21-000052	Hansard	Deborah O'Neill	25/03/2021	86-87	Department of Education, Skills and Employment	Seasonal Worker Program - advice to the Minister	<p>Senator O'NEILL: Going to my questions on the Seasonal Worker Program, when did the minister request advice on the impact of the pandemic on the Seasonal Worker Program?</p> <p>Dr Bruniges: Are you looking for a date?</p> <p>Senator O'NEILL: Yes, please.</p> <p>Dr Bruniges: I'd have to take that on notice, but there's been a series of advice that we've provided to the minister around this program.</p> <p>-----</p> <p>Continued page 87</p> <p>Senator O'NEILL: Perhaps that goes to Dr Bruniges' statement about a 'series'. When did you as the minister, Minister Cash, request advice on the impact of the pandemic on the Seasonal Worker Program?</p> <p>Senator Cash: It would have been very early on, but we'd need to take that on notice.</p> <p>Senator O'NEILL: You've just said there was a series of advice that was provided.</p> <p>Senator Cash: This has been ongoing.</p> <p>Dr Bruniges: Yes, we would have provided government with advice throughout 2020 around this program-</p> <p>Senator Cash: Yes. So a number of changes have been made along the way.</p> <p>Senator O'NEILL: How many elements were there in that series of advice, would you say?</p> <p>Dr Bruniges: I'm not going to speculate. I'm happy to take that on notice and get back to you. But, as Minister Cash has pointed out, some of those things went to the visa arrangements, some went to recruitment, some went to border closures, some went to-</p> <p>Senator Cash: Some were looking at quarantine issues with the states, caps.</p> <p>Dr Bruniges: Yes.</p>	7/05/2021

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51	SQ21-000053	Hansard	Deborah O'Neill	25/03/2021	88-89	Department of Education, Skills and Employment	Seasonal Worker Program spending	<p>Senator O'NEILL: -----.. We had a discussion earlier today about a big announcement about helping kids in schools during COVID. The big announcement was \$25 million. Then we found out it was about \$5 million per year, not \$25 million as a lump. It was announced in October, and at this point in time kids have many, many needs, and none of that money has gone out. That's the whole country, and now you're telling me it's costing \$8 million for 19 Pacific labour mobility officers to get across Australia.</p> <p>Ms Kidd: These officers are contracted public servants, and they're about the APS 5-6 level.</p> <p>Senator O'NEILL: So what's their pay?</p> <p>Ms Kidd: I would have to take that on notice.</p> <p>-----..</p> <p>Continued page 89</p> <p>Senator O'NEILL: Roughly what are we talking about for one of these?</p> <p>Dr Bruniges: The on-costs are normally about 28 per cent, from memory, in terms of superannuation, leave loading entitlements and long service-all the entitlements that you'd want APS staff to have. But I'm happy to take it on notice and provide that amount.</p> <p>Senator DAVEY: Does that also include all the travel expenses?</p> <p>Dr Bruniges: All the travel and all the support for seasonal workers. There will be that. But we're happy to take it offline and give you a breakdown of the travel costs, accommodation costs-</p> <p>Senator O'NEILL: And, if you could, let me know how much has actually been spent as opposed to being announced.</p> <p>Ms Kidd: That's over a two-year period.</p>	7/05/2021
52	SQ21-000054	Hansard	Louise Pratt	25/03/2021	64	Department of Education, Skills and Employment	Job-ready Graduates Package [PBO analysis]	<p>Dr Bruniges: I can tell you that the legislation to implement the Job-ready Graduates Package was received on 27 October.</p> <p>Senator PRATT: Yes, I know that.</p> <p>Dr Bruniges: This is July 2020.</p> <p>Senator PRATT: I ask on Notice for an equivalent of this table post the package.</p> <p>Dr Bruniges: Yes, we can take that on Notice.</p>	7/05/2021
53	SQ21-000055	Hansard	Louise Pratt	25/03/2021	65-66	Department of Education, Skills and Employment	Average student contributions data	<p>Senator PRATT: -----..What was the average student contribution last year? What is it this year? And what is it over those same years out to 2024?</p> <p>Mr Heferen: Over that period of time, to make sure that we have the precision that you require, we'll take that on Notice.</p> <p>-----..</p> <p>Continued page 66</p> <p>Senator PRATT: Do you have an alternative figure that you could give us now? It wasn't quite the same thing.</p> <p>Mr English: In round terms, it was a deconstruction rather than the overall average. The student contribution in 2019 was in the order of about \$8,900 overall. By 2024, we expect that contribution overall-</p> <p>-----..</p> <p>Senator PRATT:Is there an answer to the question about the average fee paid in 2024?</p> <p>Mr English: We expect it to be around about \$9,500. I need to take precise numbers on Notice.</p> <p>Senator PRATT: And what are the assumptions in how students enrol to get that figure?</p> <p>Mr English: Those estimates were derived from continuing recent growth in particular disciplines at the recent level of growth, and using expected overall trend growth and enrolment projections as well.</p> <p>Senator PRATT: Can you take that on Notice so that we can see what assumptions are made in the student numbers in each cluster underlying that, please? Thank you.</p>	7/05/2021

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54	SQ21-000056	Hansard	Louise Pratt	25/03/2021	67	Department of Education, Skills and Employment	Average time taken to repay debts	<p>Senator PRATT: Have you done the work to look across the different professions, qualifications and types of degrees people have, to look at the average time it takes to pay off a debt, relative to those qualifications?</p> <p>Mr Coburn: We've looked at some scenarios, but the kind of analysis you're talking about requires in-depth actuarial analysis of tax data.</p> <p>Senator PRATT: But you must have done that for this bill, before it was passed.</p> <p>Mr Coburn: We've done some analysis, but I will take that on Notice.</p> <p>Senator PRATT: Okay. I'd like as much detail as possible in that analysis. If I don't see the detail in the answer to that question on Notice, I'm going to assume that you didn't do the analysis and that you've given me all of the information that you have at hand.</p> <p>Dr Bruniges: I can say that in the production of the annual report this year we'll have to do some of that anyway to report against the performance indicators that we have. That's a snapshot for each year for some of the things, but I do note that the detail you're asking for is down at the field-of-study level, so we'll see what we can provide for you.</p> <p>Senator PRATT: Okay, and can I have the forecast for that. I'll be interested in whether you decide you're going to include 2020, 2021, 2022 and 2023 in that forecast. What I'm really looking for is what the long-term trend will be, and the fact that only first years are paying those higher fees and second and third years aren't will interfere with the data in terms of how you model what the overall long-term impact will be. So I'd like that to be clear in the answers, preferably excluding graduates who've qualified with a higher level of subsidy pre the introduction of the package.</p>	7/05/2021
55	SQ21-000057	Hansard	Louise Pratt	25/03/2021	63	Department of Education, Skills and Employment	CSP funding	<p>Senator PATRICK: I've been travelling around the regions and talking, as I do. That commitment has created a perverse outcome. In the past, the city universities would make attempts to engage with the regions. Now, because there is no requirement, they just sit back in the city and basically don't try very hard to assist the regions. That's the proposition that's been put to me....</p> <p>-----</p> <p>Mr Heferen: The point is that the request from you might be for us to go and ask the universities, saying, 'This has been raised by Senator Patrick.'</p> <p>Senator PATRICK: You can use my name! I'm happy for you to do that.</p> <p>Mr Heferen: 'What have you got to say for yourself?' Rather than waiting for an annual process for material, if we did that, it might be-</p> <p>Senator PATRICK: And you can foreshadow that Senator Patrick was considering lobbying to take the 3.5 per cent away unless there is a strong commitment to the regions, because we don't have a National Party in South Australia; I have to do that job. That would be appreciated.</p> <p>-----</p> <p>Mr English: We can give you on Notice the trend over time in the share and distribution of students across the universities in South Australia, which is underpinning the way we've distributed the growth funds. The other opportunity I would encourage those universities to take up-and we are certainly happy to provide further information about this as it proceeds-is the allocation of additional university centres into the regional areas of South Australia. There were identified locations for some of those and some still to be settled, and those centres work so much better when local universities are making genuine partnership with those centres. We can certainly explore that with them too.</p> <p>-----</p> <p>Senator PATRICK: I'd be happy for you to come back and say: 'Senator, you are wrong. In fact, it's gone the other way.' Nothing would make me happier.</p> <p>Dr Bruniges: I think it's a really important issue to follow up on, so we are more than happy to chase that down and provide the information to you.</p>	7/05/2021

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56	SQ21-000058	Hansard	Louise Pratt	25/03/2021	67	Department of Education, Skills and Employment	HELP debt data	<p>Senator PRATT: Do you know what the current median HELP debt is for existing graduates, now and at the point of graduation?</p> <p>Dr Bruniges: When you say 'now'-we don't yet have the enrolment data finalised, under the Job-ready Graduates, so that's hard to calculate right now, without that enrolment data.</p> <p>Mr Heferen: Are you talking about graduates who finished last year and what their median debt would be?</p> <p>Senator PRATT: Yes.</p> <p>Mr Coburn: We don't have that data yet. That's yet to be collected.</p> <p>Senator PRATT: Okay. Could you take on Notice the figures for the last five years and the last 10 years, looking backwards. Do you have the data for the median earning of students who completed a bachelor's degree and left study one year ago, five years ago and 10 years ago?</p> <p>Mr Coburn: Not the five and 10 years ago. We'll take that on Notice.</p> <p>Senator PRATT: And the number of students who have taken on a HELP debt, each year for the past 25 years-not a cumulative total, but the number of students each year who have a debt.</p> <p>Dr Bruniges: Over the last 25 years?</p> <p>Mr Coburn: We can certainly go back to 2005; that's very easy. We'll just have to ask our data people whether we can do 25 years.</p> <p>Senator PRATT: There was a spike. I got my degree when HECS had only just come in. I assume you might have too, Senator Cash. There was a spike, and then there was another one.</p> <p>Mr Coburn: Can I just clarify-are you looking for the number of people who incur a debt in each of those years?</p> <p>Senator PRATT: Yes, that's right. I just need to clarify. I'm assuming the number of students who accumulate a debt for each of those years, and I guess there are a couple of ways of doing that, because people would generally get a debt for three, four or five years as they get a degree. But I guess we can take account of the fact that that would show the whole number of students and how many of them have a debt, irrespective of what year of study they're in.</p> <p>Mr Heferen: Yes, but that's taking one person's debt as just one debt, not the debt from each year?</p> <p>Senator PRATT: Yes. How many people have HELP debts but are repaying them at a lower rate than their debt is being indexed?</p>	7/05/2021
57	SQ21-000059	Hansard	Mehreen Faruqi	25/03/2021	72	Department of Education, Skills and Employment	Decrease in women studying at university in 2020 [in relation to ABS data]	<p>Senator FARUQI: Minister, we could argue about that until the cows come home, but that was not my question. I'll move on to my next question. In November, some ABS data was released which showed that 86,000 fewer women were studying at university in 2020 than in 2019. This was proportionally a much bigger drop for women than for men. Was the department concerned when these figures were released?</p> <p>*****</p> <p>Dr Bruniges: We have a number of Women in STEM initiatives not only across our portfolio but in the department of industry in terms of women in STEM. We will certainly be looking at the enrolment data coming in.</p> <p>Senator FARUQI: Perhaps you could take that on Notice-what you have at the moment-and provide us with a breakdown and whether that has changed.</p> <p>Mr Heferen: It was 86,000? We obviously need to go back and have a look at that, because that doesn't reconcile with the data I have.</p> <p>Senator FARUQI: Maybe you could just double-check that and let me know.</p> <p>Mr Heferen: We will certainly take that on Notice.</p> <p>Mr English: I believe that some of the data is for the whole tertiary sector, not just higher ed.</p> <p>Senator FARUQI: Even then, it is concerning.</p> <p>Mr Heferen: It is, and we will look at that very closely and come back with that on Notice.</p>	7/05/2021
58	SQ21-000060	Hansard	Rachel Siewert	25/03/2021	97	Department of Education, Skills and Employment	Retention of Employment	<p>Senator SIEWERT: That wasn't my question. My question was about retention of the employment and staying in work. How sustainable is the job?</p> <p>Ms Ryan: We are still working through some of that in our post-placement monitoring survey to be able to track it. I don't have the data here today, but I can take it on notice. We're finding that, if jobseekers have been off income support for 26 weeks due to employment, they generally don't come back into the system.</p> <p>Senator SIEWERT: That's what I am trying to find out. Are they staying in work?</p>	7/05/2021

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59	SQ21-000061	Hansard	Louise Pratt	25/03/2021	100	Department of Education, Skills and Employment	Apprentices supported by JobKeeper	<p>Senator PRATT: I understand that some apprentices have been supported by JobKeeper.</p> <p>Ms Williams: Absolutely.</p> <p>Senator PRATT: Have you got a number for that?</p> <p>Ms Williams: We don't have the number of apprentices supported by JobKeeper, no.</p> <p>Senator PRATT: It is very hard to judge the efficiency of these programs if we can't see the figures also embedded in JobKeeper.</p> <p>Ms Williams: I do understand that. Probably some context that's important to put around this measure is it was developed prior to JobKeeper and at a time when there was significant volatility around employer behaviour. What we modelled it on was a sensible measure around the number of apprentices in training in 2020-21, using NCVER data, and made some assumptions that a good proportion of those would take up-</p> <p>Senator PRATT: How many were in that modelling?</p> <p>Ms Williams: We can get that modelling for you. I don't think we have that here, so we'll have to take it on notice.</p> <p>Continued page 101</p> <p>Senator PRATT: My concern is that we need to unpack the original modelling around this, because the government said, 'We want to support 117,000 apprentices.' Yes, JobKeeper came along; nevertheless, you already had JobKeeper. We already had a program. There was a program for existing apprentices. Some of those existing apprentices you expanded in July also would have been eligible for JobKeeper, in some instances. So I really want to be able to unpack how many apprentices were supported by JobKeeper, how many were supported by the initial eligibility and how many were supported by the next set of eligibility.</p> <p>Ms Angus: We'll have to take that on notice and see what we can pull apart, but I do think it's worth noting that even after JobKeeper was announced and came into play the data was not available to inform that next lot of thinking. It was done on the basis of the best available data we had at the time.</p>	7/05/2021
60	SQ21-000062	Hansard	Louise Pratt	25/03/2021	76-77	Department of Education, Skills and Employment	National Customer Service Line and employer reporting line	<p>Senator PRATT: If you could give me a list, please, of all the different numbers and topics that come to the National Customer Service Line, that would be great.</p> <p>Senator Cash: Yes.</p> <p>Senator PRATT: And will it include this?</p> <p>Senator Cash: Yes; that's fine.</p> <p>Ms Shannon: We're using the existing infrastructure of the National Customer Service Line and the expertise of the staff involved in the NCSL to stand up the employer reporting line. It will have its own separate number and information on the website and it will have its own discrete staffing structure.</p> <p>Senator PRATT: The staff associated with this are not attached to that? Where will the staff for that reporting line be located? What are the plans for that?</p> <p>Ms Shannon: That's a good question. I'm not quite sure. It would be either Brisbane or Adelaide. I'd need to confirm that actually. I haven't confirmed that.</p> <p>Senator PRATT: Which bit of the department are they in?</p> <p>Ms Shannon: It's within my line of responsibility, so the Quality, Integrity and Evidence Division, as part of Employment Group.</p> <p>Senator PRATT: Why is it relevant to that division rather than other divisions? I can see that this is part of your mutual obligation accountability, but equally there could be highly conflicting things that come up in terms of people having very reasonable grounds for refusing a job and actually needing-</p> <p>Senator Cash: That is taken into consideration. That is the next part of the process. It's not just about reporting; it's then about the work undertaken by the department to verify everything.</p> <p>Senator PRATT: Will an employer also be able to report that they would truly like to receive fewer job applications because they're getting unsuitable candidates applying, because people are trying to meet their mutual obligation requirements? Will they be able to call the same line and report that?</p> <p>Dr Bruniges: The National Customer Service Line will receive a whole range. We can outline the categories that we do have, going to your previous question. We're happy to supply that. If an employer feels as though they're not getting quality applications, we need to be aware of that. There's no doubt about that. In fact, as part of the new measures that are going in place, we want to conduct further audits on the quality of applications for some.</p>	7/05/2021

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61	SQ21-000063	Hansard	Louise Pratt	25/03/2021	124	National Skills Commission	Skills priority list consultation	<p>Senator PRATT: Who signs off on the model and who do they consult with? I'm assuming, for example, it would include the department of immigration, training providers and states. Who inputs into that methodology?</p> <p>Mr Boyton: We've held a range of discussions with states and territories around what we're looking to do, particularly given that this Skills Priority List will assist us in informing our advice around the VET qualifications that we might think are appropriate to be funded. I don't know if we've specifically consulted the Department of Home Affairs around that. I'll take that on Notice.</p> <p>-----</p> <p>Senator PRATT: Can I have, on Notice, a list of those who have been consulted in putting the model together.</p>	7/05/2021
62	SQ21-000064	Hansard	Louise Pratt	25/03/2021	125	National Skills Commission	Skills priority list (methodology)	<p>Senator PRATT: Okay. We will all be able to see the methodology once it is put together, won't we?</p> <p>Mr Boyton: Yes. We're happy to provide that and to publish that on our website.</p>	7/05/2021
63	SQ21-000065	Hansard	Louise Pratt	25/03/2021	101-102	Department of Education, Skills and Employment	Apprenticeship Data	<p>Senator PRATT: Do you have data on the number of apprentices that existed as at 12 March?</p> <p>Ms Williams: Yes.</p> <p>Senator PRATT: How many were there?</p> <p>Ms Williams: Do you mean the number in the training system itself?</p> <p>Senator PRATT: In the overall system. Some of them would not have needed support through those programs.</p> <p>Ms Williams: We can get those numbers for you, Senator.</p> <p>Senator PRATT: Okay. Can you give me the number of apprentices as at 16 July?</p> <p>Senator Cash: We can take it on notice and get it for you, yes.</p> <p>*****</p> <p>Senator PRATT: So I would like the number of apprentices on 16 July 2020 or on 12 March, or whatever the operational date for those was, or the closest date for which numbers were collected after the announcement of the program. I can start to unpack whether JobKeeper actually helped if I can see, for example, that the number of apprentices over that period is sustained or not sustained.</p> <p>Ms Williams: Okay.</p>	7/05/2021
64	SQ21-000066	Hansard	Louise Pratt	25/03/2021	125	National Skills Commission	Skills priority list (methodology)	<p>Senator PRATT: ... I note the previous methodology didn't use statistically significant sampling but that the Clearing House signed off on it. How will this differ? Do you have proper sampling in this one?</p> <p>Mr Boyton: .. I wasn't familiar with the previous methodology, commencing as the skills commissioner in October last year. I'm happy to take that question on Notice, particularly as it relates to something that-</p>	7/05/2021

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65	SQ21-000067	Hansard	Rachel Siewert	25/03/2021	84-85	Department of Education, Skills and Employment	Mutual obligation breaches and two-day resolution period	<p>Senator SIEWERT: I will have a lot of questions on notice. I don't think I will get through all my questions on that. I'm after some data about how many people have been in that two-day period.</p> <p>I want to go back to finish on the JobSeeker line. I appreciate what you've said, Ms Shannon, about the checking afterwards. It's before the fact, and people are not aware of their rights and they feel intimidated through the process anyway. So that's how people feel about how it works on the ground. How do you stop that happening?</p> <p>Ms Shannon: As I indicated, I'm very happy to look at how we fill that information gap. If we can provide material on the website around jobseekers' rights and the actual protections in the process-perhaps through social media and other formats-I think it's quite reasonable. We will work with peak bodies. That's the other thing.</p> <p>Ms Pitt: We meet regularly with ACOSS, with the National Employment Services Association, with Jobs Australia. We have a range of peak bodies that we meet fortnightly. We meet very regularly with our stakeholders to share that information. ACOSS and others will talk to us about their experiences and what they're seeing, allowing us to then look at what we can do in terms of things like communications.</p> <p>Senator SIEWERT: I'll move on, because I actually don't think that is going to work.</p> <p>Senator Cash: We'll take that on notice.</p> <p>Dr Bruniges: Can I just supply some data around the resolution time that I have here? From 7 December 2020, putting in that buffer period resulted in a 26.9 per cent of jobseekers avoiding having their payment put on hold. We feel really good about that resolution period. It's a significant shift in allowing that time for response.</p> <p>Senator SIEWERT: Do you get feedback on what the potential suspension is about-whether it's missed phone calls-</p> <p>Ms Pitt: Yes, we do.</p> <p>Senator SIEWERT: Can you take on notice to provide some data on that?</p> <p>Ms Pitt: Yes, sure.</p>	7/05/2021
66	SQ21-000069	Hansard	Deborah O'Neill	25/03/2021	128	Department of Education, Skills and Employment	Superannuation for scholarship students	<p>Senator O'NEILL: Chair, I just wanted to ask a question with regard to those students who get the \$2,500 per six months in the scholarship. When they get paid their wages, the \$3,000, if they don't have superannuation, is all that established? I would like to know what happens with superannuation in that program.</p> <p>Senator Cash: Could we take that on Notice for you?</p> <p>Senator O'NEILL: Yes, I was just thinking about it then. There'd be lots of young people who would be getting paid for the first time in that role and there'd be paperwork to set up. I want to understand the process by which they are getting into super and what is being established, seeing as there is so much action that space. Thank you.</p>	7/05/2021

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67	SQ21-000070	Hansard	Louise Pratt	25/03/2021	103	Department of Education, Skills and Employment	Apprentices and Trainees in Small Business	<p>Senator PRATT: Let me unpack that a little bit so that I can tell the difference between the costings and parameters in both announcements. Can you give me a figure, and you might need to take this on notice, of the number of apprentices and trainees in small business who were supported under the first announcement as at the 30 September and under the second announcement of 16 July which extended the first scheme for a further six months. Clearly you costed the initial \$1.3 billion scheme. You still haven't spent much more than that, despite the fact that you've extended it by six months. Taking the second announcement of 16 July, how much of the second \$1.5 billion has been spent to date? We've got the overall figure. The only way to unpack that is according to the eligibility criteria and following through the demographics of both. Sorry, not the demographics-</p> <p>Ms Williams: The cohorts.</p> <p>Senator PRATT: The people who signed up in the first tranche. You will have an expenditure amount for all of those employers as at March 30, or whenever it expires.</p> <p>Ms Williams: That's right.</p> <p>Senator PRATT: In the second trench you'll have another bucket of expenditure that you will know. I understand that some people could have applied under the old scheme but, of course, it was extended anyway, so there won't be too many.</p> <p>Ms Williams: We don't treat it as two schemes.</p> <p>Senator Cash: No, it's one scheme.</p> <p>Senator PRATT: I know that. Nevertheless, that's the data I'm asking you for. You can explain to me how you go might go about getting that data-</p> <p>*****</p> <p>Senator Cash: Now you want to move to the back?</p> <p>Senator PRATT: No, I'm talking about the extension of the initial announcement. In terms of a breakdown between small business and medium business-</p> <p>Senator Cash: We'll take that on notice for you.</p> <p>Senator PRATT: Okay. Could you also provide any data you've got about how many apprentices and trainees actually lost their positions since the start of the pandemic. Do you have any data on that tonight?</p>	7/05/2021
68	SQ21-000071	Hansard	Deborah O'Neill	25/03/2021	128	Australian Skills Quality Authority	ASQA Boosting apprenticeships program	<p>Senator PRATT: The criteria changed for that program in late October. Did you identify any issues that gave rise to that change?</p> <p>Ms Rice: I would have to check for you if that generated any change in the information we received at the time.</p>	7/05/2021
69	SQ21-000072	Hansard	Louise Pratt	25/03/2021	105	Department of Education, Skills and Employment	Boosting Apprenticeship Commencements	<p>Senator PRATT: Could you compare for me the rate of commencements versus the overall number of commencements in that time period. Have employers tapped into this for every newly commencing apprentice, or have there been apprentices that have commenced without a subsidy?</p> <p>Ms Williams: We can look into that. There will be some apprentices that have commenced where the employer has not claimed the subsidy. As Ms Angus was saying, we are dependent on the employers putting in claims in order to be able to provide them with that subsidy. There will be a proportion, I expect, that will not have managed to get around to doing that at this stage.</p>	7/05/2021
70	SQ21-000073	Written	Kim Carr	25/03/2021		Australian Research Council	ARC Discovery Projects grants	<p>Following the Minister's decision to reject the five Discovery Projects grants on 9 December 2020:</p> <ol style="list-style-type: none"> a. When was the ARC notified that these grants were rejected by the Minister? b. On what 'security grounds' were these grants were rejected? c. Did communication from the minister's office to the ARC state any specific reasons or concerns about the projects? d. Were the grant applicants provided with the opportunity to respond to these concerns? e. Were these grants subject to the ARCs internal grant assessment protocols? <ol style="list-style-type: none"> i. Were any risk identified during that internal process? 	7/05/2021
71	SQ21-000074	Hansard	Louise Pratt	25/03/2021	129	Australian Skills Quality Authority	ASQA Complaints	<p>Senator PRATT: You're saying that the complaints have grown around the lift in enrolments. Is that correct?</p> <p>Ms Rice: I would need to check that data to be able to answer that accurately.</p>	7/05/2021

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72	SQ21-000075	Written	Kim Carr	25/03/2021		Australian Research Council	ARC Media Release - ARC grant approvals	On the 13th of November 2020, the Minister for Education's Media Release "ARC grant approvals" stated that decisions on 18 grants had been reserved pending further advice to the ARC, from security agencies: a. Did these projects comply with the National Competitive Grants Program guidelines? b. Was advice from the security agencies sought on the instruction of the Minister or the CEO of the ARC? c. Which security agencies was advice sought from? And on what date? d. Was the ARC's advice on the project's academic excellence and the security agency advice provided to the Minister at the same time? i. On what date(s) was this provided to the Minister?	7/05/2021
73	SQ21-000076	Hansard	Louise Pratt	25/03/2021	130	Australian Skills Quality Authority	ASQA Changes in enrolment data	Senator PRATT: Finally, are there any providers or RTOs pushing the envelope in terms of enrolling students in order to help an employer get a subsidy? You've said that you check that they're legitimate enrolments. Have you noticed any changes in that regard? Ms Rice: I'd have to take that on Notice in that the way in which that would be identified is through regulatory activity, through an audit or a performance monitoring activity. I'd have to get the breakdown of whether that's been identified as a particular issue or a noncompliance in that data.	7/05/2021
74	SQ21-000077	Written	Kim Carr	25/03/2021		Australian Research Council	ARC Projects Criteria	1. Have any ARC grant projects breached the Defence Trade Controls Act? 2. What criteria does the ARC use to determine that projects required further advice from security agencies? 3. Did any of the ARC's briefing advice to the Minister on the project recommendations make reference to media reports in The Australian, The Daily Telegraph or ASPI university tracker?	7/05/2021
75	SQ21-000078	Hansard	Louise Pratt	25/03/2021	130	Australian Skills Quality Authority	ASQA Differences in enrolments where a subsidy applied	Senator PRATT: Okay. Have you done any audits already that have shown any differences between these enrolments and past enrolments where a subsidy has applied? Ms Rice: I'd have to take that on Notice, to understand how many of our audits have actually been of providers that are delivering in this program.	7/05/2021
76	SQ21-000079	Written	Kim Carr	25/03/2021		Australian Research Council	ARC ARC grants announced in financial years 2019-20 and 2020-21	For ARC grants that were announced in financial year 2019-20 and 2020-21, how many related to: i. Biological science, biotechnologies, biomedicine, medical technologies? ii. Artificial Intelligence and machine learning? iii. Information and computing technologies? iv. Autonomous systems? v. Communications? vi. Sensing, including Quantum Technology sensors? vii. Precision Navigation and timing? viii. Aerospace and space technologies? ix. Advanced materials, chemical processing? x. Power production and storage? xi. Advanced manufacturing? xii. Weapon Systems? Please list i-xii by respective financial year and how many grants for each financial year would not relate to categories i to xii?	7/05/2021
77	SQ21-000080	Hansard	Louise Pratt	25/03/2021	109	Department of Education, Skills and Employment	Apprenticeships - Eligibility Criteria	Senator Cash: They may be eligible for a wage subsidy, because there are other types of wage subsidies in terms of the apprentice support mechanisms. They are not eligible for this particular wage subsidy. Senator PRATT: If you could take on notice the eligibility criteria, the caps and the level of uptake for those, that would be great. Senator Cash: Yes.	7/05/2021
78	SQ21-000081	Written	Kim Carr	25/03/2021		Australian Research Council	ARC Critical and Emergent Technologies Policy	1. Has the ARC been consulted on the critical and emergent technologies policy and associated list that is being developed by the Department of Prime Minister and Cabinet? 2. On how many occasions has the ARC been consulted? 3. Is the ARC a member of an Inter-departmental committee on the matter? a. If so, who else sits in the IDC with the ARC?	7/05/2021

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79	SQ21-000082	Hansard	Mehreen Faruqi	25/03/2021	132	Australian Curriculum Assessment and Reporting Authority	ACARA Curriculum review [respectful relationships and consent education]	<p>Senator FARUQI: Did the literature scan and research phase of the curriculum review last year include looking at the latest in respectful relationships and consent education?</p> <p>Ms Davy: Last year, and in the last few years, our research program has been more focused on looking at comparison of the curricula with other countries, and also collecting information from states and territories and the schools about how they're implementing the Australian Curriculum. But, during this review process, we are certainly engaging with the latest research and evidence and with as many subject experts as we can around that latest research and evidence across all sectors. In the case of respectful relationships, we have, for example, been working with the experts at Deakin University, who were the leaders of the work developing the Respectful Relationships resource in Victoria. We've also been taking into serious consideration and looking at the research evidence guides developed by Our Watch, and other programs such as that, as part of the review process.</p> <p>Senator FARUQI: Are there any other experts, other than those that you've mentioned, that you are consulting with in this area?</p> <p>Ms Davy: There probably are. I'd need to take that on Notice, if you wanted it specifically.</p>	7/05/2021
80	SQ21-000083	Hansard	Louise Pratt	25/03/2021	109	Department of Education, Skills and Employment	Apprentices in Australia	<p>Mr Weiderman: The number of existing workers across the entire Apprenticeships Incentives Program is something we may have to take on notice. Alternatively, I can provide you with the number of existing workers that we have through the program at the moment.</p> <p>Senator PRATT: Perhaps you can take on notice how many apprentices there are in Australia and which wage subsidies they attract.</p>	7/05/2021
81	SQ21-000084	Written	Kim Carr	25/03/2021		Australian Research Council	ARC Foreign Interference	<p>1. The Department of Education, Skills and Employment, has created its own foreign interference unit, separate to investigations that might be conducted by TEQSA Higher Education Integrity Unit, the ARC and UFIT.</p> <p>a. Can you explain how these different parts of the education portfolio that are tasked with foreign interference issues do not double up in their operational functionality?</p> <p>b. Which one has primacy?</p> <p>c. In practice, how do they coordinate and how does the ARC engage with them?</p> <p>2. How many staff are now part of the Foreign Interference Taskforce that the ARC has established that is Chaired by Ms Kylie Emery?</p> <p>a. What is the intended full FTE of the taskforce?</p> <p>b. Are there any members of other departments on this taskforce? If so which departments and agencies?</p> <p>c. How many times has the taskforce met and when?</p>	7/05/2021
82	SQ21-000085	Written	Kim Carr	25/03/2021		Australian Research Council	ARC Universities to comply with Australian legislation	<p>Are their obligations on universities to comply with Australian legislation, like the Defence Trade Controls Act, when they receive funding for projects from the Australian Research Council?</p> <p>a. Is this reinforced through the Council's conditions of funding?</p>	7/05/2021
83	SQ21-000086	Written	Kim Carr	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Higher Education Integrity Unit	<p>1. What is the Intended full FTE staff complement of the Higher Education Integrity Unit? How many FTE positions has the unit currently filled?</p> <p>2. Can you outline the current workplan for the TEQSA Higher Education Integrity Unit and when as it adopted?</p> <p>a. Can a copy of the plan please be provided?</p> <p>3. What projects has the unit commenced, and what projects has it finalised? What has the taskforce achieved since its inception?</p> <p>4. The Minister described that the unit "will identify and analyses emerging threats", what analysis has the unit completed?</p> <p>a. Where can the analysis be found?</p> <p>b. Do higher education providers have access to analysis? If not, why not?</p>	7/05/2021
84	SQ21-000087	Hansard	Deborah O'Neill	25/03/2021	135	Australian Curriculum Assessment and Reporting Authority	ACARA Curriculum review [will the documentation be available in other languages]	<p>Senator O'NEILL: Is culturally and linguistically diverse participation going to be enabled? How many languages is this set of documents going to be available in?</p> <p>Ms Davy: At this point in time, we haven't proposed to provide them in different languages. States and territories will use their normal mechanisms for engaging with those particular groups when they're engaging their teachers in their jurisdictions.</p> <p>Senator O'NEILL: Could I ask you to take on Notice-are there any curriculum documents available for parents in translation, so that they can read them in their own language?</p>	7/05/2021

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85	SQ21-000088	Written	Kim Carr	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Foreign Interference Unit	The department has created its own foreign interference unit, separate to investigations that might be conducted by TEQSA Higher Education Integrity Unit, the ARC and UFIT. Can you explain how these different parts of the education portfolio that are tasked with foreign interference issues do not double up in their operational functionality? a. Which one has primacy? b. In practice, how do they coordinate?	7/05/2021
86	SQ21-000089	Hansard	Louise Pratt	25/03/2021	112	Department of Education, Skills and Employment	JobTrainer program training places	Senator PRATT: Thank you. Now: JobTrainer. Question on notice No. 101 from the last round of estimates said that the JobTrainer fund would provide 320,000 additional training places. How many additional places have been taken up? Ms Williams: This is a program that we run with the states and territories. ***** Ms Williams: What the preliminary data is suggesting to us is that we'll probably see a bit of a shift or movement in the final number of places that are taken up. As I said, I think I have given evidence on this before, but, obviously, full qualifications are more costly, so they require a higher subsidy. Therefore, if you have a higher level of full qualifications in your overall mix then you're going to get a lower number of places. But from our perspective, if people are taking up full qualifications as opposed to short courses then that's not a bad thing. It does mean that they're getting a higher level of training and that they're more skilled to move back into the workplace or marketplace. Senator PRATT: Was the subsidy attached to both forms, short and long, the same? Ms Williams: The subsidies are attached to full and short qualifications, but they're not the same amount. Senator PRATT: Would you please take on notice a list of the courses and the subsidies attached? Ms Williams: Yes, we're happy to do that. I think we may have provided that on notice before but, certainly, a full list of courses that can be subsidised- Senator PRATT: Yes, and the number of enrolments attached. Ms Williams: Yes, we can take that on notice.	7/05/2021
87	SQ21-000090	Hansard	Deborah O'Neill	25/03/2021	135	Australian Curriculum Assessment and Reporting Authority	ACARA Curriculum comparisons to other countries	Senator O'NEILL: I know that ACARA's program of research has benchmarked our curriculum against those of Singapore, Finland, British Columbia and New Zealand. My understanding of the Singapore curriculum is that you couldn't put anything into it without taking something out of it, so I'm really interested to see what they have to say. How do we fare against those benchmarks from other jurisdictions? Ms Davy: How to put some very detailed, comprehensive reports into a small number of words? Very well- Senator O'NEILL: If you would like to give me a more fulsome answer on Notice, with some comparisons, that would be good.	7/05/2021
88	SQ21-000091	Written	Kim Carr	25/03/2021		Department of Education, Skills and Employment	Foreign Interference taskforce	1. What is the Intended full FTE staff complement of the Foreign Interference taskforce headed by Ms Jessica Winnall? a. How many FTE positions has the unit(s) currently filled? b. Can you outline the current workplan for the Foreign Interference taskforce and when as it adopted? i. Can a copy of the plan please be provided? c. What projects has the taskforce commenced, and what projects has it finalised? What has the taskforce achieved since its inception? d. The department has created its own foreign interference unit, separate to investigations that might be conducted by TEQSA Higher Education Integrity Unit, the ARC and UFIT. Can you explain how these different parts of the education portfolio that are tasked with foreign interference issues do not double up in their operational functionality? i. Which one has primacy? ii. In practice, how do they coordinate?	7/05/2021

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89	SQ21-000092	Hansard	Mehreen Faruqi	25/03/2021	136	Australian Research Council	ARC Outstanding recommended projects	<p>Senator FARUQI: Minister, do you know why those decisions are pending? From the list of ARC projects which were recommended for funding on 1 February, only two were not included in Minister Tudge's grant funding announcement yesterday. We're told that decisions are pending on those two projects. Could you shed some light on what the reasons are for those pending decisions?</p> <p>Senator Stoker: No, but I can take it on Notice.</p> <p>Senator FARUQI: Yes, that would be good and, if you could confirm that those are not projects that have been vetoed by the government yet again, that would be good too.</p> <p>Senator Stoker: I don't accept the 'yet again' inference, but I am happy to take the rest of the question on notice.</p>	7/05/2021
90	SQ21-000093	Hansard	Deborah O'Neill	25/03/2021	116	Department of Education, Skills and Employment	Industry Training Hubs - Selection Criteria	<p>Senator O'NEILL: In terms of the selection process for these matters, one of the things we have observed with this government so far is that there has been a lot of questionable behaviour about why things were chosen to go into particular places. Why were these places chosen? Why were some areas of high youth unemployment prioritised over others, and on what basis were those decisions made? Was it related to the need for a win in the election or was it related to real criteria that can be revealed?</p> <p>Senator Cash: This is real criteria on which the department provided advice to government, including, in particular, high rates of youth unemployment. We needed to ensure a spread across Australia. We needed outer metropolitan, regional and rural. The department can take you through the process they undertook to provide the recommendations to the government.</p> <p>Senator O'NEILL: If the criteria for selection could be made available on notice, that would be really good, given the time.</p> <p>Ms White: We have tabled that for other questions on notice, but I am happy to put that out again.</p> <p>Senator O'NEILL: What role did the department play in the identification and the determination of the locations for the industry training hubs that were announced in the caretaker period in the lead-up to the last federal election?</p> <p>Dr Bruniges: My understanding is it was a very strong role. I think we have talked through this-</p> <p>Senator Cash: We talked about this last time as well.</p> <p>Dr Bruniges: about looking at the indicators and providing advice to government on the data and the evidence that we have through a series of indicators.</p> <p>Senator O'NEILL: How many sites did you advance in that advice?</p> <p>Senator Cash: We might have to take that on notice. We did go through this last time.</p>	7/05/2021

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91	SQ21-000094	Hansard	Louise Pratt	25/03/2021	90-91	Department of Education, Skills and Employment	Mutual Obligations and payment suspension data	<p>Senator PRATT: In the context of the answers I received at that time, 103,000 suspensions were made by employment service providers, with only 782 being lifted as a result of an error. How many provider initiated suspensions in this time frame were challenged by jobseekers? One hundred and three thousand people didn't come off payment. In some cases, they will have been resolved by someone saying, 'Yes, I breached my obligation,' but I think the provider error must have been more than 782. It might well have been that they called outside the agreed window. It might well be that there are other dynamics there that happened, that meant they couldn't pick up the call or whatever. It's this whole issue, that the suspension drags people along to say, 'You've got to keep complying. I understand the way it does that, but it doesn't put the onus on the provider to make sure they are upholding their part of the bargain. It's clear to me, in 782 suspensions being lifted as a result of an error-I cannot possibly see how, of those 103,000, only 782 of them were in error.</p> <p>Dr Bruniges: We're happy to take that on notice and give you a breakdown.</p> <p>Senator PRATT: Can you unpack that for me?</p> <p>Dr Bruniges: Yes, we'll see if we can have a look at the reasons. I see your point. I see the 103,000 there and 782 of the 257 payment suspensions were lifted, so the proportion is quite small. Over the page, I would point out that of the 257 payment suspensions we only had around the 27,000, in terms of no engagement for 28 days, and that was November last year. There's a small proportion there, but I'm happy to take that on notice and see if we can give you some more detail.</p> <p>Senator PRATT: How many suspensions have you had in the last month, relative to that peak period when mutual obligation resumed last year?</p> <p>Ms Pitt: I don't have the data for the last month-</p> <p>Senator PRATT: What's the most recent data?</p> <p>Ms Pitt: but I do have the payment suspension data from 28 September 2020 through to 28 February.</p> <p>Senator PRATT: Okay. You can give me February-</p> <p>Ms Pitt: For jobactive, there were 543,220 jobseekers who had a payment suspended.</p> <p>Senator PRATT: In what month-January?</p> <p>Ms Pitt: No, this is for the period 28 September 2020 through to 28 February 2021.</p> <p>Senator PRATT: If you could give that to me month by month, it would let me know whether people are getting</p>	7/05/2021
92	SQ21-000095	Written	Kim Carr	25/03/2021		Department of Education, Skills and Employment	Ministerial briefs and correspondence	<p>1. For the following time periods can you please advise how many ministerial briefs requiring action or decision were sent by the department to the Minister's office and how many signed briefs were returned from the Ministers office to the department:</p> <p>a. 1 July 2020 -30 September 2020</p> <p>b. 1 October 2020 - 21 December 2020</p> <p>c. 22 December 2020 - 30 March 2021</p> <p>2. What was the average turnaround time for ministerial briefs requiring action or decision for:</p> <p>a. 1 July 2020 - 30 September 2020</p> <p>b. 1 October 2020 - 21 December 2020</p> <p>c. 22 December 2020 - 30 March 2021</p> <p>3. For the following time periods can you please advise what is the average turnaround time for ministerial correspondence:</p> <p>a. 1 July 2020 - 30 September 2020</p> <p>b. 1 October 2020 - 21 December 2020</p> <p>c. 22 December 2020 - 30 March 2021.</p>	7/05/2021
93	SQ21-000096	Written	Kim Carr	25/03/2021		Department of Education, Skills and Employment	2021 National Research Infrastructure Roadmap	<p>Is 2021 National Research Infrastructure Roadmap still due to be released in August 2021?</p> <p>a. Who is on the Expert Working Group?</p> <p>b. Who is leading the Expert Working Group?</p> <p>c. When was or will the Expert Working Group be announced?</p> <p>i. What was/is the selection process for the expert working group?</p>	7/05/2021

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94	SQ21-000097	Hansard	Deborah O'Neill	25/03/2021	117-118	Department of Education, Skills and Employment	Industry Training Hubs - Burnie and Townsville	<p>Senator O'NEILL: Thank you, Ms White. What is the current caseload for that career facilitator at Burnie?</p> <p>Ms White: In terms of the boundary of where he goes?</p> <p>Senator O'NEILL: No. What is his caseload? How many individuals' lives is he changing?</p> <p>Ms White: There would be difficult for me to tell, unless I go back to reports. We are doing a formal evaluation of all 10 hubs.</p> <p>Senator O'NEILL: Are we talking tens or hundreds or-what are we talking about in terms of caseload?</p> <p>Ms White: It would be difficult to tell without going back, because they don't have a specific caseload. But we could go back through monthly reports and pull out some of those things and provide them on notice.</p> <p>*****</p> <p>Senator PRATT: We have some linked questions about the scholarships attached to these hubs. It would be great to have time to get through those as well.</p> <p>Senator O'NEILL: Maybe if the questions I have asked about Burnie include any review of the operation of the hub that you've undertaken. You said you got monthly reports. If you could provide those, it would give us a sense of what is really going on.</p> <p>Ms White: Yes. We may need to redact some names from those, Senator.</p> <p>*****</p> <p>Senator O'NEILL: If I can go to the Townsville training hub. Rather than spending time on it now, I will put questions on the record: What is the budgeted spend for the hub? How much has been spent? How many job opportunities have been provided? How many people have actually got jobs, and what kinds of jobs? What are the performance targets for the hub-</p> <p>Ms White: We will have reports from Townsville as well, Senator.</p> <p>Senator O'NEILL: Yes. If you could provide that-and what is the current caseload for the career facilitator at the Townsville hub? Those revealing details will give us a sense of what's actually going on.</p> <p>Ms White: We will just redact names of students and things like that.</p>	7/05/2021
95	SQ21-000098	Hansard	Louise Pratt	25/03/2021	136	Australian Research Council	ARC Monitoring of existing grants	<p>Senator PRATT: Are there any vulnerabilities yet in the monitoring of existing grants and their acquittal?</p> <p>Prof. Thomas: We've been working with institutions all year. There are some stressors that are obvious, but we have seen researchers continue admirably. My colleague may add to that.</p> <p>Senator PRATT: I have a few other questions so I might ask if you can take that on Notice, and if there are any particular types of programs or faculties that might be more vulnerable because of where they draw their collaborative income from, universities' different policies and how they share funding et cetera. I'd be happy for you to take that on Notice.</p>	7/05/2021

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96	SQ21-000099	Hansard	Louise Pratt	25/03/2021	137	Australian Research Council	ARC Submission to improve process	<p>Senator PRATT: .. My last questions relate to the campaign that more than 1,000 researchers have signed, asking the minister to improve aspects of the ARC's processes. Lots of leading people have signed it, members of the ARC's College of Experts. Some of the recommendations, I understand, could be implemented without ministerial approval. Are you considering any of those recommendations, with specific reference to recommendations 3 to 6?</p> <p>Prof. Thomas: We're always interested in harvesting good ideas, and you're correct that one of the aspects in the submission is not in the purview of the ARC, and that's about fixing dates for ARC outcomes. But the other ideas are things that we have canvassed, and my colleague, Ms Dent, can take you through some of the detail.</p> <p>Ms Dent: You're specifically referring to 4 to 6, did you say?</p> <p>Senator PRATT: Recommendations 3 to 6. You can take on Notice your specific considerations about weighing them up. I'm interested to know: is there an initial perception that some of those recommendations or suggestions may be viable?</p> <p>Prof. Thomas: Certainly. Without going into details, I can say what we would do is test the hypothesis that they're low cost or no cost from the inside out, but they are the types of things that we engage with the sector on with research officers, with members of the Australasian Research Management Society and, indeed, with individual researchers. So we will work through our normal processes to look at this.</p> <p>Senator PRATT: I'm very pleased to see that you're so responsive to a public input from the sector. Good luck in working through those. I'd like you to take on Notice your process for considering those recommendations, so a brief outline of what they are and what you think of them. Thank you.</p>	7/05/2021
97	SQ21-000100	Hansard	Deborah O'Neill	25/03/2021	118-119	Department of Education, Skills and Employment	Commonwealth Scholarships Program for Young Australians	<p>Senator O'NEILL: That's great. According to the department, there are 10 industry training hubs that were selected to align with locations of the Commonwealth Scholarships Program for Young Australians</p> <p>*****</p> <p>Senator O'NEILL: When were the locations for the Commonwealth scholarships program finalised?</p> <p>Ms White: My understanding is that they were all done as part of the budget process.</p> <p>Senator Cash: Senator O'Neill, I think we have gone through this now at about three estimates, to be honest with you. We went through this line of questioning last year, at several estimates. We could provide to you again what we have already provided over several estimates.</p> <p>*****</p> <p>Ms White: My understanding is that it would have been done together.</p> <p>Senator Cash: We might take it on notice to ensure that we can provide you with the correct information.</p> <p>Senator O'NEILL: In terms of date, when were the locations decided?</p> <p>Senator Cash: Yes. This is something we have been through at estimates previously and provided answers on, but we can have a look at it again.</p> <p>*****</p> <p>Senator O'NEILL: I wasn't here last time. Which locations were decided first—the training hub locations or the locations of the program? Which preceded which?</p> <p>Ms White: My understanding is that it would have been done together.</p> <p>Senator Cash: We might take it on notice to ensure that we can provide you with the correct information.</p>	7/05/2021

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98	SQ21-000101	Hansard	Rachel Siewert	25/03/2021	94-95	Department of Education, Skills and Employment	Mutual obligation breaches and missed appointment notifications	<p>Senator SIEWERT: I want to go back to this issue of when people are notified when they miss appointments et cetera. I've got a specific example here where somebody, because of their phone playing up, missed the call and phoned 15 minutes later. They engaged with the provider, then got a text. This was fairly recently, so they didn't get suspended straightaway. But you get a text and you panic a bit because you thought you'd sorted it. Who would have been sending that text?</p> <p>Ms Pitt: That's an automatically generated text. If somebody has missed their appointment, then the provider would record that somebody had missed an appointment, and that recording then generates an SMS message.</p> <p>Senator SIEWERT: Yes, so it is the provider, isn't it, who does that?</p> <p>Ms Pitt: Yes.</p> <p>Senator SIEWERT: Is there a requirement that it be within a period of time? I heard 'missed the call by five minutes' and 'missed the call by 10 minutes' and, more importantly, the provider was supposed to call and has not. There are two ways. There is the provider calling and saying that they're going to call at a time and don't call and there is where I'm responsible for calling-because it varies-and when I call the provider is not there. Then they get pinged as well. It's happening both ways. Do you have a requirement that providers have to report within a certain time?</p> <p>Ms Pitt: I don't know. I'd have to check whether we have a requirement for providers to complete that within a certain time. Certainly once they do record that somebody has missed something that's what-</p> <p>Senator SIEWERT: The difficulty here is that time frame. Some providers have a bit longer and some have a bit less.</p> <p>Ms Pitt: Some people might not do it until the end of the day.</p> <p>Senator SIEWERT: But you don't require them to do it straight away? Is that the case? Do you need to check that?</p> <p>Ms Pitt: I need to check that.</p> <p>Dr Bruniges: We'll check, but I think you're raising a fair point. You'd want a reasonable time for people. There's some sense of urgency to remind people that they've missed an appointment. People who have seriously forgotten say, 'Yes, I'll do it now.' It's a bit like the resolution time frame of two days. What's a reasonable response time before that automation is triggered? We will take it on notice and have a look.</p>	7/05/2021
99	SQ21-000102	Hansard	Deborah O'Neill	25/03/2021	120	Department of Education, Skills and Employment	Commonwealth Scholarships Program for Young Australians - Burnie	<p>Ms White: In the first round in Burnie there were seven scholarships awarded. In the second round there were 10 scholarships awarded.</p> <p>Senator O'NEILL: And in the third round?</p> <p>Ms White: We're in the third round now.</p> <p>Senator O'NEILL: Did each of those seven scholars receive the full \$10,000?</p> <p>Ms White: I really don't have that here, but we could get that information from our provider.</p> <p>Senator O'NEILL: That would be good.</p>	7/05/2021

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100	SQ21-000103	Hansard	Rachel Siewert	25/03/2021	95-96	Department of Education, Skills and Employment	Payment suspension data and vulnerability groups	<p>Senator SIEWERT: I also want to look at the overall number of suspensions not just from 28 September but from the date in November or December-I can't remember the date-when the two-day grace period started. I'm interested in looking at what happened in that period of time. You said that there was a decrease. Is it possible then to look at that data from there and how that has then impacted on the number of suspensions?</p> <p>Ms Pitt: Yes. I can tell you that, between 7 December, when the two-day resolution time started, and 28 February, 194,758 potential suspensions were avoided, so almost 195,000-</p> <p>Senator SIEWERT: Were avoided?</p> <p>Ms Pitt: were avoided.</p> <p>Senator SIEWERT: How many were suspended?</p> <p>Ms Pitt: For that period, there were certainly 543,220 jobseekers who had a suspension.</p> <p>Senator SIEWERT: But that's for the whole of the period from September to February, isn't it?</p> <p>Ms Pitt: Yes. That's from 28 September.</p> <p>Senator SIEWERT: How many were avoided?</p> <p>Ms Pitt: We're talking there about approximately 27 per cent of payment suspensions that are being avoided, so it's just about one in four or one in five that are being avoided.</p> <p>Senator SIEWERT: It's a bit like comparing apples and oranges, isn't it, because that nearly 550,000 were for the whole of the period. I'm trying to compare apples and apples. So how many were suspended?</p> <p>Ms Pitt: I can come back to you. I've got data today with me from 28 September through to 28 February, but what we actually need to answer your question is data from 7 December through to the 28th when-</p> <p>Senator SIEWERT: Yes, exactly, so we can compare.</p> <p>Ms Pitt: We can get that for you.</p> <p>Senator SIEWERT: That would be really appreciated. Have you looked at how soon people respond? There are the two days-</p> <p>Dr Bruniges: We can have a look whether it's day 1 or day 2. Is that possible?</p> <p>Ms Pitt: Yes.</p> <p>Senator SIEWERT: I am also interested because this data is very valuable in terms of looking at which of the cohorts are suspended more, and it's really clear those trends are still holding up with certain groups,</p>	7/05/2021
101	SQ21-000104	Hansard	Deborah O'Neill	25/03/2021	121	Department of Education, Skills and Employment	Work Practice Placements - payments	<p>Senator O'NEILL: And the \$1,500 goes to the employer to do the induction and try to get things going. How many hours do they have to work? Who's making sure these young people aren't exploited?</p> <p>Ms White: I'm not sure how many hours they work. I would have to look at the BUSY At Work contract. But certainly our contractor must organise that. They also have to do an occupational health and safety inspection of the workplace. They have to ensure wages are being paid correctly while they are in that work placement. And they're quite short work placements because there's a maximum of \$3,000 that can be reimbursed for the wages.</p> <p>Senator O'NEILL: Do you know if some employers are paying these young people more money than the \$3,000?</p> <p>Ms White: I don't know. I can take that on notice, but I'm sure we can provide that.</p> <p>Senator O'NEILL: Could you find out any more of the detail to get the TEQSA reports going on?</p> <p>Ms White: I'm sure we can get that.</p> <p>Senator O'NEILL: What's the attrition rate?</p> <p>Ms White: I don't have that either. We do know that not all of the scholarships that are offered to students are taken up by students. There are reasons that they decide not to enrol. There are also quite strict criteria around enrolment. I may have some attrition things here, now that I think of it. I think I did see that in my folder. It's certainly been collected, and I could certainly provide that on notice. No, it doesn't look like I do have it, but we will be able to get that data for you. It's part of the contract that it's collected.</p>	7/05/2021

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102	SQ21-000105	Hansard	Rachel Siewert	25/03/2021	96	Department of Education, Skills and Employment	Employment service providers and security of photo ID	<p>Senator SIEWERT: I've had a number of people contact us about being asked to text their photo ID via SMS. You're looking perplexed there.</p> <p>Dr Bruniges: Yes.</p> <p>Senator SIEWERT: Have you heard of this, because they've really worried about security issues?</p> <p>Ms Pitt: Yes!</p> <p>Dr Bruniges: I haven't.</p> <p>Ms Pitt: I'd be really interested in getting some information about that. I'm just wondering whether or not that was at the time where people weren't having face-to-face servicing.</p> <p>Senator SIEWERT: As far as I can recall, this was fairly recently. We had a conversation before about how people could be onboarded really quickly, but this latest one is a fairly recent contact. But we've had a couple before.</p> <p>Ms Pitt: What are they asking?</p> <p>Senator SIEWERT: They're basically being asked by their provider to send their photo ID via text message.</p> <p>Dr Bruniges: We will follow up on that.</p>	7/05/2021
103	SQ21-000106	Hansard	Deborah O'Neill	25/03/2021	121	Department of Education, Skills and Employment	Commonwealth Scholarships Program for Young Australians - allowable expenses	<p>Senator O'NEILL: Do students access any additional funding if they are required special equipment-for example, knives? Is that part of the initial funding?</p> <p>Ms White: Part of that would be where we pay the student the \$2,500 per six months. Certainly equipment like that would be an allowable expense.</p> <p>Senator O'NEILL: And once you've purchased it it's yours to keep?</p> <p>Ms White: Yes, it is.</p> <p>Senator O'NEILL: To the best of your knowledge, has anybody bought a ute?</p> <p>Ms White: Not that I know of.</p> <p>Senator O'NEILL: I'm just thinking about some of these areas. Frankly-</p> <p>Ms White: I don't know.</p> <p>Senator O'NEILL: What if you live outside a city? I'm only a couple of hours outside a city, but without a car trying getting to work is diabolically difficult-</p> <p>Ms White: Certainly we allow the fares to their work practice. Those sorts of things are allowable. There are quite a lot of allowable expenses. I can certainly provide that on notice as well.</p>	7/05/2021
104	SQ21-000107	Hansard	Louise Pratt	25/03/2021	122	Department of Education, Skills and Employment	Geographic Boundaries - Commonwealth Scholarships for Young Australians	<p>Ms White: I can answer that, if I may. I am aware of that letter. I did see that letter from the local MP in Dobell. The boundaries for the Commonwealth scholarships program are not linked at all to local government council boundaries. They are linked to Australian Bureau of Statistics SA3 and SA4. One of the things that happened when we had very low numbers of applications for scholarships in round one-and you heard me read out on the public record how many scholarships were awarded in round one-the Department went back and had a look at SA3 and SA4 across the 10 locations for the scholarships. We pulled data on the youth population-young people between 15 and 24 years of age-in all those various areas. As a result of that, seven of the regions had a slight change in their boundaries. The region for Gosford was not one of them. By way of example, in round one in Gosford there were already 20,361 young people in that region-this is census data-whereas other regions had only 5,700, 3,183, 5,188 and so on. I do have all the data here.</p> <p>Senator PRATT: You could have just assigned the numbers proportionately rather than excluding a whole area. In the context of the unemployment rate quoted in the announcement for Gosford, is it an ABS figure? Is it the figure for SA4 of the Central Coast?</p> <p>Senator O'NEILL: That figure was 13.2 per cent.</p> <p>Ms White: It was 2016 data that was used. I'm not sure I have that with me. But it would have been, I would have thought, SA3 data. I'm not sure of that, so I may need to come back to you on notice and let you know exactly what data was used.</p>	7/05/2021
105	SQ21-000108	Hansard	Deborah O'Neill	25/03/2021	48	Department of Education, Skills and Employment	Senior Secondary Pathways review	<p>Dr Bruniges: Thank you, Minister. What I'm saying is, against each of those recommendations there was a review commissioned. I think it was commissioned fairly quickly actually, from my memory, and agreed to by council. Indeed, a report had to go to both skills council ministers and education about post-secondary review pathways. I'm more than happy to take that on Notice and give you a complete update about where that's gotten to.</p>	7/05/2021

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106	SQ21-000109	Written	Katy Gallagher	25/03/2021		Australian Research Council	ARC Staffing profile	Please provide a staffing profile for the agency as at 1 January 2021 and 01 April 2021 by: - APS ongoing: headcount and ASL; - APS non-ongoing: headcount and ASL; - Labour hire staff; headcount and FTE; and - Other contractors.; headcount and FTE.	7/05/2021
107	SQ21-000110	Written	Katy Gallagher	25/03/2021		Australian Research Council	ARC Labour hire	1. Please provide the percentage of staff engaged through labour hire arrangements as a percentage of total headcount. 2. Please provide the total value of labour-hire contracts entered into between 1 July 2020 and 31 December 2020.	7/05/2021
108	SQ21-000111	Written	Katy Gallagher	25/03/2021		Australian Research Council	ARC Working from home arrangements	1. How many requests to work from home on an ongoing basis has your agency received from staff since the Australian Public Service Commission published 'Circular 2020/9: Returning to Usual Workplaces' on 29 September 2020? 2. How many of these requests have been rejected and approved? Please outline the reasons that requests were rejected.	7/05/2021
109	SQ21-000112	Written	Katy Gallagher	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Staffing profile	Please provide a staffing profile for the agency as at 1 January 2021 and 01 April 2021 by: - APS ongoing: headcount and ASL; - APS non-ongoing: headcount and ASL; - Labour hire staff; headcount and FTE; and - Other contractors.; headcount and FTE.	7/05/2021
110	SQ21-000113	Written	Katy Gallagher	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Labour hire	1. Please provide the percentage of staff engaged through labour hire arrangements as a percentage of total headcount. 2. Please provide the total value of labour-hire contracts entered into between 1 July 2020 and 31 December 2020.	7/05/2021
111	SQ21-000114	Written	Katy Gallagher	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Working from home arrangements	1. How many requests to work from home on an ongoing basis has your agency received from staff since the Australian Public Service Commission published 'Circular 2020/9: Returning to Usual Workplaces' on 29 September 2020? 2. How many of these requests have been rejected and approved? Please outline the reasons that requests were rejected.	7/05/2021
112	SQ21-000115	Written	Katy Gallagher	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Staffing Profile	Please provide a staffing profile for the agency as at 1 January 2021 and 01 April 2021 by: - APS ongoing: headcount and ASL; - APS non-ongoing: headcount and ASL; - Labour hire staff; headcount and FTE; and - Other contractors.; headcount and FTE.	7/05/2021
113	SQ21-000116	Written	Katy Gallagher	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Labour hire	1. Please provide the percentage of staff engaged through labour hire arrangements as a percentage of total headcount. 2. Please provide the total value of labour-hire contracts entered into between 1 July 2020 and 31 December 2020.	7/05/2021
114	SQ21-000117	Written	Katy Gallagher	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Working from home arrangements	1. How many requests to work from home on an ongoing basis has your agency received from staff since the Australian Public Service Commission published 'Circular 2020/9: Returning to Usual Workplaces' on 29 September 2020? 2. How many of these requests have been rejected and approved? Please outline the reasons that requests were rejected.	7/05/2021
115	SQ21-000118	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	Seasonal Worker Programs - monitoring and protections	What additional monitoring and protections have been put in place, if any, to ensure that minimum wages and conditions are met for workers participating in the Seasonal Worker Program and Pacific Labour Scheme?	7/05/2021
116	SQ21-000119	Written	Katy Gallagher	25/03/2021		Australian Skills Quality Authority	ASQA Staffing profile	Please provide a staffing profile for the agency as at 1 January 2021 and 01 April 2021 by: - APS ongoing: headcount and ASL; - APS non-ongoing: headcount and ASL; - Labour hire staff; headcount and FTE; and - Other contractors.; headcount and FTE.	7/05/2021
117	SQ21-000120	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	Seasonal Worker Programs - transfers	What is the number of workers in the Seasonal Worker Program and Pacific Labour Scheme who have left or transferred from their original employer for each of the past 5 calendar years?	7/05/2021

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118	SQ21-000121	Written	Katy Gallagher	25/03/2021		Australian Skills Quality Authority	ASQA Labour hire	1. Please provide the percentage of staff engaged through labour hire arrangements as a percentage of total headcount. 2. Please provide the total value of labour-hire contracts entered into between 1 July 2020 and 31 December 2020.	7/05/2021
119	SQ21-000122	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	Seasonal Worker Programs - workers placed with top 10 employers	For each of the past 5 calendar years, what is the total number of workers placed with the top 10 employers in the Seasonal Worker Program and under the Pacific Labour Scheme.	7/05/2021
120	SQ21-000123	Written	Katy Gallagher	25/03/2021		Australian Skills Quality Authority	ASQA Working from home arrangements	1. How many requests to work from home on an ongoing basis has your agency received from staff since the Australian Public Service Commission published 'Circular 2020/9: Returning to Usual Workplaces' on 29 September 2020? 2. How many of these requests have been rejected and approved? Please outline the reasons that requests were rejected.	7/05/2021
121	SQ21-000124	Written	Katy Gallagher	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Staffing profile	Please provide a staffing profile for the agency as at 1 January 2021 and 01 April 2021 by: - APS ongoing: headcount and ASL; - APS non-ongoing: headcount and ASL; - Labour hire staff; headcount and FTE; and - Other contractors.; headcount and FTE.	7/05/2021
122	SQ21-000125	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	Seasonal Work Programs - expenditure	What is the government's expenditure in relation to the Seasonal Worker Program and Pacific Labour Scheme for workers from the Pacific Islands, by country of origin for each of the past 5 calendar years?	7/05/2021
123	SQ21-000126	Written	Katy Gallagher	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Labour hire	1. Please provide the percentage of staff engaged through labour hire arrangements as a percentage of total headcount. 2. Please provide the total value of labour-hire contracts entered into between 1 July 2020 and 31 December 2020.	7/05/2021
124	SQ21-000127	Written	Katy Gallagher	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Working from home arrangements	1. How many requests to work from home on an ongoing basis has your agency received from staff since the Australian Public Service Commission published 'Circular 2020/9: Returning to Usual Workplaces' on 29 September 2020? 2. How many of these requests have been rejected and approved? Please outline the reasons that requests were rejected.	7/05/2021
125	SQ21-000128	Written	Bridget McKenzie	25/03/2021		Department of Education, Skills and Employment	Staffing	1. How many staff does the Department of Education, Skills and Employment have working in capital cities, including Canberra? 2. Does the Department of Education, Skills and Employment have any staff based in regional or rural locations? a. If yes, how many? b. What percentage of the Department's staff are based in capital cities, as opposed to regional and rural locations? 3. How many staff worked from home each month for the period of October 2020 to March 2021? 4. Responding to question 2, why does the Department not have precise measures on productivity across its wide functions? a. The Department notes that overall production volumes have increased. How does the Department intend to maintain its current production volumes when staff return to the office? b. What opportunity exists for the Department to decentralise from city locations given staff have been able to work from home during the COVID-19 pandemic? 5. Responding to question 3, figures show that the average personal leave/sick-days taken reduced by 31% in 2020 compared to 2019. What does the Department attribute this to? a. How does the Department intend to maintain the reduction in personal leave days taken? b. If the Department has staff based in regional or rural locations, is there a comparison of personal leave days taken between these staff and those based in capital cities?	7/05/2021
126	SQ21-000129	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	Top 10 jobactive Registered Training Organisation providers	What are the top 10 jobactive Registered Training Organisation providers by financial year since the program's inception, the number of places subsidised, and total funding received?	7/05/2021
127	SQ21-000130	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	TAFE-provided education or training to jobactive participants	What are the number of places subsidised and total expenditure for TAFE-provided education or training to jobactive participants by financial year since the program's inception?	7/05/2021
128	SQ21-000131	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	National Plan to Reduce Violence against Women and their Children	Has the Department contributed to consultation on the next National Plan to Reduce Violence against Women and their Children yet? What are the Department's plans to contribute to the consultation?	7/05/2021

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129	SQ21-000132	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	Registered Training Organisation - top 10 qualifications	What are the top 10 qualifications attained by jobactive participants in education or training provided by a Registered Training Organisation for each calendar year since the program's inception?	7/05/2021
130	SQ21-000133	Written	Mehreen Faruqi	25/03/2021		Department of Education, Skills and Employment	Top 10 qualifications attained by jobactive participants - TAFE	What are the top 10 qualifications attained by jobactive participants in TAFE-provided education or training for each calendar year since the program's inception	7/05/2021
131	SQ21-000134	Written	Bridget McKenzie	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Staffing	<p>1. Given AITSL is only based in Victoria, how many staff does AITSL have working in Greater Melbourne?</p> <p>a. Does AITSL have staff based in regional or rural locations? If so, how many?</p> <p>b. If yes, what percentage of staff are based in Greater Melbourne as opposed to regional and rural locations?</p> <p>2. How many staff worked from home each month for the period of October 2020 to March 2021?</p> <p>a. If AITSL has staff based in regional or rural locations, is there a breakdown of work from home figures comparing the number in Greater Melbourne to regional or rural locations?</p> <p>3. Responding to question 2, prior to March 2020 did AITSL actively monitor and manage productivity levels of its staff?</p> <p>a. If yes, has productivity increased, remained static or declined?</p> <p>b. If no, does AITSL plan to continue to actively monitor and manage productivity levels of its staff?</p> <p>c. If productivity has increased during the work from home period, how does AITSL intend to maintain said level of productivity?</p> <p>d. What opportunity exists for AITSL to decentralise from city locations given staff have been able to work from home during the COVID-19 pandemic?</p> <p>4. Responding to question 3, I note AITSL does not have data for 2019. Can the AITSL provide data for leave taken during the work-from-home period in 2020?</p>	7/05/2021
132	SQ21-000135	Written	Bridget McKenzie	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Staffing	<p>1. How many staff does ACARA employ?</p> <p>2. How many staff does ACARA have working in capital cities, including Canberra?</p> <p>3. Does ACARA have any staff based in regional or rural locations?</p> <p>a. If yes, how many?</p> <p>b. What percentage of the Department's staff are based in capital cities, as opposed to regional and rural locations?</p> <p>4. How many staff worked from home each month for the period of March 2020 to October 2020?</p> <p>a. How many staff worked from home each month for the period of October 2020 to March 2021?</p> <p>5. Responding to question 2, has ACARA's approved workplan been positively affected?</p> <p>a. If yes, how does ACARA intend to maintain this?</p> <p>b. What opportunity exists for ACARA to decentralise from city locations given staff have been able to work from home during the COVID-19 pandemic?</p> <p>6. Responding to question 3, figures show that the average personal leave/sick-days taken reduced by 17% from 2019 to 2020. What does ACARA attribute this to?</p> <p>a. How does ACARA intend to maintain the reduction in sick days taken?</p> <p>b. If ACARA has staff based in regional or rural locations, is there a comparison of personal leave days taken between these staff and those based in capital cities?</p>	7/05/2021

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133	SQ21-000136	Written	Bridget McKenzie	25/03/2021		Australian Research Council	ARC Staffing	<p>1. How many staff does the ARC have working in capital cities, including Canberra?</p> <p>2. Does the ARC have any staff based in regional or rural locations?</p> <p>a. If yes, how many?</p> <p>b. What percentage of the Department's staff are based in capital cities, as opposed to regional and rural locations?</p> <p>3. How many staff worked from home each month for the period of October 2020 to March 2021?</p> <p>4. Responding to question 2, why does the ARC not measure productivity rates?</p> <p>a. Does the ARC intend to measure productivity rates?</p> <p>b. What opportunity exists for the ARC to decentralise from city locations given staff have been able to work from home during the COVID-19 pandemic?</p> <p>5. Responding to question 3, figures show that the average personal leave/sick-days taken reduced by 32% in 2020 compared to the same period in 2019. What does the ARC attribute this to?</p> <p>a. How does the ARC intend to maintain the reduction in personal leave days taken?</p> <p>b. If the ARC has staff based in regional or rural locations, is there a comparison of personal leave days taken between these staff and those based in capital cities?</p>	7/05/2021
134	SQ21-000137	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Commonwealth Grants Scheme	Please provide a breakdown of funding allocated under the Commonwealth Grants Program for each year to 2027.	7/05/2021
135	SQ21-000138	Written	Bridget McKenzie	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Staffing	<p>1. How many staff does TEQSA have working in capital cities, including Canberra?</p> <p>2. Does TEQSA have any staff based in regional or rural locations?</p> <p>a. If yes, how many?</p> <p>b. What percentage of the TEQSA's staff are based in capital cities, as opposed to regional and rural locations?</p> <p>3. How many staff worked from home each month for the period of October 2020 to March 2021?</p> <p>4. Responding to question 2, why did TEQSA not specifically measure productivity rates while staff have been working from home?</p> <p>a. Prior to the work from home period, did TEQSA measure productivity rates of staff?</p> <p>b. Does TEQSA intend to measure staff productivity rates moving forward, regardless of work location?</p> <p>c. What opportunity exists for TEQSA to decentralise from city locations given staff have been able to work from home during the COVID-19 pandemic?</p> <p>5. Responding to question 3, figures show that the average personal leave/sick-days taken increased by 45% during 2020 compared to the same period in 2019. What does TEQSA attribute this to?</p> <p>a. How does TEQSA intend to reduce the number of personal leave/sick days taken to pre-COVID levels when staff return to the office?</p> <p>b. If TEQSA has staff based in regional or rural locations, is there a comparison of personal leave days taken between these staff and those based in capital cities?</p>	7/05/2021
136	SQ21-000139	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Capital Funding for Government Schools	<p>Does the Commonwealth currently provide any capital funding for government schools?</p> <p>a. If yes, please provide a breakdown of Commonwealth funding allocated, by state and territory, over the forward estimates, indicating the program or partnership it is provided under.</p> <p>b. In which year did the Commonwealth most recently provide capital funding to government schools?</p> <p>i. In which states and under which programs or partnerships was this provided?</p>	7/05/2021
137	SQ21-000140	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Projected Enrolments - by school sector	<p>Please provide projected enrolments to 2030 (or as far as current projections go) for each state and territory, broken down by school sector.</p> <p>a. Please provide total enrolments broken down by state and territory and school sector for each year 2010 to 2021</p>	7/05/2021

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138	SQ21-000141	Written	Bridget McKenzie	25/03/2021		Australian Skills Quality Authority	ASQA Staffing	<p>1. How many staff does ASQA have working in capital cities, including Canberra?</p> <p>2. Does ASQA have any staff based in regional or rural locations?</p> <p>a. If yes, how many?</p> <p>b. What percentage of ASQA's staff are based in capital cities, as opposed to regional and rural locations?</p> <p>3. How many staff worked from home each month for the period of October 2020 to March 2021?</p> <p>4. Responding to question 2, given that ASQA has not seen a productivity loss whilst staff are working from home, has productivity remained static or increased?</p> <p>a. Does ASQA intend to continue using a broader range of compliance monitoring methods?</p> <p>b. What opportunity exists for ASQA to decentralise from city locations given staff have been able to work from home during the COVID-19 pandemic?</p> <p>5. Responding to question 3, figures show that personal leave/sick-days taken reduced by 34% in 2020 compared to the same period in 2019. What does ASQA attribute this to?</p> <p>a. How does ASQA intend to maintain the reduction in personal leave/sick-days taken?</p> <p>b. If ASQA has staff based in regional or rural locations, is there a comparison of personal leave/sick-days taken between these staff and those based in capital cities?</p>	7/05/2021
139	SQ21-000142	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Commonwealth Recurrent Funding	<p>1. For each school sector in each state and territory, what is the estimated Commonwealth recurrent funding for each year from 2018 to 2027, both total and per student?</p> <p>2. For each school sector, what is the estimated Commonwealth recurrent funding for each year from 2018 to 2027, both total and per student?</p>	7/05/2021
140	SQ21-000143	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Bilateral Agreements - School Sector	<p>1. Under the bilateral agreements signed with states and territories, for each school sector in each state and territory, what is the estimated state or territory recurrent funding for each year from 2018 to 2023, both total and per student?</p> <p>2. Under the bilateral agreements signed with states and territories, for each school sector in each state and territory, what is the estimated state or territory recurrent funding for each year from 2018 to 2023 as a share of the SRS?</p> <p>3. Under the bilateral agreements signed with states and territories, for each year from 2018-2023, for each state and territory, what is:</p> <p>a. the proportion of the SRS that will be paid by the Commonwealth</p> <p>i. for each school sector</p> <p>ii. in total</p> <p>b. the proportion of the SRS that will be paid by the state or territory government</p> <p>i. for each school sector</p> <p>ii. in total</p>	7/05/2021
141	SQ21-000144	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Approved Authority (SRS funding)	For each Approved Authority please provide in a machine readable spreadsheet form the AA ID number, proportion of the SRS provided by the Commonwealth in 2021 and 2023, the total Commonwealth funding from all sources in 2021 and 2023 and the per student funding amount in 2021 and 2023.	7/05/2021
142	SQ21-000145	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Review to Achieve Educational Excellence in our Schools: progress on implementation	Please provide a table outlining, for each of the recommendations from the Review to Achieve Educational Excellence in our Schools: progress on implementation; any funding allocated; key implementation dates; whether it is an area of Commonwealth, state or shared responsibility.	7/05/2021
143	SQ21-000146	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Action Now: Teachers Classroom Ready report - progress on implementation	Please provide a table outlining, for each of the recommendations from the Action Now: Teachers Classroom Ready report; progress on implementation; any funding allocated; key implementation dates; whether it is an area of Commonwealth, state or shared responsibility.	7/05/2021
144	SQ21-000147	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	National School Resourcing Board Review of the loading for students with disability	Has the government prepared its response to the 2019 National School Resourcing Board Review of the loading for students with disability? When is the response likely to be completed?	7/05/2021
145	SQ21-000148	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	TEMAG inquiry into Initial Teacher Education	Please provide a table outlining, for each of the recommendations from the TEMAG inquiry into Initial Teacher Education; progress on implementation; any funding allocated; key implementation dates; whether it is an area of Commonwealth, state or shared responsibility.	7/05/2021

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146	SQ21-000149	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Employer Reporting Line	<p>I refer to the announcement of changes to the Mutual Obligation Scheme on 23 February 2021, which amongst other things, stated that "an employer reporting line will be established"? At Additional Estimates on 25/3/21, Ms Shannon said: "We're using the existing infrastructure of the National Customer Service Line and the expertise of the staff involved in the NCSL to stand up the employer reporting line. It will have its own separate number and information on the website and it will have its own discrete staffing structure".</p> <p>i. When will the employer reporting line commence operation? Is it temporary or ongoing? Where will it be based?</p> <p>ii. What is the cost of the employer reporting line ? Please provide details of any contracts/tenders in relation to the employer reporting line ?</p> <p>iii. How many staff will be engaged in the employer reporting line ?Will additional staff be engaged for the employer reporting line? If so, how many and please provide details of job titles , job descriptions and salaries of all staff in the employer reporting line? If there are any contracted positions, will they be earning the same salaries of their Departmental equivalent counterparts?</p> <p>iv. How does the work to be performed differ from the work performed by existing personnel in the National Customer Service Line?</p> <p>v. Has a new phone number, email address or online contact point been established for this new 'employer reporting line'?</p> <p>vi. Were these staff costed into the new policy proposal?</p> <p>vii. Did the Department receive any additional ASL allocation under this proposal, or was it required to use contractors because of the staffing cap?</p>	7/05/2021
147	SQ21-000150	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	School Funding	<p>Please provide for 2019 and 2020 (or most recent available data), broken down by state and territory, in a machine readable spreadsheet:</p> <p>a. For all government schools (in total \$000s and per student):</p> <p>i. Australian government capital expenditure</p> <p>ii. State/territory government capital expenditure</p> <p>iii. Total capital expenditure</p> <p>iv. FTE funded enrolments</p> <p>b. For all Catholic schools (in total \$000s and per student)</p> <p>i. Australian government capital expenditure</p> <p>ii. State/territory government capital expenditure</p> <p>iii. Total capital expenditure</p> <p>iv. FTE funded enrolments</p> <p>c. For all independent schools (in total \$000s and per student)</p> <p>i. Australian government capital expenditure</p> <p>ii. State/territory government capital expenditure</p> <p>iii. Total capital expenditure</p> <p>iv. FTE funded enrolments</p>	7/05/2021
148	SQ21-000151	Written	Kimberley Kitching	25/03/2021		Australian Research Council	ARC Engagement with Services Australia	<p>1. Did the department/agency engage with Services Australia in any capacity in the 2019-20 financial year? If yes, please provide full particulars.</p> <p>2. Has the department/agency engaged with Services Australia in any capacity in the current financial year to 31 March 2021? If yes, please provide full particulars.</p> <p>3. In the 2019-20 financial year, did the department/agency supply services or information to Services Australia? If yes, please provide full particulars.</p> <p>4. In the current financial year to 31 March 2021, has the department/agency supplied services or information to Services Australia? If yes, please provide full particulars.</p> <p>5. Does the department/agency employ technology or apps for users to access its services? If yes, did/does Services Australia have any involvement in the creation, development or ongoing maintenance of that technology or those apps? Please provide full particulars.</p> <p>6. Does the department/agency receive data, statistics or research information from Services Australia? If yes, please provide full particulars.</p>	7/05/2021

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149	SQ21-000152	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	HAYS PERSONNEL SERVICES	<p>1. I note that in the last 12 months the Department has entered into 141 contracts with HAYS PERSONNEL SERVICES primarily for staff that have come at a cost of nearly \$25 million. (See Attachment 1)</p> <p>a. In which programs or activities have these staff been working?</p> <p>b. How many staff are subject to these contracts?</p> <p>c. Is it normal for DESE to enter into 141 contracts with one provider over 12 months? Why so many? Is it because of the staffing cap?</p> <p>2. Looking at the categories of 'temporary personnel services', 'management advisory services' and 'personnel recruitment' within the last 12 months, the Department has paid out more than \$107 million in just over 500 contracts. (See Attachment 2)</p> <p>a. In which programs or activities have these staff been working?</p> <p>b. How many staff are subject to these contracts?</p> <p>c. Is it normal for DESE to enter into 500 contracts for these types of services over 12 months? Why so many? Is it because of the staffing cap?</p>	7/05/2021
150	SQ21-000153	Written	Kimberley Kitching	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Engagement with Services Australia	<p>1. Did the department/agency engage with Services Australia in any capacity in the 2019-20 financial year? If yes, please provide full particulars.</p> <p>2. Has the department/agency engaged with Services Australia in any capacity in the current financial year to 31 March 2021? If yes, please provide full particulars.</p> <p>3. In the 2019-20 financial year, did the department/agency supply services or information to Services Australia? If yes, please provide full particulars.</p> <p>4. In the current financial year to 31 March 2021, has the department/agency supplied services or information to Services Australia? If yes, please provide full particulars.</p> <p>5. Does the department/agency employ technology or apps for users to access its services? If yes, did/does Services Australia have any involvement in the creation, development or ongoing maintenance of that technology or those apps? Please provide full particulars.</p> <p>6. Does the department/agency receive data, statistics or research information from Services Australia? If yes, please provide full particulars.</p>	7/05/2021
151	SQ21-000154	Written	Kimberley Kitching	25/03/2021		Department of Education, Skills and Employment	Engagement with Services Australia	<p>1. Did the department/agency engage with Services Australia in any capacity in the 2019-20 financial year? If yes, please provide full particulars.</p> <p>2. Has the department/agency engaged with Services Australia in any capacity in the current financial year to 31 March 2021? If yes, please provide full particulars.</p> <p>3. In the 2019-20 financial year, did the department/agency supply services or information to Services Australia? If yes, please provide full particulars.</p> <p>4. In the current financial year to 31 March 2021, has the department/agency supplied services or information to Services Australia? If yes, please provide full particulars.</p> <p>5. Does the department/agency employ technology or apps for users to access its services? If yes, did/does Services Australia have any involvement in the creation, development or ongoing maintenance of that technology or those apps? Please provide full particulars.</p> <p>6. Does the department/agency receive data, statistics or research information from Services Australia? If yes, please provide full particulars.</p>	7/05/2021

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152	SQ21-000155	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	JWS RESEARCH	<p>I'm interested in a contract the Department of Education, Skills and Employment has published on 23 February 2021 in relation to "market research" (published on tenders.gov.au). On 1 February 2021, Department of Education, Skills and Employment contracted JWS RESEARCH, at a total of \$165,000 for "Advertising", titled "Market Research" for the period of 1 February 2021 to 31 March 2021. (CN3750545)</p> <p>1. Please provide details as to the market research that DESE has contracted JWS RESEARCH to conduct for a total of \$165,000?</p> <p>i. What is the methodology of this market research?</p> <p>ii. When is it expected to conclude and to whom will the market research be provided?</p> <p>2. What was the process for the decision to contract JWS RESEARCH?</p> <p>3. Are any DESE personnel capable of conducting market research?</p> <p>4. Is this contract linked to an existing program or a new policy proposal?</p> <p>5. Please provide details about the two market research projects conducted by JWS RESEARCH as set out on page 101 of the DESE Annual Report 2019-20 at a total cost of \$329,670? (see extract from Annual Report attached, Table 3.8)</p> <p>i. Is the subject matter of either of these two projects related in any way to the February/March 2021 contract?</p> <p>ii. Does the Department have plans to further engage JWS RESEARCH this year? If so, for what purpose?</p>	7/05/2021
153	SQ21-000156	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Storage Facility Contract	<p>I would like to ask about another contract that the Department has entered into. I note Contract Number - CN3731588 which is for the leasing of a property at 4 Spongolite Street, Beard. The Department is paying \$329,010.23 for a 7 month lease at this address through a limited tender. Yet when I look up the address and call the number registered at that address, it appears to be a Regional Wholesale Fruit Market.</p> <p>a. What exactly is the Department doing at this address?</p> <p>b. I note that the Department also leased it for the three-year period between November 2015 and November 2018 but for a much lower cost of \$122,726.04 for three years. So the Department's now paying about \$47,000 per month, but used to pay about \$3,400 a month. That's a big jump. What's the reason for this?</p>	7/05/2021
154	SQ21-000157	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Contract - AMSEP WAPES AMSPE'	<p>I want to now touch on another interesting contract. CN3749921 is a contract for about \$15,000 for an annual membership payment for an organisation called 'AMSEP WAPES AMSPE'.</p> <p>1. Could you elaborate on this?</p> <p>2. Are there any KPIs associated with this payment? I note that the purpose for the tender is 'international relations', what does this mean? Is there any evidence that it has attracted students to Australia?</p> <p>3. The Facebook page for the organisation gets generally one like per post, if any. It doesn't seem like it's getting much value for money.</p>	7/05/2021

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155	SQ21-000158	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Skills Reform Package	<p>The 2020 Budget measure JobMaker Plan - Skills Reform Package (Budget Paper 2, p 81) includes \$75.9 million over four years from 2020-21 in additional resourcing for the Department of Education, Skills and Employment to support the implementation of the Skills Reform Package. The Department is being provided with \$76 million to help with resourcing to support the implementation of the Skills Reform Package. The Department has advised the funding has four components, namely:</p> <ul style="list-style-type: none"> - Reforms to Improve the Quality of Training - Enhanced Industry Engagement and Qualification Development - JobTrainer Fund and new National Skills Funding Agreement - Enhanced Support for School leavers. <p>(Response to QoN 410, received 28 October 2020)</p> <p>1. Please provide for each of the four components-</p> <ul style="list-style-type: none"> a. The funding profile b. Staffing numbers (including the number of additional staff as at 31 October 2020) c. What will the funds be spent on d. What additional 'technical and specialist expertise' is required by the Department to implement the package e. Details of any contracts/tenders that have been put out or are planned in relation to the acquisition of any additional resources <p>2. Has the Department engaged additional staff since 31 October 2020 in anticipation of the package's implementation? How many have been hired? How many have been labour hire, permanent, part-time or casual?</p>	7/05/2021
156	SQ21-000159	Written	Louise Pratt	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Higher Education Integrity Unit - Federal Government funding	<p>Higher Education Integrity Unit</p> <p>1. The Higher Education Integrity Unit has received funding from the federal government of \$3.9 million.</p> <p>a. How much of the \$3.9 million annual funding has so far been spent?</p> <p>b. How has the money been allocated?</p> <p>c. Has a Director been appointed to lead the Higher Education Integrity Unit?</p> <p>d. How many staff have been employed?</p> <p>2. TEQSA was given additional powers under the legislation to monitor activity, investigate alleged offenders, gather intelligence and seek injunctions to block access by internet carriage service providers and online search engine providers to domestic and international websites promoting cheating services.</p> <p>a. Have staff been allocated to carry out these powers?</p> <p>b. Are those staff employed by the Higher Education Integrity Unit?</p> <p>c. If so, what are their roles?</p> <p>3. Has the Higher Education Integrity Unit investigated any online activity relating to commercial cheating? If so, how many investigations have been conducted and what was the outcome of that/those investigation/s.</p> <p>4. The Minister's media release in June last year announcing the creation of the Higher Education Integrity Unit said "the unit will also work with universities to follow the Guidelines to counter foreign interference in the Australian university sector that were published last year".</p> <p>a. What has the Unit done so far to meet this aim?</p> <p>b. What plans does it have to meet this aim in the future?</p> <p>c. Will it be providing resources to universities, or is the function of the unit to regulate that universities are following the guidelines?</p> <p>5. Are there any other priority work the Unit is undertaking?</p>	7/05/2021

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157	SQ21-000160	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Australian Skills Quality Authority's reform	<p>\$10.1 million in departmental funding was allocated over 2019-20 - 2022-23 to reform the Australian Skills Quality Authority's regulatory practices, structure and engagement with the sector. This includes funding for a range of activities such as a regulatory expert consultancy, engaging contractors, survey design work and data enhancements. The total amount spent as at 11 November 2020 is \$1.7 million.</p> <p>1. In response to Question on Notice 107 from the last round of Estimates, the Department advised that the total amount spent as at 11 November 2020 is \$1.7 million. Could you please detail how this money was spent?</p> <p>2. As we are almost half way through the period of the funding allocation, can you confirm whether there have been delays in relation to the activities that were subject to the funding?</p>	7/05/2021
158	SQ21-000161	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Reallocated funding from DESE for the National Skills Commission	<p>Dr Bruniges, at the last round of Estimates took on notice to provide information concerning what "functions, and the associated staff and costs", went across from the Department to the National Skills Commission (see QoN 84).</p> <p>1. Dr Bruniges does not appear to have provided an answer to that question. Why not? Please provide that information?</p> <p>2. Please provide a breakdown of the \$32.5 million departmental appropriation referred to in the response to Question on Notice 84 from the last round of Estimates</p> <p>3. The NSC website states that "The Commissioner will work with state and territory governments, employers and other stakeholders, supported by a team from the Department of Education, Skills and Employment". Which team does this refer to? How many staff are on this team? What is the form of support offered by this team?</p>	7/05/2021
159	SQ21-000163	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Grants	<p>1. Does your department administer any grants programs or funds?</p> <p>2. If so, what are they?</p> <p>3. Do all of the grants programs have grant guidelines that are readily available to the public?</p> <p>4. Who is the decision-maker for these grants or funds? How is the decision-maker assisted in making their decisions, departmental advice, an advisory group, some other independent body?</p> <p>5. Were there any new grants programs or funds established in the 2020-21 MYEFO that your department is responsible for?</p> <p>6. If so, what are they, and how much funding was provided?</p> <p>7. For the new grants programs, have grant guidelines been developed? Where are they up to at the moment? Will you be consulting with the Department of Finance on these guidelines?</p> <p>8. For the new grants programs, who will be the decision-maker for the grants? How will the decision-maker be assisted in making their decisions, will it be departmental advice? An advisory group? Some other independent body?</p> <p>9. For the new funds, how will funding be distributed?</p> <p>10. For the new funds, who will be the decision-maker for the funding? How will the decision-maker be assisted in making their decisions, will it be departmental advice? An advisory group? Some other independent body?</p> <p>11. How will the decision making process ensure grants go to projects based on merit, and not whether they are in a marginal or target Liberal seat?</p> <p>12. Will the Department be having regard to the sports rorts scandal to ensure that is not repeated?</p> <p>13. What assurance can you give that this will not be another sports rorts scandal and that projects will be funded based on their merit and not where they fall on a Prime Minister's colour coded spreadsheet?</p> <p>14. Were there any grants programs or funds that you administer that were provided with additional funding in the 2020-21 MYEFO?</p> <p>15. If so, what were they, and how much funding was provided?</p>	7/05/2021

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160	SQ21-000164	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	jobseekers hotline	<p>1. The Minister announced the introduction of a reporting line "to refer jobseekers who are not genuine about their job search or decline the job offer" on 23 February 2021. Did the Department of Education, Skills and Employment provide advice to the Minister regarding the introduction of the reporting line? Was this an idea from the Ministerial Office or did the Department consider there was policy merit in establishing the reporting line?</p> <p>2. Was the reporting line costed? If so, what is the number of calls that are expected to be received on the line? If not, how did the Department assess whether introducing the line would have an impact on mutual obligation in line with the announcement on 23 February?</p> <p>3. Is there a policy in place for dealing with complaints received through the hotline? Can jobseekers have payments suspended as a result of calls to the hotline?</p> <p>4. What sorts of measures and training were provided to staff ensure sensitive information provided by people complaining about applications would be dealt with appropriately. What is the mediation process currently in place for the hotline?</p> <p>5. Did the Department undertake an assessment of the budget impact of the proposed hotline? Did that assessment include a figure of the number of people who are "not genuine about their job search or decline the job offer"? How was this determined?</p> <p>6. The Guardian reported that between 1 January and 30 June 2020, a period when mutual obligations were suspended for a few months, 114 work refusal penalties were detected, an estimated 0.011% of all jobseekers. Does this justify the introduction of the hotline or was this a thought bubble from the Ministerial Office?</p>	7/05/2021
161	SQ21-000167	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Mutual obligation	<p>1. How many JobSeekers are expected to subject to mutual obligation arrangements in each year over the 2020-21 budget forward estimates (next four years 2020-21)?</p> <p>2. What is the cost to budget for the revised mutual obligation arrangements announced on 23 February in each year over the 2020-21 Budget forward estimates?</p> <p>3. How many people are assumed to have payments suspended? What is the expected reason for suspension?</p>	7/05/2021
162	SQ21-000169	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Emerging Priorities Fund	<p>1. When will the guidelines for the Emerging Priorities Fund be released?</p> <p>2. Will multiple grant rounds be available under the emerging priorities fund?</p>	7/05/2021
163	SQ21-000170	Written	Louise Pratt	25/03/2021		Australian Skills Quality Authority	ASQA Impact of COVID on RTOs	<p>1. ASQA provided a response to Question on Notice 104 from the last round of Estimates on provider activity between 23 March and 31 May 2020 in response to COVID, could you please provide an update of that data? Are you able to provide the same data in relation to providers of English Language Intensive Courses for Overseas Students (ELICOS) ?</p> <p>2. What is the explanation for the large increase in applications by providers to add new qualifications, accredited courses and/or units of competency to their scope of registration?</p>	7/05/2021
164	SQ21-000171	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	2019 National School Resourcing Board Review of the loading for students with disability	<p>1. The report made eight recommendations, including recommendation two, that the Australian Government, in collaboration with State and Territory governments, should invest in the development of a strong evidence base (over two years) to inform a refined costing model for the students with disability loading.</p> <p>a. Has the government made any attempts to collaborate with the states and territories in preparation for the implementation of this recommendation?</p> <p>b. The two-year time frame referred to in recommendation two of the report was to inform the settings for the loading from 2023. Is it a realistic expectation that the refined costing model could be completed in that time?</p>	7/05/2021

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165	SQ21-000172	Written	Louise Pratt	25/03/2021		Australian Skills Quality Authority	AQSA Rapid Review	<p>1. The MPS Rapid Review made 24 recommendations. Please provide the timeline for each to be implemented? (Ms Rice undertook to provide this on notice at the last round of Estimates however the information provided in response to Question on Notice 106 does not go to each of the specific recommendations)</p> <p>2. ASQA has released a consultation paper on a draft Compliance Policy. What responses have you received and when will the Policy be finalised?</p> <p>3. A focus from the MPS Rapid Review was putting the onus for quality training back on to providers through, self-assurance' mechanisms. At the last round of Estimates, Ms Rice advised that "in relation to how we will go about supporting providers to do that in terms of their own self-assessment, that's part of our consultation process at the moment"</p> <p>a. Has the consultation concluded? If so, what was the outcome?</p> <p>b. Ms Rice also referred to enhancing the annual declaration on compliance in April. Why is this important and has this work been completed?</p>	7/05/2021
166	SQ21-000173	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	2020 Review of the Disability Standards for Education 2005	<p>1. Has the Department commenced a strategy to implement the thirteen recommendations of the 2020 Review of the Disability Standards for Education 2005?</p> <p>Recommendation five of the report recommends that the Federal Minister for Education write to education ministers (or school education authorities where relevant) encouraging them to do two things:-</p> <p>a. ensure all teachers and leaders have appropriate training on the Standards and supporting students with disability; and</p> <p>b. ensure induction process for graduate teachers in both government and non-government schools.</p> <p>2. Is the Department aware of a timeframe for those letters to be despatched?</p> <p>3. Recommendation 12 of the report requires that the Australian Government prepare draft amendments to the Standards to incorporate early childhood education and care for sector consultation by 2023. 3.Has any work been commenced on this project? If not, when is it likely to commence?</p>	7/05/2021
167	SQ21-000174	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	2020 Review of the Disability Standards for Education 2005 - progress on recommendations	<p>1. The Minister for Education and Youth, Alan Tudge MP, in his media release of 12 March, committed to publicly report each year on progress towards implementing the 13 recommendations. Is there a timeframe for that reporting? Will it be in March each year or at some other time annually?</p> <p>2. Given the Government has committed to report annually about the implementation of these thirteen recommendations, is there an anticipated timeframe for the implementation of these recommendations to be completed?</p>	7/05/2021
168	SQ21-000175	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Cost of jobactive	<p>1. The cost of jobactive in the 2020-21 Mid-Year Economic and Fiscal Outlook has gone up instead of down when unemployment fell in 2020-21 and 2021-22. Why is the government paying contractors more when it expects the number of jobs seekers to fall?</p> <p>2. What is the number of suspensions that government assumes in each year of the 2021-22 Budget forward estimates?</p>	7/05/2021
169	SQ21-000176	Written	Louise Pratt	25/03/2021		Australian Research Council	ARC Research Funding and Security	<p>The ANU announced the end of neuroscience research as a result of falling international student revenue. Does the ARC have concerns about specific programs funded under the Australian Research Council? Which projects are they?</p>	7/05/2021
170	SQ21-000177	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Jobactive obligations	<p>1. Can the Department advise on the number of providers who have failed to turn up or get through to jobseekers on the phone resulting in the appointment being recorded as a scheduled appointment automatically recording a failure to meet obligations?</p> <p>2. The Minister announced an increase in the number of audits of providers from 4 per cent to 10 per cent. Was this cost factored in the 2020-21 Mid-Year Economic and Fiscal Outlook or is this to be delivered with additional funding? If so, how much? Will the department undertake the reviews? Are any savings expected from the audits?</p> <p>3. Can the department advise on whether it has measures in place to ensure providers using automated systems to record a failure to meet obligations as not disadvantaging job seekers?</p>	7/05/2021

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171	SQ21-000178	Written	Louise Pratt	25/03/2021		Australian Research Council	ARC Inappropriate Reviews	<p>1. DECRA 2022 applicants have reported that the ARC have taken so long to make decisions on potentially inappropriate proposal reviews that they had to request extensions for writing their rejoinders. Some even reported submitting rejoinders without knowing the ARC's decisions or whether they've been granted extensions or not.</p> <p>a. Why has this process taken so long for this DECRA round?</p> <p>b. Is it because there are more applicants reporting potentially inappropriate reviews of their proposals?</p> <p>c. How many review requests were received for DECRA 2022 compared to 2021 and 2020?</p> <p>d. How many, in each of those 3 years, resulted in the ARC removing or amending the assessment?</p> <p>e. Have you considered a different approach to identifying and dealing with potentially inappropriate reviews of ARC grant proposals? The researchers' Pre-Budget Submission mentioned previously suggests a specific alternative, for example.</p> <p>2. Are similar problems being encountered in the Future Fellowships 2021 scheme?</p> <p>3. As of the end of 2020, how many assessment review requests did the ARC receive that year?</p> <p>a. How many, in each year, resulted in the ARC requesting assessors amend their assessment text?</p> <p>b. How many, in each year, resulted in the ARC removing the assessment?</p>	7/05/2021
172	SQ21-000179	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Requirements for job seeker	<p>1. How has the Department responded to complaints of poor communication, poor quality job plans, resulting in unreasonable requirements for job seekers?</p> <p>2. More than 70 per cent of users rate jobactive sites at three stars or less. Is this proof that the combination of very large caseloads and automated systems, resulting in a lack of reasonable oversight of mutual obligation requirements?</p>	7/05/2021
173	SQ21-000180	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	NESM trials	<p>The NESM trials were intended to allow providers time to adapt their services and to develop innovation before the national expansion planned for July 2022. Given the previous timeframes for consultation prior to the implementation of a new model, the evaluation would most likely need to be completed before June 2021. Can the Department provide an update on the status of the evaluation? Has the review been impacted by COVID-19?</p>	7/05/2021
174	SQ21-000181	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	jobactive payments during the pandemic	<p>1. Were jobactive payments operational during the pandemic based on the existing fee structure? Did the Minister request advise on the additional cost for continuing to pay providers for jobseekers who were out of work during the pandemic?</p> <p>2. Did the government ever ask for advice to ensure value for money on employment services during the pandemic?</p>	7/05/2021
175	SQ21-000182	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	jobactive payments	<p>Can the Department of Education, Skills and Employment please provide a break up of jobactive payments by stream and period of employment at 4, 12 and 26 weeks at the following dates:</p> <p>a. February 2020</p> <p>b. March 2020</p> <p>c. July 2020</p> <p>d. September 2020</p> <p>e. March 2021</p>	7/05/2021
176	SQ21-000183	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Demographic and student enrolment trends	<p>1. What data does the Department collect on demographic and student enrolment trends?</p> <p>a. Where is this data sourced from?</p> <p>b. How is the data broken down geographically?</p> <p>2. Where (by smallest geographical unit available eg. LGA/SA2/SA3) are the areas of highest forecast population growth over:</p> <p>a. the next 5 years?</p> <p>b. the next 10 years?</p> <p>c. the next 20 years?</p> <p>3. Does the Department collect any data on which schools are currently over-enrolled?</p> <p>a. If yes, does the Department do this for all school types or just non-government schools?</p> <p>b. If no, how does the Department ensure that the Capital Grants Program is performing against its objective of 'making provision for needs arising from new demographic and student enrolment trends'?</p>	7/05/2021
177	SQ21-000184	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Expenditure on employment services and jobactive	<p>Can the department provide expenditure on employment services and jobactive in each financial year from 2012-13 to present?</p>	7/05/2021

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178	SQ21-000185	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	New School Approvals	1. Does the Department collect any information about new school approvals? a. Do these decisions have an impact on future recurrent funding demands on the Commonwealth? 2. What is the number of new schools that have been approved to be built in each state and territory over the past five years, the school type, and the SA2/3 that the school is in?	7/05/2021
179	SQ21-000186	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Skills and Training Incentive	The Skills and Training Incentive providers \$2,000 available for eligible workers aged 45 to 70 years to invest in training linked to their current job, a future opportunity, or an industry or skill in demand. The Incentive is available from 1 January 2019 to 30 June 2022 for up to 3,600 participants per year. How many people have taken the incentive up?	7/05/2021
180	SQ21-000187	Written	Louise Pratt	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Complaint Process Regarding Sexual Assault and Harassment	1. How many complaints has TEQSA now received in relation to sexual assault or sexual harassment? 2. Have these complaints been finalised? a) What is the average time taken to finalise complaints of this nature? b) What information have the complainants received? 3. Considering recent media coverage of sexual assaults, has TEQSA taken any additional measures to ensure that all higher education providers are fostering safe environments and supporting students? If so, what measures have they taken? 4. Are they aware if reporting of sexual assault in the higher education sector has increased in recent months?	7/05/2021
181	SQ21-000188	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Youth PaTH program	1. How many internships have commenced under the Youth Jobs PaTH program in 2020/21? How many have been completed? How many resulted in employment upon completion? 2. The 2020/21 Budget provided \$143.4 million for the program this year. How much has been spent this year? 3. How many internships have commenced under the program since it began in April 2017? How many have been completed? How many resulted in employment upon completion? 4. Does the department know whether the job placements following internships were full-time, part-time, or casual? Why not? 5. Is the government confident this program is delivering value for money? What work is being done to examine if the employment outcomes for participants in this program are any different to non-participants? 6. Does the program focus on areas of the country where youth unemployment is higher than the national average?	7/05/2021
182	SQ21-000189	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Research Sustainability Working Group	1. Is the Research Sustainability Working Group still operational? a. If NO, what were its outcomes? b. If YES, what is its planned output and when will it be delivered? 2. How many times did the group meet? 3. When was their last meeting? a. Could all meeting dates please be provided on notice? 4. Did the Working Group provide advice on "alternative models for university research funding" as stated in the Minister's original announcement?	7/05/2021
183	SQ21-000191	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	University Research Commercialisation Scheme	1. Could you please provide a breakdown of how the \$5.8 million allocated to a research scoping study will be spent? 2. Could you please outline what work was done under each of the five contracts that have been awarded so far and what output was produced? Contracts are [CN3750549, CN3749925-A1, CN3748099, CN3745857, CN3742965] a. Boston Consulting Group (CN3750549) b. Deloitte (CN3749925-A1) c. Nous Group (CN3748099 + CN3745857) d. AlphaBeta (CN3742965) 3. When is the Research Commercialisation Scoping Study due to conclude? 4. Could you please outline the timeframes for the scoping study's work? a. Will the outcomes of the study be made public? 5. Is any consultation occurring with other Departments as part of the scoping study? a. Which departments? 6. When have/will these consultations occur?	7/05/2021

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184	SQ21-000192	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Apprentices/trainees receiving JobKeeper	1. How many apprentices/trainees are receiving JobKeeper? 2. How many apprentices/trainees are receiving both JobKeeper and the Apprentice and Trainee Wage Subsidy?	7/05/2021
185	SQ21-000194	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Apprentice Wage Subsidies	1. Can I take you to the first announcement in relation to apprentice and trainee wage subsidies on March 12, 2020 of \$1.3 billion to support 117,000 apprentices and trainees with payments to September 2020. a. How much of the original announcement of \$1.3 billion was spent as at 30 September 2020? b. How many apprentices and trainees in small businesses were supported under the first announcement as at 30 September 2020? 2. Can I take you now to the second announcement (16 July) of the additional \$1.5 billion in subsidies which extended the first scheme for an extra 6 months to March 2021 and extended the wage subsidy to medium sized businesses. a. How much of that \$1.5 billion has been spent to date? b. How many apprentices and trainees were supported under the second announcement? Can you break that figure down by small businesses and medium businesses? 3. How many apprentices and trainees have lost their positions in calendar year 2019 and how does this compare with 2020? 4. Given the subsidy support for existing apprentices and trainees will cease on 31 March 2021, as will JobKeeper payments, what will be the impact on the VET sector in terms of- a. The effect on training providers? b. Cancellations of apprenticeships and traineeships ? 5. Of the employers receiving support, how many are small businesses and how many medium businesses? 6. What proportion were Group Training Organisations? 7. During the first phase of the scheme, were any subsidies provided to employers with more than 19 full time employees? 8. Could you provide a breakdown of recipients by apprenticeship and trainee type? 9. Of employer recipients, what proportion are also recipients of the Australian Apprenticeships Incentive Program?	7/05/2021
186	SQ21-000195	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Redesign clusters and student contributions	1. With reference to the tabled Parliamentary Budget Office analysis, could you please provide the current budget impact of the 'redesign clusters and student contributions' line item over the Forward Estimates in the following form: 2. What is the fiscal impact of the redesign of clusters and student contributions over the medium term? 3. What was the average domestic undergraduate student contribution prior to 1 January 2021? 4. What is the average domestic undergraduate student contribution for students commencing study in 2021?	7/05/2021

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187	SQ21-000196	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Boosting Apprenticeship Commencements	<p>1. Can I now take you to the Boosting Apprenticeship Commencements (BAC) announcement of 4 October 2020 in which the Government announced a new \$1.2 billion scheme providing a 50% wage subsidy for 100,000 new apprentices hired after 5 October.</p> <p>a. What date was the cap of 100,000 new apprentices and trainees reached?</p> <p>b. How many new apprentices and trainees have been supported to date under the BAC scheme? How many new jobs (as opposed to the conversion of existing employees) have been generated?</p> <p>c. Can you break those figures down by</p> <p>i. business size?</p> <p>ii. State/Territory</p> <p>iii. Apprentices -v- trainees</p> <p>iv. Trade or certificate level</p> <p>v. The number of 2020 school leavers (or failing that the number under 19 years of age)</p> <p>2. Can you please confirm that businesses that hired an apprentice before 1 July or after 5 October are eligible for wage subsidies, but the 32,000 apprentices who were hired in the intervening 3 months are not? Can you confirm the rationale for this?</p> <p>3. The BAC criteria were updated from October 28, 2020 so that (subject to some limits) an existing worker is only eligible to attract the Boosting Apprenticeship Commencements payment for an employer, where the existing worker:</p> <ul style="list-style-type: none"> - commences in a trades-based Australian Apprenticeship; or - transfers from a casual employment arrangement to a part-time or full-time Australian Apprenticeship; or - transfers from a part-time employment arrangement to a full-time Australian Apprenticeship. <p>a. What consultation with key sector stakeholders took place in relation to the design of this measure prior to the announcement of 4 October 2020?</p> <p>b. Why was this change from 28 October 2020 introduced? What was the rate of take up of the BAC subsidy in the weeks after it was announced on 4 October 2020? What consultation took place at that point? Did manipulation occur?</p> <p>c. Prior to this change how many existing employees had been converted to an apprenticeship or traineeship in</p>	7/05/2021
188	SQ21-000197	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Higher Education Loan Program (HELP)	<p>1. Has the Department analysed the introduction of the Job Ready Graduates reforms on HELP debt accumulation?</p> <p>2. Can you provide the Committee with that analysed?</p> <p>3. Does the Department forecast median repayment times for all students leaving university each year?</p> <p>a. Could you please provide the forecast for each of the last five years?</p> <p>b. Do you expect those forecasts will change as a result of the Job Ready Graduates changes?</p>	7/05/2021
189	SQ21-000198	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Job Trainer Fund	<p>The Department's response to Question on Notice 101 from the last round of Estimates indicates that the JobTrainer Fund will provide around 320,000 additional training places.</p> <p>a. Could you please provide an update on where JobTrainer is up to?</p> <p>i. Please provide a list of short courses and full qualifications courses (and the training providers for each), that are now open for enrolment in each jurisdiction</p> <p>ii. How many students are enrolled in these courses?</p> <p>iii. The Budget measure refers to supporting a "rapid increase" in free or low fee training places. How is "rapid" defined and has this objective been met?</p> <p>iv. How many students are enrolled with TAFE and how many are enrolled with a private provider?</p> <p>v. How many courses are free and how many are low fee? How was this determined? To what extent is the Commonwealth involved in that determination? How is "low fee" defined?</p>	7/05/2021
190	SQ21-000199	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Ten per cent HECS-HELP upfront discount	<p>a) When was the decision made to reinstate the upfront fee discount?</p> <p>b) What advice did the Department provide to the Minister on this? Was any advice requested?</p> <p>c) How many students have made voluntary contributions each year since 2013?</p> <p>d) Of the students that make voluntary contributions each year, how many make a full upfront payment versus a partial upfront payment?</p> <p>e) Does the Department have any information on the characteristics of students who make voluntary contributions?</p> <p>i. Could you please tell the committee about the common characteristics of students making voluntary contributions?</p>	7/05/2021

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191	SQ21-000200	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Job Trainer Campaign	<p>1. I'm interested in a contract the Department of Education, Skills and Employment has recently published in relation to the Job Trainer Campaign (Aus Tender contract CN3733727, published 1 December 2020). On 2 November 2020, Department of Education, Skills and Employment contracted Universal McCann, at a total of \$5.8 million for the period to 30 June 2021. This is a contract under the category of advertising for a period of 8 months.</p> <p>a. Please describe what services has DESE contracted Universal McCann to deliver for \$5.8 million?</p> <p>b. Why has DESE deemed that these services are required?</p> <p>c. Please provide details of any advertising campaign which is being contemplated, including duration and any additional costs?</p> <p>d. What was the process for this decision?</p> <p>2. The full \$500 million for the Job Trainer fund is budgeted for 2020-21, can you please provide more detail about when and under what circumstances it will be spent?</p> <p>3. The Commonwealth has made \$500 million available for the fund, how is this split between states and territories?</p> <p>a. On what basis is the funding divided?</p> <p>4. The Department's website says that "funding is available for accredited qualifications and short courses in areas of identified and genuine skills needs, based on a list agreed between the National Skills Commission and the state and territory governments."</p> <p>a. Please provide the skills needs list for each State/Territory?</p> <p>5. The Budget measure is described as being for young people and job seekers in areas of identified skills needâ€ will the places be limited to young people and people who are out of work?</p> <p>a. If yes - How? What will the definition of young people be? How will this be enforced?</p> <p>b. What about people who want to re-train or upskill?</p>	7/05/2021
192	SQ21-000201	Written	Louise Pratt	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Respect@Work: National Inquiry into Sexual Harassment in Australian Workplaces	<p>1. Has TEQSA been contacted by the Attorney General's Department or the Department of Education, Skills and Employment about the Respect@Work: National Inquiry into Sexual Harassment in Australian Workplaces?</p> <p>a. If yes, when were you first contacted?</p> <p>i. What action is TEQSA taking in response to the recommendations?</p> <p>2. If NO, Is TEQSA aware of Recommendation 12 of the report: "Recognising that some smaller tertiary and higher education providers lack the necessary resources and expertise to deliver the information and training identified in Recommendation 11, the Australian Government should support those providers to do so, for examples through the Tertiary Education Quality Standards Authority and the Australian Skills Authority."</p> <p>a. Has TEQSA taken any action in response to this recommendation?</p>	7/05/2021
193	SQ21-000202	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Trading Commonwealth Supported Places	<p>1. Has the Department provided any guidance to universities on how trades should happen?</p> <p>a. If yes, could this please be provided to the committee?</p> <p>2. How long has this option been in place?</p> <p>a. How many trades are you aware of?</p> <p>3. How many universities are currently under-enrolled in relation to their funding cap? ☐</p> <p>a. Are they trading their places to other universities?</p> <p>b. What communications have occurred between the Department and universities on this topic?</p> <p>4. Are any of the universities that are under-enrolled, those that are set to receive 3.5% growth under the new reforms?</p>	7/05/2021

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194	SQ21-000203	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	COVID-19 short courses	<p>1. Did the department estimate the number of short courses they thought would be delivered through their announcement of the short online courses?</p> <p>2. How many universities offered short courses under the Government's Higher Education Relief Package?</p> <p>3. How many types of short courses were offered?</p> <p>4. How many students enrolled in the courses?</p> <p>b. Could you please provide a breakdown of how many places were provided to each university?</p> <p>a. How many students completed their short courses?</p> <p>b. The Department has previously advised [where] that 20,000 short online courses would be offered, how does this compare?</p> <p>c. How many places were due to be delivered through the \$7.1 million allocated to private providers?</p> <p>a. How many students enrolled?</p> <p>4. How many of the short course places for non-university higher education providers have been distributed?</p> <p>a. And how many to each provider?</p> <p>b. Can the department provide a breakdown?</p> <p>5. Can you provide a breakdown for the broad field subject are for the courses that have been provided?</p>	7/05/2021
195	SQ21-000204	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Commonwealth Scholarships Program for Young Australians	<p>The Program offers 400 scholarships to unemployed youth residing in any of the 10 Training Hub locations, giving priority to</p> <p>a) those that have exited the Australian Defence Force (ADF) in the previous 2 years, regardless of age;</p> <p>b) Indigenous young Australians</p> <p>c) young Australians with a disability; and</p> <p>d) young Australians from culturally and linguistically diverse backgrounds.</p> <p>1. The DESE website currently states that "Tranche 2 of Round Three is now open! The round closes 12 March 2021 at 17:00 AEDT". (https://www.dese.gov.au/commonwealth-scholarships-program-young-australians)</p> <p>a) Will there be further tranches in round 3, if so when will that occur?</p> <p>b) Were applications received from locations outside the areas covered by the Industry Training Hubs? If so, please provide details?</p> <p>2. How much has been spent on this program in the previous and current financial years?</p> <p>3. Please provide an update on how many successful applicants in total met (at least) one of the priority criteria/s (a-d)?</p> <p>4. How many successful applicants in each of the 10 locations met the (a-d) criteria for priority?</p> <p>5. Noting the 10 Training Hub area criteria for selection, how many scholarship recipients met criterias: a), b) c) or d)</p> <p>6. Minister Cash's letter Ms McBride MP of 11/3/2021 states- "Specialist youth employment support services are available across the country, including in the Wyong area". If this is the case, what additional services do the Industry Training Hubs and Commonwealth Scholarships program offer, other than a cash handout in marginal seats?</p>	7/05/2021
196	SQ21-000205	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	National Priorities and Industry Linkage Fund	<p>1. Please provide to the committee the amount of funding that has been allocated under the NPILF to each university for 2021 through 2023.</p>	7/05/2021

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197	SQ21-000206	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	National Skills Agreement	<p>Background</p> <p>In August 2020 all jurisdictions signed a Heads of Agreement for Skills Reform. The Agreement sets out immediate reforms to improve the Vocational Education and Training (VET) sector and an approach and priorities for developing a new National Skills Agreement to replace the National Agreement on Skills and Workforce Development.</p> <p>Priorities for the new arrangement are:</p> <ul style="list-style-type: none"> - Adopting a new funding model that improves national consistency for students, integrates subsidies and loans and is linked with efficient pricing and the skills needed by employers. - Developing and funding nationally accredited micro-credentials and individual skill sets, in addition to full qualifications, and supporting lifelong learning through an integrated tertiary education system. - Providing stronger support for foundation skills and ensuring access for all Australians with low levels of language, literacy, numeracy and digital literacy. - Promoting apprenticeships and other employment-based training, including preapprenticeships, and undertaking reforms to boost geographic mobility and labour supply. - Strengthening VET pathways for secondary school students and improving the quality and vocational relevance of VET in schools. - Working with the National Careers Institute (NCI), to reduce the proliferation of careers information available, and supporting the NCI to provide access to career information that best enables people to make decisions about their learning, training and employment pathways. - Enhancing transparency and accountability, through clear roles and responsibilities for governments and industry, and increasing data collection and analysis that is shared publicly to support regular assessment of governments' policies and performance. - Supporting a viable and robust system of public, private and not for profit providers, with contestability in VET markets, to ensure high quality training and student choice. - Increasing real investment in VET, while undertaking agreed reforms needed to ensure this investment will improve outcomes for Australians and the economy. 	7/05/2021
198	SQ21-000207	Written	Louise Pratt	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Sexual assault and harassment - University of Melbourne investigation	<ol style="list-style-type: none"> 1. Is TEQSA aware of a sexual harassment complaint against a University of Melbourne academic, Laureate Professor Alan Lopez? 2. Has TEQSA received a complaint in relation to this sexual harassment complaint. 3. If so, at what stage is TEQSA's investigation? 4. The University of Melbourne arranged an independent workplace investigation to be undertaken into this complaint of sexual harassment. Does TEQSA consider an independent workplace investigation to be an appropriate response to such a complaint? 5. The Workplace Investigator found the complainant "convincing and credible" and accepted four of seven allegations as proven. The investigator concluded three other allegations had elements that could be substantiated but were insufficient to be classified as proven. Is TEQSA aware of any disciplinary action taken by the University of Melbourne against Professor Lopez? 	7/05/2021
199	SQ21-000208	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Tertiary Admission Centres (TACs) Enrolment Data	<ol style="list-style-type: none"> 1. Please provide applications, admissions, and enrolment data for each State and Territory's admissions centres for each narrow and broad subject area for 2020 and 2019. 	7/05/2021
200	SQ21-000209	Written	Louise Pratt	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Financial Risk	<ol style="list-style-type: none"> 1. The 2019 Key risk findings on Australia's higher education sector report found that the proportion of providers considered to pose a Moderate or High Risk to Financial Position has been trending upwards over time. Given the impact COVID and recent changes to geopolitics have had on university finances, do you believe that trend will now have accelerated? 2. How does TEQSA calculate its risk assessments in relation to international student revenue? 3. Is TEQSA developing any policy or interventions for a whole of sector response to the interruption to international student enrolments? 4. What are the thresholds for a moderate or high risk position? 5. In 2018, three per cent of universities were categorised as 'High Risk to Financial Position'. Has that percentage increased? 6. Has TEQSA had any discussions with individual providers about their increased risk to financial position? 	7/05/2021

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201	SQ21-000210	Written	Katy Gallagher	25/03/2021		Department of Education, Skills and Employment	Staffing profile	Please provide a staffing profile for the agency as at 1 January 2021 and 01 April 2021 by: -PS ongoing: headcount and ASL; -PS non-ongoing: headcount and ASL; -Labour hire staff; headcount and FTE; and -Other contractors; headcount and FTE	7/05/2021
202	SQ21-000212	Written	Katy Gallagher	25/03/2021		Department of Education, Skills and Employment	Labour hire	1. Please provide the percentage of staff engaged through labour hire arrangements as a percentage of total headcount. 2. Please provide the total value of labour-hire contracts entered into between 1 July 2020 and 31 December 2020.	7/05/2021
203	SQ21-000213	Written	Katy Gallagher	25/03/2021		Department of Education, Skills and Employment	Work from home	1. How many requests to work from home on an ongoing basis has your agency received from staff since the Australian Public Service Commission published 'Circular 2020/9: Returning to Usual Workplaces' on 29 September 2020? 2. How many of these requests have been rejected and approved? Please outline the reasons that requests were rejected.	7/05/2021
204	SQ21-000214	Written	Louise Pratt	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL National Teacher Workforce Strategy	1. Can you please provide an update of the National Teacher Workforce Strategy? a. What were the key issues arising out of the pipeline report and b. when can we expect the National Teacher Workforce Characteristics Report to be published? 2. When were you first tasked with completing this workforce strategy? 3. When will the final Workforce Strategy will be completed? 4. Have you collected or do you intend to collect any information about the standards of admission into initial teacher education courses beyond ATAR requirements? 5. Can you provide the Committee with information about how the development of this Workforce Strategy intersects with the 2014 Action Now: Classroom Ready Teachers report? Have you found that the key findings therein where sufficiently addressed?	7/05/2021
205	SQ21-000215	Written	Louise Pratt	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Initial Teacher Education - Australian Tertiary Admission Rank (ATAR)	How many students gain acceptance to ITE courses with an ATAR of a. less than 50? b. Less than 60?	7/05/2021
206	SQ21-000216	Written	Louise Pratt	25/03/2021		Department of Education, Skills and Employment	Initial Teacher Education - Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)	1. When it comes to the LANTITE test, have you done any assessment or study of the correlation between ATAR result and performance in that test? 2. What is the most up to date figure of failure rates in the LANTITE test? 3. How many students have failed the LANTITE test three or more times?	7/05/2021
207	SQ21-000217	Written	Louise Pratt	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Initial Teacher Education - Completions	1. The Pipeline Report mentions relative low completions for all ITE courses, which have grown at less than 0.5% a year since 2006. What is driving these poor completion rates? 2. What was it about the ITE units in the study that meant insufficient information from provided? 49% of the sample cohort seems high.	7/05/2021
208	SQ21-000218	Written	Kim Carr	25/03/2021		Department of Education, Skills and Employment	Alphacrucis College	1. Has the Department of Education, Skills and Employment met with representatives of Alphacrucis College (Sydney)? a. If so, on what date(s) did the Department meet with representatives? 2. Has the Department of Education had any correspondence with Alphacrucis College (Sydney)? a. On what date(s) was correspondence received? b. On what date(s) was a reply sent?	7/05/2021
209	SQ21-000219	Written	Kim Carr	25/03/2021		Department of Education, Skills and Employment	Tertiary Education and Quality Standards Agency and the Higher Education Standards Panel - appointments	1. On 29 August 2020, the Minister for Education's Media Release "New Leaders in Education" made various appointments across the Tertiary Education and Quality Standards Agency, and the Higher Education Standards Panel: a. On what date were recommendations for these appointments presented to the Minister? b. On what date were the recommendations signed off by the Minister? c. Who made the recommendations to the Minister? i. If the recommendations were made by a panel, who made up the panel?	7/05/2021
210	SQ21-000220	Written	Kim Carr	25/03/2021		Department of Education, Skills and Employment	Minister Alphacrucis College	1. Has the Minister for Education or his office met with representatives of Alphacrucis College (Sydney)? a. If so, on what dates did the Minister or his office have this meeting? 2. Has the Minister for Education or his office has any correspondence with Alphacrucis College (Sydney)? a. On what date(s) was correspondence received? b. On what date(s) was a reply sent?	7/05/2021

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211	SQ21-000221	Written	Kimberley Kitching	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Engagement with Services Australia	<p>1. Did the department/agency engage with Services Australia in any capacity in the 2019-20 financial year? If yes, please provide full particulars.</p> <p>2. Has the department/agency engaged with Services Australia in any capacity in the current financial year to 31 March 2021? If yes, please provide full particulars.</p> <p>3. In the 2019-20 financial year, did the department/agency supply services or information to Services Australia? If yes, please provide full particulars.</p> <p>4. In the current financial year to 31 March 2021, has the department/agency supplied services or information to Services Australia? If yes, please provide full particulars.</p> <p>5. Does the department/agency employ technology or apps for users to access its services? If yes, did/does Services Australia have any involvement in the creation, development or ongoing maintenance of that technology or those apps? Please provide full particulars.</p> <p>6. Does the department/agency receive data, statistics or research information from Services Australia? If yes, please provide full particulars.</p>	7/05/2021
212	SQ21-000222	Written	Carol Brown	25/03/2021		Department of Education, Skills and Employment	Australian Maritime College in Launceston	<p>1. Is the Government, and the Department, committed to the continuation of the Australian Maritime College in Launceston? How much federal funding has the AMC received from the federal government each year for the past 5 years?</p>	7/05/2021
213	SQ21-000223	Written	Carol Brown	25/03/2021		National Skills Commission	Maritime Workforce	<p>1. Has the need to support the development of a highly skilled and experienced maritime workforce been raised with the Department? Is the Department aware of any suggested programs or strategies to address any skills shortages? If yes, what are they?</p>	7/05/2021
214	SQ21-000224	Written	Carol Brown	25/03/2021		National Skills Commission	Australian seafarers	<p>1. Does the Department believe that there is a shortage of Australian seafarers?</p>	7/05/2021
215	SQ21-000225	Written	Carol Brown	25/03/2021		Department of Education, Skills and Employment	Skilled Migration Program	<p>1. Was the Department consulted about the recent recommendation to expand the skilled migration program to include seafarers? If yes, when did that consultation take place?</p>	7/05/2021
216	SQ21-000228	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Board Appointments	<p>1. Provide an update of portfolio boards, including board title, terms of appointment, tenure of appointment and members.</p> <p>2. What is the gender ratio on each board and across the portfolio.</p> <p>3. Please detail any board appointments made from 30 June 2020 to date.</p> <p>4. What has been the total value of all Board Director fees and disbursements paid.</p> <p>5. What is the value of all domestic travel by Board Directors.</p> <p>6. What is the value of all international travel by Board Directors.</p>	14/05/2021
217	SQ21-000229	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Appointments - briefs prepared	<p>1. How many times has the Department prepared a brief for statutory authorities, executive agencies, advisory boards, government business enterprises or any other Commonwealth body which includes a reference to a former Liberal or National member of parliament at a state, territory or federal level.</p> <p>2. For each brief prepared, can the Department advise:</p> <p>a. The former member.</p> <p>b. The board or entity.</p> <p>c. Whether the request originated from the Minister's office.</p> <p>d. Whether the appointment was made.</p>	14/05/2021
218	SQ21-000230	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Commissioned Reports and Reviews	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many Reports or Reviews have been commissioned. Please provide details of each report including:</p> <p>a. Date commissioned.</p> <p>b. Date report handed to Government.</p> <p>c. Date of public release.</p> <p>d. Terms of Reference.</p> <p>e. Committee members and/or Reviewers.</p> <p>2. How much did each report cost/or is estimated to cost.</p> <p>3. The background and credentials of the Review personnel.</p> <p>4. The remuneration arrangements applicable to the Review personnel, including fees, disbursements and travel</p> <p>5. The cost of any travel attached to the conduct of the Review.</p> <p>6. How many departmental staff were involved in each report and at what level.</p> <p>7. What is the current status of each report. When is the Government intending to respond to each report if it has not already done so.</p>	14/05/2021

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219	SQ21-000236	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Executive Management	<p>1. In relation to executive management for the Department and its agencies, can the following be provided for 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020:</p> <p>a. The total number of executive management positions</p> <p>b. The aggregate total remuneration payable for all executive management positions.</p> <p>c. The change in the number of executive manager positions.</p> <p>d. The change in aggregate total remuneration payable for all executive management positions.</p>	14/05/2021
220	SQ21-000242	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Ministerial functions	<p>1. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions.</p> <p>b. List of all attendees.</p> <p>c. Function venue.</p> <p>d. Itemised list of costs (GST inclusive).</p> <p>e. Details of any food served.</p> <p>f. Details of any wines or champagnes served including brand and vintage.</p> <p>g. Any available photographs of the function.</p> <p>h. Details of any entertainment provided.</p> <p>2. In relation to any breakfasts, luncheons, dinners or other meals hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>i. List of dates and types of meals.</p> <p>j. List of all attendees.</p> <p>k. Function venue.</p> <p>l. Itemised list of costs (GST inclusive).</p> <p>m. Details of any food served.</p> <p>n. Details of any wines or champagnes served including brand and vintage.</p> <p>o. Any available photographs of the function.</p> <p>p. Details of any entertainment provided.</p>	14/05/2021
221	SQ21-000244	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Boston Consulting Group	<p>With reference to contract CN3755862 published on Austender on 19 March 2021:</p> <p>What services were provided by Boston Consulting Group to enhance senior leadership capability.</p> <p>Can the procurement process be outlined.</p> <p>If Boston Consulting Group was selected from a standing offer panel, who recommended that Boston Consulting Group be used.</p> <p>Which officer approved the contract.</p> <p>Can a breakdown of costs associated with the contract be provided.</p>	14/05/2021
222	SQ21-000245	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Departmental functions	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies within the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions.</p> <p>b. List of all attendees.</p> <p>c. Function venue.</p> <p>d. Itemised list of costs (GST inclusive).</p> <p>e. Details of any food served.</p> <p>f. Details of any wines or champagnes served including brand and vintage.</p> <p>g. Any available photographs of the function.</p> <p>h. Details of any entertainment provided.</p>	14/05/2021

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223	SQ21-000246	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Executive office upgrades	1. Have any furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries been upgraded for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. If so, can an itemised list of costs please be provided (GST inclusive).	14/05/2021
224	SQ21-000247	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Facilities upgrades	1. Were there any upgrades to facility premises at any of the Departments or agencies for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. This includes but is not limited to: staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment. 2. If so, can a detailed description of the relevant facilities upgrades be provided together with an itemised list of costs (GST inclusive). 3. If so, can any photographs of the upgraded facilities be provided.	14/05/2021
225	SQ21-000248	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Staff travel	1. What is the total cost of staff travel for departmental/agency employees for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
226	SQ21-000249	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Legal costs	1. What are the total legal costs for the Department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
227	SQ21-000250	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Secretarial travel	1. Can an itemised list of the costs of all domestic and international travel undertaken by the Secretary of the Department for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 be provided including: a. Flights for the Secretary as well as any accompanying departmental officials, and identify the airline and class of travel. b. Ground transport for the Secretary as well as any accompanying departmental officials. c. Accommodation for the Secretary as well as any accompanying departmental officials, and identify the hotels the party stayed at and the room category in which the party stayed. d. Meals and other incidentals for the Secretary as well as any accompanying departmental officials. Any available menus, receipts for meals at restaurants and the like should also be provided. e. Any available photographs documenting the Secretary's travel should also be provided.	14/05/2021
228	SQ21-000251	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	FOI	1. Please list the number of Freedom of Information Act requests (â€œFOI requests') received by the Department for the following years: a. 2013-14; b. 2014-15; c. 2015-16; d. 2016-17; e. 2018-19; 2019-20, and; f. 2020-21 to date. 2. For each year above, please provide: a. The number of FOI requests the Department granted in full; b. The number of FOI requests the Department granted in part; c. The number of FOI requests the Department refused in full; and d. The number of FOI requests the Department refused for practical reasons under the Freedom of Information Act. 3. For each year above, please also provide: a. The number of times the Department failed to make any decision on a FOI request within the 30 day statutory period; and b. The number of times a request to the Department resulted in a practical refusal (i.e. no decision was made on the request). 4. For each year above, please also provide: a. The number of times the Department's FOI decisions have been appealed to the OAIC; and b. The number of times has the OAIC overturned â€œ in whole or in part â€œ the Department's decision to refuse access to material.	14/05/2021

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229	SQ21-000252	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Briefings	1. Has the Department/agency or the Minister's office provided briefings to independents/minor parties in the Senate or House of Representatives. If so, can the following be provided: a. The subject matter of the briefing. b. The location and date of the briefing. c. Who proposed the briefing. d. Attendees of the briefing by level/position	14/05/2021
230	SQ21-000253	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Acting Minister arrangements	1. Can the Department provide all leave periods of the portfolio Minister from 24 August 2018 to date. 2. Can the Department further provide acting Minister arrangements for each leave period.	14/05/2021
231	SQ21-000254	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Departmental staff allowances	1. Can a list of Departmental/agency allowances and reimbursements available to employees be provided.	14/05/2021
232	SQ21-000255	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Market research	1. Does the Department/agency undertake any polling or market research in relation to government policies or proposed policies. 2. If so, can the Department provide an itemised list of: a. Subject matter b. Company c. Costs each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 d. Contract date period 3. Can the Department/agency advise what, if any, research was shared with the Minister or their office and the date and format in which this occurred.	14/05/2021
233	SQ21-000256	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Advertising and information campaigns	1. What was the Department/agency's total expenditure on advertising and information campaigns for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. What advertising and information campaigns did the Department/agency run in each relevant period. For each campaign, please provide: a. When approval was first sought. b. The date of approval, including whether the advertising went through the Independent Campaign Committee process. c. the timeline for each campaign, including any variation to the original proposed timeline. 3. Can an itemised list of all Austender Contract Notice numbers for all advertising and information campaign contracts in each period be provided.	14/05/2021
234	SQ21-000257	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Promotional merchandise	1. What was the Department/agency's total expenditure on promotional merchandise for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. Can an itemised list of all Austender Contract Notice numbers for all promotional merchandise contracts in that period please be provided. 3. Can photographs or samples of relevant promotional merchandise please be provided.	14/05/2021
235	SQ21-000258	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Collateral materials	1. What was the Department/agency's total expenditure on collateral materials, including banners, publications, maps, charts and high visibility or protective clothing for events, functions, conferences, meetings, press conferences and site visits, including Ministerial events, functions, conferences, meetings, press conferences and site visits for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. For each event or function where the Department/agency expended funds on collateral materials, provide details of the event, including the date and location of each event, and details of the types of materials.	14/05/2021

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236	SQ21-000259	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Ministerial overseas travel	<p>1. Can an itemised list of the costs met by the department or agency for all international travel undertaken by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 please be provided including:</p> <p>a. Flights for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials, together with the airline and class of travel.</p> <p>b. Ground transport for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials.</p> <p>c. Accommodation for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials, and identify the hotels the party stayed at and the room category in which the party stayed.</p> <p>d. Meals and other incidentals for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials. Any available menus, receipts for meals at restaurants and the like should also be provided.</p> <p>e. Any available photographs documenting the Minister's travel should also be provided.</p>	14/05/2021
237	SQ21-000260	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Ministerial domestic travel	<p>1. Can an itemised list of the costs met by the department or agency for all domestic travel undertaken by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 please be provided including:</p> <p>a. Flights for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials, together with the airline and class of travel.</p> <p>b. Ground transport for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials.</p> <p>c. Accommodation for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials, and identify the hotels the party stayed at and the room category in which the party stayed.</p> <p>d. Meals and other incidentals for the Minister and any accompanying members of the Minister's personal staff or family members, as well as any accompanying departmental officials. Any available menus, receipts for meals at restaurants and the like should also be provided.</p> <p>e. Any available photographs documenting the Minister's travel should also be provided.</p>	14/05/2021
238	SQ21-000261	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Social media influencers	<p>1. What was the Department/agency's total expenditure on social media influencers for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. What advertising or information campaigns did the Department/agency use social media influencers to promote.</p> <p>3. Can a copy of all relevant social media influencer posts please be provided.</p> <p>4. Can an itemised list of all Austender Contract Notice numbers for all relevant social media influencer contracts please be provided.</p>	14/05/2021
239	SQ21-000262	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Departmental equipment	<p>What was the estimated value of all Departmental equipment that was lost, damaged, stolen or written off during each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021
240	SQ21-000263	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Stationery	<p>1. How much has been spent on ministerial stationery requirements in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021

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241	SQ21-000264	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Media monitoring	<p>1. What is the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to each Minister's office for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p> <p>2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract Notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p>	14/05/2021
242	SQ21-000265	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Communications staff	<p>1. For all departments and agencies, please provide "€" in relation to all public relations, communications and media staff "€" the following:</p> <p>2. By Department or agency:</p> <p>a. How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>b. How many non-ongoing staff, their classification, type of work they undertake and their location.</p> <p>c. How many contractors, their classification, type of work they undertake and their location.</p> <p>d. How many are graphic designers.</p> <p>e. How many are media managers.</p> <p>f. How many organise events.</p> <p>3. Do any departments/agencies have independent media studios.</p> <p>a. If yes, why.</p> <p>b. When was it established.</p> <p>c. What is the set up cost.</p> <p>d. What is the ongoing cost.</p> <p>e. How many staff work there and what are their classifications.</p>	14/05/2021
243	SQ21-000266	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Departmental staff in Minister's office	<p>1. Can the Department provide an update on the total number of departmental staff seconded to ministerial offices, including:</p> <p>a. Duration of secondment.</p> <p>b. APS level.</p> <p>2. Can the Department provide an update on the total number of DLOs/CLOs for ministerial offices including APS level.</p>	14/05/2021
244	SQ21-000267	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	CDDA Payments	<p>1. How many claims have been received under the Compensation for Detriment caused by Defective Administration scheme (CDDA) by the Department for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020?</p> <p>2. How many claims were:</p> <p>a. Accepted.</p> <p>b. Rejected.</p> <p>c. Under consideration.</p> <p>3. Of the accepted claims, can the Department provide:</p> <p>a. Details of the claim, subject to relevant privacy considerations</p> <p>b. The date payment was made</p> <p>c. The decision maker.</p>	14/05/2021
245	SQ21-000268	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Recruitment	<p>1. What amount has been expended by the department/agency on external recruitment or executive search services in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Which services were utilised. Can an itemised list be provided.</p>	14/05/2021

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246	SQ21-000269	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Staffing	<p>1. How many full-time equivalent staff are engaged at each of 30 June 2019 and 30 June 2020 10 November 2020.</p> <p>2. How many of these positions are (a) on-going and (b) non-ongoing.</p> <p>3. How many redundancies have occurred in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. How many were:</p> <p>a. voluntary</p> <p>b. involuntary.</p> <p>4. How many of those redundancies occurred as a result of departmental restructuring. What is the total cost of those redundancies.</p> <p>5. What was the total value in dollar terms of all termination payments paid to exiting staff.</p> <p>6. How much overtime or equivalent has been paid to staff in each of the 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>7. How many section 37 notices under the Public Service Act 1999 have been offered in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 to date.</p>	14/05/2021
247	SQ21-000270	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Comcare	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the Department advise whether it has been the subject of any investigations involving Comcare. If yes, please provide details of the circumstances and the status.</p> <p>2. Can the Department advise the number of sanctions it has received from Comcare in the each of the periods; 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021
248	SQ21-000271	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Fair Work Ombudsman	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Ombudsman within the Department or agency.</p>	14/05/2021
249	SQ21-000272	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Office of the Merit Protection Commissioner	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Office of the Merit Protection Commissioner within the Department or agency.</p>	14/05/2021
250	SQ21-000273	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Travel and expense claim policy	<p>1. Please produce a copy of all travel and expense claim policies.</p> <p>2. Please produce a copy of all claim forms. If the forms are digital, please provide a screen shot of each section, including all dropdown options.</p>	14/05/2021
251	SQ21-000274	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Declarations of gifts and hospitality	<p>1. Please produce a copy of all relevant policies.</p> <p>2. Please produce a copy of the register of declarations of gifts as at 10 November 2020.</p>	14/05/2021
252	SQ21-000275	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Declarations of interest	<p>1. Please produce a copy of all relevant policies.</p> <p>2. Please produce a copy of the register of declarations of interest as at 10 November 2020.</p>	14/05/2021
253	SQ21-000286	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Congestion busting	<p>1. Can the Department/agency advise how it is "congestion busting" in relation to bureaucratic bottlenecks and regulatory bottlenecks.</p> <p>2. Have any additional resources been allocated within the Department to achieve "congestion busting" within the department.</p>	14/05/2021
254	SQ21-000289	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Fair Work Commission	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Commission within the Department or agency.</p>	14/05/2021
255	SQ21-000293	Written	Kristina Keneally	25/03/2021		Department of Education, Skills and Employment	Public Interest Disclosures	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many public interest disclosures have been received.</p>	14/05/2021

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256	SQ21-000231	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Commissioned Reports and Reviews	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many Reports or Reviews have been commissioned. Please provide details of each report including:</p> <p>a. Date commissioned. b. Date report handed to Government. c. Date of public release. d. Terms of Reference. e. Committee members and/or Reviewers.</p> <p>2. How much did each report cost/or is estimated to cost.</p> <p>3. The background and credentials of the Review personnel.</p> <p>4. The remuneration arrangements applicable to the Review personnel, including fees, disbursements and travel</p> <p>5. The cost of any travel attached to the conduct of the Review.</p> <p>6. How many departmental staff were involved in each report and at what level.</p> <p>7. What is the current status of each report. When is the Government intending to respond to each report if it has not already done so.</p>	14/05/2021
257	SQ21-000330	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Executive Management	<p>1. In relation to executive management for the Department and its agencies, can the following be provided for 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020:</p> <p>a. The total number of executive management positions b. The aggregate total remuneration payable for all executive management positions. c. The change in the number of executive manager positions. d. The change in aggregate total remuneration payable for all executive management positions.</p>	14/05/2021
258	SQ21-000332	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Ministerial functions	<p>1. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p> <p>2. In relation to any breakfasts, luncheons, dinners or other meals hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of dates and types of meals. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p>	14/05/2021

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259	SQ21-000334	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Departmental functions	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies within the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p>	14/05/2021
260	SQ21-000337	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Executive office upgrades	<p>1. Have any furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries been upgraded for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. If so, can an itemised list of costs please be provided (GST inclusive).</p>	14/05/2021
261	SQ21-000339	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Facilities upgrades	<p>1. Were there any upgrades to facility premises at any of the Departments or agencies for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. This includes but is not limited to: staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment. 2. If so, can a detailed description of the relevant facilities upgrades be provided together with an itemised list of costs (GST inclusive). 3. If so, can any photographs of the upgraded facilities be provided.</p>	14/05/2021
262	SQ21-000343	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Staff travel	<p>1. What is the total cost of staff travel for departmental/agency employees for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021
263	SQ21-000346	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Legal costs	<p>1. What are the total legal costs for the Department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021

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264	SQ21-000348	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA FOI	<p>1. Please list the number of Freedom of Information Act requests (â€œFOI requestsâ€) received by the Department for the following years:</p> <p>a. 2013-14; b. 2014-15; c. 2015-16; d. 2016-17; e. 2018-19; 2019-20, and; f. 2020-21 to date.</p> <p>2. For each year above, please provide:</p> <p>a. The number of FOI requests the Department granted in full; b. The number of FOI requests the Department granted in part; c. The number of FOI requests the Department refused in full; and d. The number of FOI requests the Department refused for practical reasons under the Freedom of Information Act.</p> <p>3. For each year above, please also provide:</p> <p>a. The number of times the Department failed to make any decision on a FOI request within the 30 day statutory period; and b. The number of times a request to the Department resulted in a practical refusal (i.e. no decision was made on the request).</p> <p>4. For each year above, please also provide:</p> <p>a. The number of times the Department's FOI decisions have been appealed to the OAIC; and b. The number of times has the OAIC overturned â€œ in whole or in part â€œ the Department's decision to refuse access to material.</p>	14/05/2021
265	SQ21-000350	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Briefings	<p>1. Has the Department/agency or the Minister's office provided briefings to independents/minor parties in the Senate or House of Representatives. If so, can the following be provided:</p> <p>a. The subject matter of the briefing. b. The location and date of the briefing. c. Who proposed the briefing. d. Attendees of the briefing by level/position</p>	14/05/2021
266	SQ21-000353	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Promotional merchandise	<p>1. What was the Department/agency's total expenditure on promotional merchandise for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Can an itemised list of all Austender Contract Notice numbers for all promotional merchandise contracts in that period please be provided.</p> <p>3. Can photographs or samples of relevant promotional merchandise please be provided.</p>	14/05/2021
267	SQ21-000355	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Staff allowances	<p>1. Can a list of Departmental/agency allowances and reimbursements available to employees be provided.</p>	14/05/2021
268	SQ21-000356	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Market research	<p>1. Does the Department/agency undertake any polling or market research in relation to government policies or proposed policies.</p> <p>2. If so, can the Department provide an itemised list of:</p> <p>a. Subject matter b. Company c. Costs each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 d. Contract date period</p> <p>3. Can the Department/agency advise what, if any, research was shared with the Minister or their office and the date and format in which this occurred.</p>	14/05/2021

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269	SQ21-000358	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Advertising and information campaigns	<p>1. What was the Department/agency's total expenditure on advertising and information campaigns for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. What advertising and information campaigns did the Department/agency run in each relevant period. For each campaign, please provide:</p> <p>a. When approval was first sought.</p> <p>b. The date of approval, including whether the advertising went through the Independent Campaign Committee process.</p> <p>c. the timeline for each campaign, including any variation to the original proposed timeline.</p> <p>3. Can an itemised list of all Austender Contract Notice numbers for all advertising and information campaign contracts in each period be provided.</p>	14/05/2021
270	SQ21-000361	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Collateral materials	<p>1. What was the Department/agency's total expenditure on collateral materials, including banners, publications, maps, charts and high visibility or protective clothing for events, functions, conferences, meetings, press conferences and site visits, including Ministerial events, functions, conferences, meetings, press conferences and site visits for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. For each event or function where the Department/agency expended funds on collateral materials, provide details of the event, including the date and location of each event, and details of the types of materials.</p>	14/05/2021
271	SQ21-000363	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Social media influencers	<p>1. What was the Department/agency's total expenditure on social media influencers for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. What advertising or information campaigns did the Department/agency use social media influencers to promote.</p> <p>3. Can a copy of all relevant social media influencer posts please be provided.</p> <p>4. Can an itemised list of all Austender Contract Notice numbers for all relevant social media influencer contracts please be provided.</p>	14/05/2021
272	SQ21-000368	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Media monitoring	<p>1. What is the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to each Minister's office for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p> <p>2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract Notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p>	14/05/2021

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273	SQ21-000371	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Communications staff	<p>1. For all departments and agencies, please provide "in relation to all public relations, communications and media staff" the following:</p> <p>2. By Department or agency:</p> <p>a. How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>b. How many non-ongoing staff, their classification, type of work they undertake and their location.</p> <p>c. How many contractors, their classification, type of work they undertake and their location.</p> <p>d. How many are graphic designers.</p> <p>e. How many are media managers.</p> <p>f. How many organise events.</p> <p>3. Do any departments/agencies have independent media studios.</p> <p>a. If yes, why.</p> <p>b. When was it established.</p> <p>c. What is the set up cost.</p> <p>d. What is the ongoing cost.</p> <p>e. How many staff work there and what are their classifications.</p>	14/05/2021
274	SQ21-000376	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA CDDA Payments	<p>1. How many claims have been received under the Compensation for Detriment caused by Defective Administration scheme (CDDA) by the Department for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020?</p> <p>2. How many claims were:</p> <p>a. Accepted.</p> <p>b. Rejected.</p> <p>c. Under consideration.</p> <p>3. Of the accepted claims, can the Department provide:</p> <p>a. Details of the claim, subject to relevant privacy considerations</p> <p>b. The date payment was made</p> <p>c. The decision maker.</p>	14/05/2021
275	SQ21-000387	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Congestion busting	<p>1. Can the Department/agency advise how it is "congestion busting" in relation to bureaucratic bottlenecks and regulatory bottlenecks.</p> <p>2. Have any additional resources been allocated within the Department to achieve "congestion busting" within the department.</p>	14/05/2021
276	SQ21-000390	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Recruitment	<p>1. What amount has been expended by the department/agency on external recruitment or executive search services in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Which services were utilised. Can an itemised list be provided.</p>	14/05/2021
277	SQ21-000393	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Staffing	<p>1. How many full-time equivalent staff are engaged at each of 30 June 2019 and 30 June 2020 10 November 2020.</p> <p>2. How many of these positions are (a) on-going and (b) non-ongoing.</p> <p>3. How many redundancies have occurred in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. How many were:</p> <p>a. voluntary</p> <p>b. involuntary.</p> <p>4. How many of those redundancies occurred as a result of departmental restructuring. What is the total cost of those redundancies.</p> <p>5. What was the total value in dollar terms of all termination payments paid to exiting staff.</p> <p>6. How much overtime or equivalent has been paid to staff in each of the 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>7. How many section 37 notices under the Public Service Act 1999 have been offered in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 to date.</p>	14/05/2021
278	SQ21-000395	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Comcare	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the Department advise whether it has been the subject of any investigations involving Comcare. If yes, please provide details of the circumstances and the status.</p> <p>2. Can the Department advise the number of sanctions it has received from Comcare in the each of the periods; 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021

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279	SQ21-000397	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Fair Work Commission	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Commission within the Department or agency.	14/05/2021
280	SQ21-000400	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Fair Work Ombudsman	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Ombudsman within the Department or agency.	14/05/2021
281	SQ21-000402	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Office of the Merit Protection Commissioner	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Office of the Merit Protection Commissioner within the Department or agency.	14/05/2021
282	SQ21-000404	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Public Interest Disclosures	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many public interest disclosures have been received.	14/05/2021
283	SQ21-000405	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Travel and expense claim policy	1. Please produce a copy of all travel and expense claim policies. 2. Please produce a copy of all claim forms. If the forms are digital, please provide a screen shot of each section, including all dropdown options.	14/05/2021
284	SQ21-000407	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Declarations of interest	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of interest as at 10 November 2020.	14/05/2021
285	SQ21-000409	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Declarations of gifts and hospitality	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of gifts as at 10 November 2020.	14/05/2021
286	SQ21-000417	Written	Kristina Keneally	25/03/2021		Australian Curriculum Assessment and Reporting Authority	ACARA Departmental equipment	What was the estimated value of all Departmental equipment that was lost, damaged, stolen or written off during each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
287	SQ21-000232	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Commissioned Reports and Reviews	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many Reports or Reviews have been commissioned. Please provide details of each report including: a. Date commissioned. b. Date report handed to Government. c. Date of public release. d. Terms of Reference. e. Committee members and/or Reviewers. 2. How much did each report cost/or is estimated to cost. 3. The background and credentials of the Review personnel. 4. The remuneration arrangements applicable to the Review personnel, including fees, disbursements and travel 5. The cost of any travel attached to the conduct of the Review. 6. How many departmental staff were involved in each report and at what level. 7. What is the current status of each report. When is the Government intending to respond to each report if it has not already done so.	14/05/2021
288	SQ21-000367	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Executive Management	In relation to executive management for the Department and its agencies, can the following be provided for 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020: a. The total number of executive management positions b. The aggregate total remuneration payable for all executive management positions. c. The change in the number of executive manager positions. d. The change in aggregate total remuneration payable for all executive management positions.	14/05/2021

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289	SQ21-000373	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Ministerial functions	<p>1. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <ol style="list-style-type: none"> List of functions. List of all 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. Any available photographs of the function. Details of any entertainment provided. <p>2. In relation to any breakfasts, luncheons, dinners or other meals hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <ol style="list-style-type: none"> List of dates and types of meals. List of all 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. Any available photographs of the function. Details of any entertainment provided. 	14/05/2021
290	SQ21-000378	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Departmental functions	<p>In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies within the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <ol style="list-style-type: none"> List of functions. List of all 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. Any available photographs of the function. Details of any entertainment provided. 	14/05/2021
291	SQ21-000380	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Executive office upgrades	<p>Have any furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries been upgraded for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. If so, can an itemised list of costs please be provided (GST inclusive).</p>	14/05/2021
292	SQ21-000383	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Facilities upgrades	<ol style="list-style-type: none"> Were there any upgrades to facility premises at any of the Departments or agencies for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. This includes but is not limited to: 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 upgrades be provided together with an itemised list of costs (GST inclusive). If so, can any photographs of the upgraded facilities be provided. 	14/05/2021
293	SQ21-000385	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Staff travel	<p>What is the total cost of staff travel for departmental/agency employees for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021
294	SQ21-000388	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Legal costs	<p>What are the total legal costs for the Department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021

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295	SQ21-000396	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL FOI	<p>1. Please list the number of Freedom of Information Act requests (‘FOI requests’) received by the Department for the following years:</p> <p>a. 2013-14; b. 2014-15; c. 2015-16; d. 2016-17; e. 2018-19; 2019-20, and; f. 2020-21 to date.</p> <p>2. For each year above, please provide:</p> <p>a. The number of FOI requests the Department granted in full; b. The number of FOI requests the Department granted in part; c. The number of FOI requests the Department refused in full; and d. The number of FOI requests the Department refused for practical reasons under the Freedom of Information Act.</p> <p>3. For each year above, please also provide:</p> <p>a. The number of times the Department failed to make any decision on a FOI request within the 30 day statutory period; and b. The number of times a request to the Department resulted in a practical refusal (i.e. no decision was made on the request).</p> <p>4. For each year above, please also provide:</p> <p>a. The number of times the Department’s FOI decisions have been appealed to the Oaic; and b. The number of times has the Oaic overturned ‘in whole or in part’ the Department’s decision to refuse access to material.</p> <p>5. Please provide the staffing (both ASL and headcount) of staff at the Department who work exclusively on FOI requests, broken down by APS level (e.g. three EL1s, four APS6s, one SES) for each of the following years:</p> <p>a. 2013-14; b. 2014-15;</p>	14/05/2021
296	SQ21-000399	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Briefings	<p>Has the Department/agency or the Minister’s office provided briefings to independents/minor parties in the Senate or House of Representatives. If so, can the following be provided:</p> <p>a. The subject matter of the briefing. b. The location and date of the briefing. c. Who proposed the briefing. d. Attendees of the briefing by level/position</p>	14/05/2021
297	SQ21-000401	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Departmental staff allowances	Can a list of Departmental/agency allowances and reimbursements available to employees be provided.	14/05/2021
298	SQ21-000403	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Market research	<p>1. Does the Department/agency undertake any polling or market research in relation to government policies or proposed policies.</p> <p>2. If so, can the Department provide an itemised list of:</p> <p>a. Subject matter b. Company c. Costs each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 d. Contract date period</p> <p>3. Can the Department/agency advise what, if any, research was shared with the Minister or their office and the date and format in which this occurred.</p>	14/05/2021

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299	SQ21-000406	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Advertising and information campaigns	<ol style="list-style-type: none"> 1. What was the Department/agency's total expenditure on advertising and information campaigns for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. What advertising and information campaigns did the Department/agency run in each relevant period. For each campaign, please provide: <ol style="list-style-type: none"> a. When approval was first sought. b. The date of approval, including whether the advertising went through the Independent Campaign Committee process. c. The timeline for each campaign, including any variation to the original proposed timeline. 3. Can an itemised list of all Austender Contract Notice numbers for all advertising and information campaign contracts in each period be provided. 	14/05/2021
300	SQ21-000408	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Promotional merchandise	<ol style="list-style-type: none"> 1. What was the Department/agency's total expenditure on promotional merchandise for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. Can an itemised list of all Austender Contract Notice numbers for all promotional merchandise contracts in that period please be provided. 3. Can photographs or samples of relevant promotional merchandise please be provided. 	14/05/2021
301	SQ21-000410	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Collateral materials	<ol style="list-style-type: none"> 1. What was the Department/agency's total expenditure on collateral materials, including banners, publications, maps, charts and high visibility or protective clothing for events, functions, conferences, meetings, press conferences and site visits, including Ministerial events, functions, conferences, meetings, press conferences and site visits for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. For each event or function where the Department/agency expended funds on collateral materials, provide details of the event, including the date and location of each event, and details of the types of materials. 	14/05/2021
302	SQ21-000411	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Social media influencers	<ol style="list-style-type: none"> 1. What was the Department/agency's total expenditure on social media influencers for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. What advertising or information campaigns did the Department/agency use social media influencers to promote. 3. Can a copy of all relevant social media influencer posts please be provided. 4. Can an itemised list of all Austender Contract Notice numbers for all relevant social media influencer contracts please be provided. 	14/05/2021
303	SQ21-000412	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Media monitoring	<ol style="list-style-type: none"> 1. What is the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to each Minister's office for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. <ol style="list-style-type: none"> a. Which agency or agencies provided these services. b. Can an itemised list of Austender Contract notice numbers for any media monitoring contracts in each period please be provided c. What is the estimated budget to provide these services for the year FY 2020-21. 2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. <ol style="list-style-type: none"> a. Which agency or agencies provided these services. b. Can an itemised list of Austender Contract Notice numbers for any media monitoring contracts in each period please be provided c. What is the estimated budget to provide these services for the year FY 2020-21. 	14/05/2021

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304	SQ21-000414	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Communications staff	<p>1. For all departments and agencies, please provide "in relation to all public relations, communications and media staff" the following:</p> <p>2. By Department or agency:</p> <p>a. How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>b. How many non-ongoing staff, their classification, type of work they undertake and their location.</p> <p>c. How many contractors, their classification, type of work they undertake and their location.</p> <p>d. How many are graphic designers.</p> <p>e. How many are media managers.</p> <p>f. How many organise events.</p> <p>3. Do any departments/agencies have independent media studios.</p> <p>a. If yes, why.</p> <p>b. When was it established.</p> <p>c. What is the set up cost.</p> <p>d. What is the ongoing cost.</p> <p>e. How many staff work there and what are their classifications.</p>	14/05/2021
305	SQ21-000416	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL CDDA Payments	<p>1. How many claims have been received under the Compensation for Detriment caused by Defective Administration scheme (CDDA) by the Department for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020?</p> <p>2. How many claims were:</p> <p>a. Accepted.</p> <p>b. Rejected.</p> <p>c. Under consideration.</p> <p>3. Of the accepted claims, can the Department provide:</p> <p>a. Details of the claim, subject to relevant privacy considerations</p> <p>b. The date payment was made</p> <p>c. The decision maker.</p>	14/05/2021
306	SQ21-000418	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Congestion busting	<p>1. Can the Department/agency advise how it is "congestion busting" in relation to bureaucratic bottlenecks and regulatory bottlenecks.</p> <p>2. Have any additional resources been allocated within the Department to achieve "congestion busting" within the department.</p>	14/05/2021
307	SQ21-000419	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Recruitment	<p>1. What amount has been expended by the department/agency on external recruitment or executive search services in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Which services were utilised. Can an itemised list be provided.</p>	14/05/2021
308	SQ21-000420	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Departmental equipment	What was the estimated value of all Departmental equipment that was lost, damaged, stolen or written off during each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
309	SQ21-000421	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Staffing	<p>1. How many full-time equivalent staff are engaged at each of 30 June 2019 and 30 June 2020 10 November 2020.</p> <p>2. How many of these positions are (a) on-going and (b) non-ongoing.</p> <p>3. How many redundancies have occurred in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. How many were:</p> <p>a. voluntary</p> <p>b. involuntary.</p> <p>4. How many of those redundancies occurred as a result of departmental restructuring. What is the total cost of those redundancies.</p> <p>5. What was the total value in dollar terms of all termination payments paid to exiting staff.</p> <p>6. How much overtime or equivalent has been paid to staff in each of the 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>7. How many section 37 notices under the Public Service Act 1999 have been offered in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 to date.</p>	14/05/2021

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310	SQ21-000422	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Comcare	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the Department advise whether it has been the subject of any investigations involving Comcare. If yes, please provide details of the circumstances and the status. 2. Can the Department advise the number of sanctions it has received from Comcare in the each of the periods; 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
311	SQ21-000423	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Fair Work Commission	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Commission within the Department or agency.	14/05/2021
312	SQ21-000424	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Fair Work Ombudsman	For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Ombudsman within the Department or agency.	14/05/2021
313	SQ21-000425	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Office of the Merit Protection Commissioner	For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Office of the Merit Protection Commissioner within the Department or agency.	14/05/2021
314	SQ21-000426	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Public Interest Disclosures	For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many public interest disclosures have been received.	14/05/2021
315	SQ21-000427	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Travel and expense claim policy	1. Please produce a copy of all travel and expense claim policies. 2. Please produce a copy of all claim forms. If the forms are digital, please provide a screen shot of each section, including all dropdown options.	14/05/2021
316	SQ21-000428	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Declarations of interest	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of interest as at 10 November 2020.	14/05/2021
317	SQ21-000429	Written	Kristina Keneally	25/03/2021		Australian Institute for Teaching and School Leadership	AITSL Declarations of gifts and hospitality	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of gifts as at 10 November 2020.	14/05/2021
318	SQ21-000233	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Commissioned Reports and Reviews	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many Reports or Reviews have been commissioned. Please provide details of each report including: a. Date commissioned. b. Date report handed to Government. c. Date of public release. d. Terms of Reference. e. Committee members and/or Reviewers. 2. How much did each report cost/or is estimated to cost. 3. The background and credentials of the Review personnel. 4. The remuneration arrangements applicable to the Review personnel, including fees, disbursements and travel 5. The cost of any travel attached to the conduct of the Review. 6. How many departmental staff were involved in each report and at what level. 7. What is the current status of each report. When is the Government intending to respond to each report if it has not already done so.	14/05/2021
319	SQ21-000238	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Executive Management	1. In relation to executive management for the Department and its agencies, can the following be provided for 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020: a. The total number of executive management positions b. The aggregate total remuneration payable for all executive management positions. c. The change in the number of executive manager positions. d. The change in aggregate total remuneration payable for all executive management positions.	14/05/2021

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320	SQ21-000277	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Ministerial functions	<p>1. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p> <p>2. In relation to any breakfasts, luncheons, dinners or other meals hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of dates and types of meals. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p>	14/05/2021
321	SQ21-000279	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Departmental functions	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies within the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p>	14/05/2021
322	SQ21-000280	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Executive office upgrades	<p>1. Have any furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries been upgraded for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. If so, can an itemised list of costs please be provided (GST inclusive).</p>	14/05/2021
323	SQ21-000288	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Facilities upgrades	<p>1. Were there any upgrades to facility premises at any of the Departments or agencies for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. This includes but is not limited to: staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment. 2. If so, can a detailed description of the relevant facilities upgrades be provided together with an itemised list of costs (GST inclusive). 3. If so, can any photographs of the upgraded facilities be provided.</p>	14/05/2021
324	SQ21-000290	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Staff travel	<p>1. What is the total cost of staff travel for departmental/agency employees for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021
325	SQ21-000291	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Legal costs	<p>1. What are the total legal costs for the Department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021

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326	SQ21-000292	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC FOI	<p>1. Please list the number of Freedom of Information Act requests (‘FOI requests’) received by the Department for the following years:</p> <p>a. 2013-14; b. 2014-15; c. 2015-16; d. 2016-17; e. 2018-19; 2019-20, and; f. 2020-21 to date.</p> <p>2. For each year above, please provide:</p> <p>a. The number of FOI requests the Department granted in full; b. The number of FOI requests the Department granted in part; c. The number of FOI requests the Department refused in full; and d. The number of FOI requests the Department refused for practical reasons under the Freedom of Information Act.</p> <p>3. For each year above, please also provide:</p> <p>a. The number of times the Department failed to make any decision on a FOI request within the 30 day statutory period; and b. The number of times a request to the Department resulted in a practical refusal (i.e. no decision was made on the request).</p> <p>4. For each year above, please also provide:</p> <p>a. The number of times the Department’s FOI decisions have been appealed to the OAI; and b. The number of times has the OAI overturned ‘in whole or in part’ the Department’s decision to refuse access to material.</p>	14/05/2021
327	SQ21-000295	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Briefings	<p>1. Has the Department/agency or the Minister’s office provided briefings to independents/minor parties in the Senate or House of Representatives. If so, can the following be provided:</p> <p>a. The subject matter of the briefing. b. The location and date of the briefing. c. Who proposed the briefing. d. Attendees of the briefing by level/position</p>	14/05/2021
328	SQ21-000296	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Staff allowances	<p>1. Can a list of Departmental/agency allowances and reimbursements available to employees be provided.</p>	14/05/2021
329	SQ21-000298	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Market research	<p>1. Does the Department/agency undertake any polling or market research in relation to government policies or proposed policies. 2. If so, can the Department provide an itemised list of:</p> <p>a. Subject matter b. Company c. Costs each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 d. Contract date period 3. Can the Department/agency advise what, if any, research was shared with the Minister or their office and the date and format in which this occurred.</p>	14/05/2021

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330	SQ21-000299	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Advertising and information campaigns	<p>1. What was the Department/agency's total expenditure on advertising and information campaigns for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. What advertising and information campaigns did the Department/agency run in each relevant period. For each campaign, please provide:</p> <p>a. When approval was first sought.</p> <p>b. The date of approval, including whether the advertising went through the Independent Campaign Committee process.</p> <p>c. the timeline for each campaign, including any variation to the original proposed timeline.</p> <p>3. Can an itemised list of all Austender Contract Notice numbers for all advertising and information campaign contracts in each period be provided.</p>	14/05/2021
331	SQ21-000301	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Promotional merchandise	<p>1. What was the Department/agency's total expenditure on promotional merchandise for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Can an itemised list of all Austender Contract Notice numbers for all promotional merchandise contracts in that period please be provided.</p> <p>3. Can photographs or samples of relevant promotional merchandise please be provided.</p>	14/05/2021
332	SQ21-000302	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Collateral materials	<p>1. What was the Department/agency's total expenditure on collateral materials, including banners, publications, maps, charts and high visibility or protective clothing for events, functions, conferences, meetings, press conferences and site visits, including Ministerial events, functions, conferences, meetings, press conferences and site visits for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. For each event or function where the Department/agency expended funds on collateral materials, provide details of the event, including the date and location of each event, and details of the types of materials.</p>	14/05/2021
333	SQ21-000304	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Social media influencers	<p>1. What was the Department/agency's total expenditure on social media influencers for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. What advertising or information campaigns did the Department/agency use social media influencers to promote.</p> <p>3. Can a copy of all relevant social media influencer posts please be provided.</p> <p>4. Can an itemised list of all Austender Contract Notice numbers for all relevant social media influencer contracts please be provided.</p>	14/05/2021
334	SQ21-000306	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Media monitoring	<p>1. What is the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to each Minister's office for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p> <p>2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract Notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p>	14/05/2021

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335	SQ21-000308	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Communications staff	<p>1. For all departments and agencies, please provide "in relation to all public relations, communications and media staff" the following:</p> <p>2. By Department or agency:</p> <p>a. How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>b. How many non-ongoing staff, their classification, type of work they undertake and their location.</p> <p>c. How many contractors, their classification, type of work they undertake and their location.</p> <p>d. How many are graphic designers.</p> <p>e. How many are media managers.</p> <p>f. How many organise events.</p> <p>3. Do any departments/agencies have independent media studios.</p> <p>a. If yes, why.</p> <p>b. When was it established.</p> <p>c. What is the set up cost.</p> <p>d. What is the ongoing cost.</p> <p>e. How many staff work there and what are their classifications.</p>	14/05/2021
336	SQ21-000310	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC CDDA Payments	<p>1. How many claims have been received under the Compensation for Detriment caused by Defective Administration scheme (CDDA) by the Department for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020?</p> <p>2. How many claims were:</p> <p>a. Accepted.</p> <p>b. Rejected.</p> <p>c. Under consideration.</p> <p>3. Of the accepted claims, can the Department provide:</p> <p>a. Details of the claim, subject to relevant privacy considerations</p> <p>b. The date payment was made</p> <p>c. The decision maker.</p>	14/05/2021
337	SQ21-000311	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Congestion busting	<p>1. Can the Department/agency advise how it is "congestion busting" in relation to bureaucratic bottlenecks and regulatory bottlenecks.</p> <p>2. Have any additional resources been allocated within the Department to achieve "congestion busting" within the department.</p>	14/05/2021
338	SQ21-000313	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Recruitment	<p>1. What amount has been expended by the department/agency on external recruitment or executive search services in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Which services were utilised. Can an itemised list be provided.</p>	14/05/2021
339	SQ21-000314	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Staffing	<p>1. How many full-time equivalent staff are engaged at each of 30 June 2019 and 30 June 2020 10 November 2020.</p> <p>2. How many of these positions are (a) on-going and (b) non-ongoing.</p> <p>3. How many redundancies have occurred in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. How many were:</p> <p>a. voluntary</p> <p>b. involuntary.</p> <p>4. How many of those redundancies occurred as a result of departmental restructuring. What is the total cost of those redundancies.</p> <p>5. What was the total value in dollar terms of all termination payments paid to exiting staff.</p> <p>6. How much overtime or equivalent has been paid to staff in each of the 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>7. How many section 37 notices under the Public Service Act 1999 have been offered in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 to date.</p>	14/05/2021

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340	SQ21-000315	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Comcare	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the Department advise whether it has been the subject of any investigations involving Comcare. If yes, please provide details of the circumstances and the status. 2. Can the Department advise the number of sanctions it has received from Comcare in the each of the periods; 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
341	SQ21-000316	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Fair Work Commission	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Commission within the Department or agency.	14/05/2021
342	SQ21-000317	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Fair Work Ombudsman	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Ombudsman within the Department or agency.	14/05/2021
343	SQ21-000319	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Office of the Merit Protection Commissioner	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Office of the Merit Protection Commissioner within the Department or agency.	14/05/2021
344	SQ21-000320	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Public Interest Disclosures	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many public interest disclosures have been received.	14/05/2021
345	SQ21-000322	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Travel and expense claim policy	1. Please produce a copy of all travel and expense claim policies. 2. Please produce a copy of all claim forms. If the forms are digital, please provide a screen shot of each section, including all dropdown options.	14/05/2021
346	SQ21-000323	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Declarations of interest	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of interest as at 10 November 2020.	14/05/2021
347	SQ21-000325	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Declarations of gifts and hospitality	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of gifts as at 10 November 2020.	14/05/2021
348	SQ21-000413	Written	Kristina Keneally	25/03/2021		Australian Research Council	ARC Departmental equipment	What was the estimated value of all Departmental equipment that was lost, damaged, stolen or written off during each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
349	SQ21-000234	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Commissioned Reports and Reviews	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many Reports or Reviews have been commissioned. Please provide details of each report including: a. Date commissioned. b. Date report handed to Government. c. Date of public release. d. Terms of Reference. e. Committee members and/or Reviewers. 2. How much did each report cost/or is estimated to cost. 3. The background and credentials of the Review personnel. 4. The remuneration arrangements applicable to the Review personnel, including fees, disbursements and travel 5. The cost of any travel attached to the conduct of the Review. 6. How many departmental staff were involved in each report and at what level. 7. What is the current status of each report. When is the Government intending to respond to each report if it has not already done so.	14/05/2021
350	SQ21-000239	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Executive Management	1. In relation to executive management for the Department and its agencies, can the following be provided for 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020: a. The total number of executive management positions b. The aggregate total remuneration payable for all executive management positions. c. The change in the number of executive manager positions. d. The change in aggregate total remuneration payable for all executive management positions.	14/05/2021

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351	SQ21-000342	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Ministerial functions	<p>1. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p> <p>2. In relation to any breakfasts, luncheons, dinners or other meals hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>i. List of dates and types of meals. j. List of all attendees. k. Function venue. l. Itemised list of costs (GST inclusive). m. Details of any food served. n. Details of any wines or champagnes served including brand and vintage. o. Any available photographs of the function. p. Details of any entertainment provided.</p>	14/05/2021
352	SQ21-000344	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Departmental functions	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies within the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <p>a. List of functions. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.</p>	14/05/2021
353	SQ21-000347	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Executive office upgrades	<p>1. Have any furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries been upgraded for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. If so, can an itemised list of costs please be provided (GST inclusive).</p>	14/05/2021
354	SQ21-000349	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Facilities upgrades	<p>1. Were there any upgrades to facility premises at any of the Departments or agencies for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. This includes but is not limited to: staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment.</p> <p>2. If so, can a detailed description of the relevant facilities upgrades be provided together with an itemised list of costs (GST inclusive).</p> <p>3. If so, can any photographs of the upgraded facilities be provided.</p>	14/05/2021
355	SQ21-000351	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Staff travel	<p>1. What is the total cost of staff travel for departmental/agency employees for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021
356	SQ21-000352	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Legal Costs	<p>1. What are the total legal costs for the Department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021

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357	SQ21-000354	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA FOI	<p>1. Please list the number of Freedom of Information Act requests (â€œFOI requestsâ€) received by the Department for the following years:</p> <p>a. 2013-14; b. 2014-15; c. 2015-16; d. 2016-17; e. 2018-19; 2019-20, and; f. 2020-21 to date.</p> <p>2. For each year above, please provide:</p> <p>a. The number of FOI requests the Department granted in full; b. The number of FOI requests the Department granted in part; c. The number of FOI requests the Department refused in full; and d. The number of FOI requests the Department refused for practical reasons under the Freedom of Information Act.</p> <p>3. For each year above, please also provide:</p> <p>a. The number of times the Department failed to make any decision on a FOI request within the 30 day statutory period; and b. The number of times a request to the Department resulted in a practical refusal (i.e. no decision was made on the request).</p> <p>4. For each year above, please also provide:</p> <p>a. The number of times the Department's FOI decisions have been appealed to the OAIC; and b. The number of times has the OAIC overturned â€œ in whole or in part â€œ the Department's decision to refuse access to material.</p>	14/05/2021
358	SQ21-000357	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Briefings	<p>1. Has the Department/agency or the Minister's office provided briefings to independents/minor parties in the Senate or House of Representatives. If so, can the following be provided:</p> <p>a. The subject matter of the briefing. b. The location and date of the briefing. c. Who proposed the briefing. d. Attendees of the briefing by level/position</p>	14/05/2021
359	SQ21-000359	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Departmental staff allowances	<p>1. Can a list of Departmental/agency allowances and reimbursements available to employees be provided.</p>	14/05/2021
360	SQ21-000360	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Market research	<p>1. Does the Department/agency undertake any polling or market research in relation to government policies or proposed policies. 2. If so, can the Department provide an itemised list of:</p> <p>a. Subject matter b. Company c. Costs each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 d. Contract date period 3. Can the Department/agency advise what, if any, research was shared with the Minister or their office and the date and format in which this occurred.</p>	14/05/2021

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361	SQ21-000362	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Advertising and information campaigns	<p>1. What was the Department/agency's total expenditure on advertising and information campaigns for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. What advertising and information campaigns did the Department/agency run in each relevant period. For each campaign, please provide:</p> <p>a. When approval was first sought.</p> <p>b. The date of approval, including whether the advertising went through the Independent Campaign Committee process.</p> <p>c. the timeline for each campaign, including any variation to the original proposed timeline.</p> <p>3. Can an itemised list of all Austender Contract Notice numbers for all advertising and information campaign contracts in each period be provided.</p>	14/05/2021
362	SQ21-000364	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Promotional merchandise	<p>1. What was the Department/agency's total expenditure on promotional merchandise for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Can an itemised list of all Austender Contract Notice numbers for all promotional merchandise contracts in that period please be provided.</p> <p>3. Can photographs or samples of relevant promotional merchandise please be provided.</p>	14/05/2021
363	SQ21-000365	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Collateral materials	<p>1. What was the Department/agency's total expenditure on collateral materials, including banners, publications, maps, charts and high visibility or protective clothing for events, functions, conferences, meetings, press conferences and site visits, including Ministerial events, functions, conferences, meetings, press conferences and site visits for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. For each event or function where the Department/agency expended funds on collateral materials, provide details of the event, including the date and location of each event, and details of the types of materials.</p>	14/05/2021
364	SQ21-000366	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Social media influencers	<p>1. What was the Department/agency's total expenditure on social media influencers for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. What advertising or information campaigns did the Department/agency use social media influencers to promote.</p> <p>3. Can a copy of all relevant social media influencer posts please be provided.</p> <p>4. Can an itemised list of all Austender Contract Notice numbers for all relevant social media influencer contracts please be provided.</p>	14/05/2021
365	SQ21-000369	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Departmental equipment	<p>What was the estimated value of all Departmental equipment that was lost, damaged, stolen or written off during each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021

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366	SQ21-000370	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Media monitoring	<p>1. What is the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to each Minister's office for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p> <p>2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract Notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p>	14/05/2021
367	SQ21-000372	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Communications staff	<p>1. For all departments and agencies, please provide "in relation to all public relations, communications and media staff" the following:</p> <p>2. By Department or agency:</p> <p>a. How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>b. How many non-ongoing staff, their classification, type of work they undertake and their location.</p> <p>c. How many contractors, their classification, type of work they undertake and their location.</p> <p>d. How many are graphic designers.</p> <p>e. How many are media managers.</p> <p>f. How many organise events.</p> <p>3. Do any departments/agencies have independent media studios.</p> <p>a. If yes, why.</p> <p>b. When was it established.</p> <p>c. What is the set up cost.</p> <p>d. What is the ongoing cost.</p> <p>e. How many staff work there and what are their classifications.</p>	14/05/2021
368	SQ21-000374	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA CDDA Payments	<p>1. How many claims have been received under the Compensation for Detriment caused by Defective Administration scheme (CDDA) by the Department for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020?</p> <p>2. How many claims were:</p> <p>a. Accepted.</p> <p>b. Rejected.</p> <p>c. Under consideration.</p> <p>3. Of the accepted claims, can the Department provide:</p> <p>a. Details of the claim, subject to relevant privacy considerations</p> <p>b. The date payment was made</p> <p>c. The decision maker.</p>	14/05/2021
369	SQ21-000375	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Congestion busting	<p>1. Can the Department/agency advise how it is "congestion busting" in relation to bureaucratic bottlenecks and regulatory bottlenecks.</p> <p>2. Have any additional resources been allocated within the Department to achieve "congestion busting" within the department.</p>	14/05/2021
370	SQ21-000377	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Recruitment	<p>1. What amount has been expended by the department/agency on external recruitment or executive search services in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Which services were utilised. Can an itemised list be provided.</p>	14/05/2021

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371	SQ21-000379	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Staffing	<p>1. How many full-time equivalent staff are engaged at each of 30 June 2019 and 30 June 2020 10 November 2020.</p> <p>2. How many of these positions are (a) on-going and (b) non-ongoing.</p> <p>3. How many redundancies have occurred in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. How many were:</p> <p>a. voluntary</p> <p>b. involuntary.</p> <p>4. How many of those redundancies occurred as a result of departmental restructuring. What is the total cost of those redundancies.</p> <p>5. What was the total value in dollar terms of all termination payments paid to exiting staff.</p> <p>6. How much overtime or equivalent has been paid to staff in each of the 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>7. How many section 37 notices under the Public Service Act 1999 have been offered in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 to date.</p>	14/05/2021
372	SQ21-000381	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Comcare	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the Department advise whether it has been the subject of any investigations involving Comcare. If yes, please provide details of the circumstances and the status.</p> <p>2. Can the Department advise the number of sanctions it has received from Comcare in the each of the periods; 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p>	14/05/2021
373	SQ21-000382	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Fair Work Commission	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Commission within the Department or agency.</p>	14/05/2021
374	SQ21-000384	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Fair Work Ombudsman	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Ombudsman within the Department or agency.</p>	14/05/2021
375	SQ21-000386	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Office of the Merit Protection Commissioner	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Office of the Merit Protection Commissioner within the Department or agency.</p>	14/05/2021
376	SQ21-000389	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Public Interest Disclosures	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many public interest disclosures have been received.</p>	14/05/2021
377	SQ21-000391	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Travel and expense claim policy	<p>1. Please produce a copy of all travel and expense claim policies.</p> <p>2. Please produce a copy of all claim forms. If the forms are digital, please provide a screen shot of each section, including all dropdown options.</p>	14/05/2021
378	SQ21-000392	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Declarations of interest	<p>1. Please produce a copy of all relevant policies.</p> <p>2. Please produce a copy of the register of declarations of interest as at 10 November 2020.</p>	14/05/2021
379	SQ21-000394	Written	Kristina Keneally	25/03/2021		Australian Skills Quality Authority	ASQA Declarations of gifts and hospitality	<p>1. Please produce a copy of all relevant policies.</p> <p>2. Please produce a copy of the register of declarations of gifts as at 10 November 2020.</p>	14/05/2021

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380	SQ21-000235	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Commissioned Reports and Reviews	<p>1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many Reports or Reviews have been commissioned. Please provide details of each report including:</p> <ol style="list-style-type: none"> Date commissioned. Date report handed to Government. Date of public release. Terms of Reference. Committee members and/or Reviewers. <p>2. How much did each report cost/or is estimated to cost.</p> <p>3. The background and credentials of the Review personnel.</p> <p>4. The remuneration arrangements applicable to the Review personnel, including fees, disbursements and travel</p> <p>5. The cost of any travel attached to the conduct of the Review.</p> <p>6. How many departmental staff were involved in each report and at what level.</p> <p>7. What is the current status of each report. When is the Government intending to respond to each report if it has not already done so.</p>	14/05/2021
381	SQ21-000237	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Executive Management	<p>1. In relation to executive management for the Department and its agencies, can the following be provided for 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020:</p> <ol style="list-style-type: none"> The total number of executive management positions The aggregate total remuneration payable for all executive management positions. The change in the number of executive manager positions. The change in aggregate total remuneration payable for all executive management positions. 	14/05/2021
382	SQ21-000281	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Ministerial functions	<p>1. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <ol style="list-style-type: none"> List of functions. List of all 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. Any available photographs of the function. Details of any entertainment provided. <p>2. In relation to any breakfasts, luncheons, dinners or other meals hosted by Ministers or Assistant Ministers in the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided:</p> <ol style="list-style-type: none"> List of dates and types of meals. List of all 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. Any available photographs of the function. Details of any entertainment provided. 	14/05/2021

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383	SQ21-000282	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Departmental functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies within the portfolio for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the following be provided: a. List of functions. b. List of all attendees. c. Function venue. d. Itemised list of costs (GST inclusive). e. Details of any food served. f. Details of any wines or champagnes served including brand and vintage. g. Any available photographs of the function. h. Details of any entertainment provided.	14/05/2021
384	SQ21-000283	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Executive office upgrades	Have any furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries been upgraded for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. If so, can an itemised list of costs please be provided (GST inclusive).	14/05/2021
385	SQ21-000284	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Facilities upgrades	1. Were there any upgrades to facility premises at any of the Departments or agencies for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. This includes but is not limited to: staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment. 2. If so, can a detailed description of the relevant facilities upgrades be provided together with an itemised list of costs (GST inclusive). 3. If so, can any photographs of the upgraded facilities be provided.	14/05/2021
386	SQ21-000285	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Staff travel	What is the total cost of staff travel for departmental/agency employees for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
387	SQ21-000287	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Legal costs	What are the total legal costs for the Department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
388	SQ21-000294	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA FOI	1. Please list the number of Freedom of Information Act requests (â€œFOI requestsâ€) received by the Department for the following years: a. 2013-14; b. 2014-15; c. 2015-16; d. 2016-17; e. 2018-19; 2019-20, and; f. 2020-21 to date. 2. For each year above, please provide: a. The number of FOI requests the Department granted in full; b. The number of FOI requests the Department granted in part; c. The number of FOI requests the Department refused in full; and d. The number of FOI requests the Department refused for practical reasons under the Freedom of Information Act. 3. For each year above, please also provide: a. The number of times the Department failed to make any decision on a FOI request within the 30 day statutory period; and b. The number of times a request to the Department resulted in a practical refusal (i.e. no decision was made on the request). 4. For each year above, please also provide: a. The number of times the Department's FOI decisions have been appealed to the Oaic; and b. The number of times has the Oaic overturned â€œ in whole or in part â€œ the Department's decision to refuse access to material. 5. Please provide the staffing (both ASL and headcount) of staff at the Department who work exclusively on FOI requests, broken down by APS level (e.g. three EL1s, four APS6s, one SES) for each of the following years: a. 2013-14;	14/05/2021

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389	SQ21-000297	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Briefings	Has the Department/agency or the Minister's office provided briefings to independents/minor parties in the Senate or House of Representatives. If so, can the following be provided: a. The subject matter of the briefing. b. The location and date of the briefing. c. Who proposed the briefing. d. Attendees of the briefing by level/position	14/05/2021
390	SQ21-000300	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Departmental staff allowances	Can a list of Departmental/agency allowances and reimbursements available to employees be provided.	14/05/2021
391	SQ21-000303	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Market research	1. Does the Department/agency undertake any polling or market research in relation to government policies or proposed policies. 2. If so, can the Department provide an itemised list of: a. Subject matter b. Company c. Costs each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020 d. Contract date period 3. Can the Department/agency advise what, if any, research was shared with the Minister or their office and the date and format in which this occurred.	14/05/2021
392	SQ21-000305	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Advertising and information campaigns	1. What was the Department/agency's total expenditure on advertising and information campaigns for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. What advertising and information campaigns did the Department/agency run in each relevant period. For each campaign, please provide: a. When approval was first sought. b. The date of approval, including whether the advertising went through the Independent Campaign Committee process. c. The timeline for each campaign, including any variation to the original proposed timeline. 3. Can an itemised list of all Austender Contract Notice numbers for all advertising and information campaign contracts in each period be provided.	14/05/2021
393	SQ21-000307	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Promotional merchandise	1. What was the Department/agency's total expenditure on promotional merchandise for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. Can an itemised list of all Austender Contract Notice numbers for all promotional merchandise contracts in that period please be provided. 3. Can photographs or samples of relevant promotional merchandise please be provided.	14/05/2021
394	SQ21-000309	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Collateral materials	1. What was the Department/agency's total expenditure on collateral materials, including banners, publications, maps, charts and high visibility or protective clothing for events, functions, conferences, meetings, press conferences and site visits, including Ministerial events, functions, conferences, meetings, press conferences and site visits for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. For each event or function where the Department/agency expended funds on collateral materials, provide details of the event, including the date and location of each event, and details of the types of materials.	14/05/2021
395	SQ21-000312	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Social media influencers	1. What was the Department/agency's total expenditure on social media influencers for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 2. What advertising or information campaigns did the Department/agency use social media influencers to promote. 3. Can a copy of all relevant social media influencer posts please be provided. 4. Can an itemised list of all Austender Contract Notice numbers for all relevant social media influencer contracts please be provided.	14/05/2021

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396	SQ21-000318	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Media monitoring	<p>1. What is the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to each Minister's office for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p> <p>2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>a. Which agency or agencies provided these services.</p> <p>b. Can an itemised list of Austender Contract Notice numbers for any media monitoring contracts in each period please be provided</p> <p>c. What is the estimated budget to provide these services for the year FY 2020-21.</p>	14/05/2021
397	SQ21-000321	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Communications staff	<p>1. For all departments and agencies, please provide "€" in relation to all public relations, communications and media staff "€" the following:</p> <p>2. By Department or agency:</p> <p>a. How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>b. How many non-ongoing staff, their classification, type of work they undertake and their location.</p> <p>c. How many contractors, their classification, type of work they undertake and their location.</p> <p>d. How many are graphic designers.</p> <p>e. How many are media managers.</p> <p>f. How many organise events.</p> <p>3. Do any departments/agencies have independent media studios.</p> <p>a. If yes, why.</p> <p>b. When was it established.</p> <p>c. What is the set up cost.</p> <p>d. What is the ongoing cost.</p> <p>e. How many staff work there and what are their classifications.</p>	14/05/2021
398	SQ21-000324	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA CDDA Payments	<p>1. How many claims have been received under the Compensation for Detriment caused by Defective Administration scheme (CDDA) by the Department for each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020?</p> <p>2. How many claims were:</p> <p>a. Accepted.</p> <p>b. Rejected.</p> <p>c. Under consideration.</p> <p>3. Of the accepted claims, can the Department provide:</p> <p>a. Details of the claim, subject to relevant privacy considerations</p> <p>b. The date payment was made</p> <p>c. The decision maker.</p>	14/05/2021
399	SQ21-000326	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Congestion busting	<p>1. Can the Department/agency advise how it is "congestion busting" in relation to bureaucratic bottlenecks and regulatory bottlenecks.</p> <p>2. Have any additional resources been allocated within the Department to achieve "congestion busting" within the department.</p>	14/05/2021
400	SQ21-000327	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Recruitment	<p>1. What amount has been expended by the department/agency on external recruitment or executive search services in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.</p> <p>2. Which services were utilised. Can an itemised list be provided.</p>	14/05/2021

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401	SQ21-000328	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Staffing	1. How many full-time equivalent staff are engaged at each of 30 June 2019 and 30 June 2020 10 November 2020. 2. How many of these positions are (a) on-going and (b) non-ongoing. 3. How many redundancies have occurred in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. How many were: a. voluntary b. involuntary. 4. How many of those redundancies occurred as a result of departmental restructuring. What is the total cost of those redundancies. 5. What was the total value in dollar terms of all termination payments paid to exiting staff. 6. How much overtime or equivalent has been paid to staff in each of the 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020. 7. How many section 37 notices under the Public Service Act 1999 have been offered in each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020to date.	14/05/2021
402	SQ21-000329	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Comcare	1. For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, can the Department advise whether it has been the subject of any investigations involving Comcare. If yes, please provide details of the circumstances and the status. 2. Can the Department advise the number of sanctions it has received from Comcare in the each of the periods; 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021
403	SQ21-000331	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Fair Work Commission	For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Commission within the Department or agency.	14/05/2021
404	SQ21-000333	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Fair Work Ombudsman	For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Fair Work Ombudsman within the Department or agency.	14/05/2021
405	SQ21-000335	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Office of the Merit Protection Commissioner	For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many references have been made to the Office of the Merit Protection Commissioner within the Department or agency.	14/05/2021
406	SQ21-000336	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Public Interest Disclosures	For each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020, how many public interest disclosures have been received.	14/05/2021
407	SQ21-000340	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Travel and expense claim policy	1. Please produce a copy of all travel and expense claim policies. 2. Please produce a copy of all claim forms. If the forms are digital, please provide a screen shot of each section, including all dropdown options.	14/05/2021
408	SQ21-000341	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Declarations of interest	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of interest as at 10 November 2020.	14/05/2021
409	SQ21-000345	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Declarations of gifts and hospitality	1. Please produce a copy of all relevant policies. 2. Please produce a copy of the register of declarations of gifts as at 10 November 2020.	14/05/2021
410	SQ21-000415	Written	Kristina Keneally	25/03/2021		Tertiary Education Quality and Standards Agency	TEQSA Departmental equipment	What was the estimated value of all Departmental equipment that was lost, damaged, stolen or written off during each of the periods 1 July 2019-31 December 2019; 1 January 2020-30 June 2020; 1 July 2020-31 December 2020.	14/05/2021

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411		Written	Bridget McKenzie	25/03/2021		National Centre for Vocational Education Research	Staffing	<p>1. How many staff does NCVER have working in capital cities, including Canberra?</p> <p>2. Does NCVER have any staff based in regional or rural locations? a. If yes, how many? b. What percentage of NCVER's staff are based in capital cities, as opposed to regional and rural locations?</p> <p>3. Did any of NCVER's staff work from home during the COVID-19 pandemic? a. If yes, how many of NCVER's staff worked from home each month for the period of March 2020 to October 2020? b. How many of NCVER's staff worked from home each month for the period of October 2020 to March 2021?</p> <p>4. Does NCVER measure staff productivity levels? a. If so, during the work from home period, did productivity decline, remain static, or increase? b. What opportunity exists for NCVER to decentralise from city locations given staff have been able to work from home during the COVID-19 pandemic?</p> <p>5. What is the number of personal leave/sick-days taken for each month between March 2020 and October 2020, and the same period during 2019? a. If the number of personal leave/sick-days taken fell from 2019 to 2020, what does NCVER attribute this to? b. How does NCVER intend to maintain the reduction in personal leave/sick-days taken? c. If NCVER has staff based in regional or rural locations, is there a comparison of personal leave/sick-days taken between these staff and those based in capital cities?</p>	7/05/2021
412		Written	Louise Pratt	25/03/2021		National Centre for Vocational Education Research	Apprentice and Trainee figure update	<p>1. Could you please provide updated apprentice and trainee in-training figures for trade, non-trade and both - by gender, jurisdiction and federal electorate from 30 Sept 2018 to most recently available data – this can be taken on notice.</p> <p>2. I refer you to the Report entitled Completion rates for group training organisations and direct employers: how do they compare? (https://www.ncver.edu.au/research-and-statistics/publications/all-publications/completion-rates-for-group-training-organisations-and-direct-employers-how-do-they-compare) a) Could you please provide updated figures for completion rates at GTOs vs direct employment based on the Report? b) Are you able to provide 12 months of data prior to COVID impacts and also for the period 2007 to 2013. c) The Report seems to suggest that accounting for the different demographic profiles of GTO apprentices and trainees, and for employer size, GTO completion rates are substantially higher than for small and medium direct employers. What is the explanation for this? d) The Report also finds that for non-trade apprentices and trainees, after adjustments for demographic profiles and employer size, GTO completion rates are also higher than for small, medium and large direct employers. What is the explanation for this?</p>	7/05/2021